Brooke Charter School
Fall Reopening Plan

AUGUST 14, 2020
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I. EXECUTIVE SUMMARY

Brooke has decided to start the school year on September 8th, 2020 under a model that provides fully remote instruction to most students. The only exception will be that we will offer in-person learning to a limited number of students at each grade level with significant and complex needs. That includes some, but not all, students with disabilities.

As so many of us have talked about in the last several weeks, our approach to remote instruction has to be different than it was in the spring. We don’t have any good sense of how long this will last. It’s possible that we will continue under a remote model for the entire school year. At a minimum, we have to be prepared for that possibility. Our kids will never get another chance at this grade. They have to learn the content this year, and learn it well.

Research shows that kids from lower income families (85% of our families) have had massive learning losses under remote learning to date. In order to do right by our students and families under this scenario, all of us are going to have to pour ourselves into a concerted team effort to deliver an even more meaningful and effective approach to our kids than we were able to in the last 3 months of the previous school year. That is one of two “big ideas” that will inform all of our planning and work over the next several weeks.

The other big idea is that this crisis is going to require all of us to be flexible and adaptable if we are going to serve our kids and families well. Circumstances will change, our knowledge of how the virus spreads will change, and we’ll learn things from experience that we didn’t know before. But in addition to that, meeting the needs of our kids and families well in a remote setting will require that roles and responsibilities for all of us will be different than in a normal year, for some more than others. All of that means that we’ll all have to contribute in new and different ways in the weeks and months ahead if we’re going to do this well.
Dear Brooke Families,

After a lot of deliberating, surveying, researching, and talking, we have decided to start the school year on September 8th under a model that provides fully remote instruction to most students. The only exception will be that we will offer in-person learning to a limited number of students at each grade level with significant and complex needs. That includes some, but not all, students with disabilities. We will contact families of students who qualify.

This has been an exceedingly difficult decision. Through the surveys and Zoom conversations we had with you, we heard from many of you about your concerns around safety that are leading you toward keeping your students home this fall, regardless of Brooke’s decision. We also heard from many of you who said that you are essential workers, don’t have the option to work at home, and may have to choose between going to work and staying home with your kids. We heard from many more of you whose primary concern is the social and emotional health of your kids and hope to find some way for them to interact in-person with peers. We heard all of it. And we wish we had a plan that did more to address all of those concerns.

The most important considerations that pushed us in this direction were practical ones:

- **Staffing difficulties** – In order to meet what we think are the necessary safety and spacing considerations in our school buildings, we would need more staff members than in a typical year. But because of the pandemic, we have significantly fewer staff ready and able to work on-site than in a typical year. Approximately 20% of our staff have expressed the need to work remotely because either they have a high-risk condition as identified by the CDC or they live with a family member who does.

- **Likelihood of frequent shutdowns** – At this time, we do not have access to randomized testing to detect the presence of the virus in our schools before some people present as symptomatic. Furthermore, we are not confident that we will have access to quick-turn-around testing in the event that a member of our community does present as symptomatic.
Therefore, for practical reasons, we anticipate needing to shut down classes and/or entire campuses in the event that multiple members of the community present as symptomatic. (This continues to be a practical problem for the students who we will have at school and in-person)

- **Planning for too many scenarios** - Planning for hybrid instruction and remote instruction simultaneously compromises our ability to do either one really well. A rise in cases nationwide seems likely to arrive in Massachusetts and force us at some point into fully remote mode anyway (it is possible that we’re already experiencing a rise). Practically speaking, we think it is better to focus our energies right now on developing our capacity for remote instruction exclusively.

We know you have lots of questions. The plan that follows will answer many of them, including what remote instruction will look like by grade level, draft schedules, what change in conditions might lead us to bring in more students in-person, and many more. The leadership team at each Brooke campus will also be following up soon to share school-specific information and plans and to share processes for continuous feedback and communication with families.

In the meantime, we want to express our gratitude to so many of you who have been willing to share your thoughts and feedback, whether that be on the decision to offer any in-person learning, or on the nature of what remote instruction should look like. That feedback has been universally thoughtful and was delivered with grace and understanding.

We know this decision will leave many of you relieved, many of you disappointed, and many feeling both at the same time. We share those feelings too. We desperately want to be able to do more than this right now. We will continue to try to identify a safe and practical path forward to bring our kids back to school in larger numbers. In the meantime, we will pour ourselves into doing the absolute best we can to ensure that our kids are learning and growing in a remote setting.

Sincerely,
Jon Clark
Kimberly Steadman
Co-Directors
III. REMOTE LEARNING MODEL

"All students should have daily live instruction... that allows them to interact in real time with teachers and peers."
The following is our plan for remote instruction. In this plan the vast majority of students will be accessing lessons through their computers while a few of our most at risk students would be allowed to come in-person to get mandated services as well as participate in remote learning from the building. This remote learning model centers around a structured schedule with synchronous or "live" learning opportunities. These "live" opportunities will be mixed with asynchronous learning which consists of independent practice or pre-recorded activities that students will complete on their own.
REMOTE LEARNING PRINCIPLES

The following principles have informed the design of remote learning schedules and plans across grade spans.

- Remote instruction must feature rigorous, graded instruction, that teaches all standards.
- Students must be sufficiently challenged in order to be engaged. This means that we have to require our kids to do the thinking, teacher talk should be limited, and students must be actively engaged in their learning.
- Students must be known and valued by their teachers.
- Remote learning should feature structure and routine in ways that help students and teachers meet their obligations without constantly having to evaluate when and how they will do it. This means clear expectations for attendance and participation, including the expectation that student cameras are on in order to facilitate active engagement.  (Any student may use an appropriate background with their camera)
- All students should have daily live instruction (not just “asynchronous instruction”) that allows them to interact in real time with teachers and peers.
- Students must receive frequent and regular feedback on their work, and teachers must be able to deliver that feedback through individualized or small-group tutoring, whether that be in-person or remote.
- We must regularly assess student work, via an assessment process with integrity, in order to monitor student progress and provide customized feedback.
- We must have a clear and simple process for parents to monitor student progress, as well as the expectation of regular in-person communication with families (video-calls, telephone, and texting)
- In younger grades, because students have a hard time focusing during large-group Zoom calls, there should be lots of small group instruction, meaning that teachers are teaching lessons multiple times with smaller groups. In younger grades, there will be more asynchronous (pre-recorded) instruction than in older grades in order to make a full schedule for students, given the focus on small group instruction.
REMOTE LEARNING SCHEDULE & STRUCTURE

Based upon our experience in the spring, we learned that in order for remote learning to be successful, we must be more structured with regard to student learning schedules. This means that students will be provided daily schedules that will tell them the precise times that they must be logged on and doing work.

These schedules will be more reflective of their traditional school day schedule, although there will be some adjustments based upon the remote environment. One adjustment is that we will be providing more regular breaks throughout the day to limit what has been termed "Zoom fatigue".

The regular school day will generally operate from 8:00am - 3:00pm for all grades, although there may be some services or culture building activities that could take place outside of those hours. Grades K-7 will also be operating a half day schedule on Wednesdays, from 8:00am - 12:30pm.

The tables found below attempt to provide an overview on the key components of the remote schedules for each grade. Samples for each grade can be found in the appendix at the end of this reopening plan. The appendix also provides a copy of the school year schedule.
<table>
<thead>
<tr>
<th></th>
<th>Grades K-1</th>
<th>Grade 2</th>
<th>Grades 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Approach</strong></td>
<td>We are looking to maximize small group instructional opportunities for our youngest students to help with engagement and retention. Given this, instructional blocks for these grades will be shorter and a greater focus will be spent on opportunities for conferencing. The end of the day provides a large block of time for independent work, service delivery, and teacher conferencing.</td>
<td>We are looking to maximize small group instructional opportunities for our youngest students to help with engagement and retention. Given this, instructional blocks for these grades will be shorter and a greater focus will be spent on opportunities for conferencing. The end of the day provides a large block of time for independent work, service delivery, and teacher conferencing.</td>
<td>Students in this age range are generally more independent and the schedule will reflect that. Synchronous instruction will be followed by asynchronous independent practice for most classes. The end of the day provides a large block of time for independent work, service delivery, and teacher conferencing.</td>
</tr>
</tbody>
</table>
| **Daily Live (Synchronous) Core Instruction** | Math - 30 min  
ELA - 45 min  
Writing - 30 min | Math - 1 hour  
Reading & Word Study - 45 min  
Writing - 45 min | Math - 30 min  
Reading - 60 min  
Writing - 45 min  
Science - 30 min (alternating days) |
| **Daily Independent (Asynchronous) Core Instruction** | ELA - 30 min  
Independent Reading - 30 min  
Science - 30 min (2x per week)  
Math - 30 min | ELA - 30 min  
Independent Reading - 30 min  
Science - 30 min (2x per week)  
Math - 30 min | Independent Reading - 1 hour  
Math Review & Practice - 1 hour  
Social Studies - 30 min (2x per week) |
| **Other Schedule Features**    | Morning Motivation - 15 min  
Morning Meeting - 15 min  
Conferencing - 65 min per week  
Character Ed Block - 30 min on Wednesday | Morning Motivation - 15 min  
Morning Meeting - 30 min  
Conferencing - 65 min per week | Homeroom - 8:00-8:30am  
Conferencing - 65 min per week |
<p>| <strong>Co-Curricular Instruction (Art, Music, Spanish, etc.)</strong> | Co-curricular delivery will vary by school |                                                                         |                                                                         |
| <strong>Breaks</strong>                     | Breaks will be spaced throughout the day between periods. Length of breaks vary by grade &amp; school. All schools will provide lunch breaks for students |                                                                         |                                                                         |
| <strong>Access To Service Delivery</strong> | Will occur on individual schedules but will generally happen between 7:15-8:00am or during afternoon conferencing/independent work time |                                                                         |                                                                         |</p>
<table>
<thead>
<tr>
<th>Grades 6-7</th>
<th>Grade 8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Approach</strong></td>
<td>Students in this age range are generally more independent and the schedule will reflect that. Synchronous instruction will be followed by asynchronous independent practice for most classes. The end of the day provides a large block of time for independent work, service delivery, and teacher conferencing.</td>
<td>The day will start with an opportunity for conferencing between teachers and students. Students will then follow a structured schedule of 30 minute classes. The end of the day will be reserved for independent work time and the opportunity for additional teacher conferencing.</td>
</tr>
<tr>
<td><strong>Daily Live (Synchronous) Core Instruction</strong></td>
<td>Math - 30 min Reading - 60 min Writing - 45 min Science - 30 min Social Studies - 30 min</td>
<td>ELA - 30 min Algebra - 30 min Science - 30 min SS - 30 min Grammar &amp; Vocab - 30 min</td>
</tr>
<tr>
<td><strong>Daily Independent (Asynchronous) Core Instruction</strong></td>
<td>Independent Reading - 1 hour Math Review &amp; Practice - 1 hour Science Practice - 20 min</td>
<td>Independent Reading - 30 min Math Review - 30 min</td>
</tr>
<tr>
<td><strong>Other Schedule Features</strong></td>
<td>Homeroom - Daily 8:00-8:30am Conference - 65 min per week.</td>
<td>Advisory - Daily 9:00-9:15am</td>
</tr>
<tr>
<td><strong>Co-Curricular Instruction (Art, Music, Spanish, etc.)</strong></td>
<td>Co-curricular delivery will vary by school.</td>
<td>Co-curriculars will be delivered via synchronous instruction daily.</td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>Breaks will be spaced throughout the day between periods. Length of breaks vary by grade &amp; school. All schools will provide lunch breaks for students.</td>
<td></td>
</tr>
</tbody>
</table>
The following categories of people will likely have to be in person for some or all of the day in order to serve the limited number of students who are in the building (unless they have identified themselves as having a high-risk or potentially high-risk condition as listed by the CDC or live with a family member who has a high-risk or potentially high-risk condition as listed by the CDC and have been approved to work remotely).

- Principals
- Assistant Principals
- Directors of Operations
- Deans of Students
- Special Education Staff
- ELL Coordinators
- Instructional Support Teachers
- Co-Curricular Teachers
- Nurses
- Custodial Staff
- Front Office Staff
- Culture Aids
- Network Staff (supervisor level)

In addition, staff in other categories may also be required to be in person on a case-by-case basis in order to serve students in the building (i.e. it is possible that some general ed teachers may have to be in the building to serve students with high-needs who take general ed classes).

We encourage anyone else who is comfortable doing so to also work in person at school. We think doing so will help us develop a better approach and culture around collaboration in remote instruction. For those of us who are in the building, it will be critical that we all commit to strictly following safety protocols at all times, including mask-wearing, hand-washing, and distancing (more on that below).

Because things could change quickly, and because issues may arise that require in-person meetings, staff who are teaching remotely should be working within the local area.
TEACHING ROLES & RESPONSIBILITIES

Remote vs. In-Person Teaching (or both): Although teaching will look and feel different in remote vs. in-person settings, foundational responsibilities will be the same. Full teaching loads will still be full teaching loads. Most remote classes will meet regularly and will be live. And whether teachers are teaching in-person, remotely, or some combination of the two, all will have to be available to teach and meet other work responsibilities during the hours listed in their employment agreement each day.

Full-Time Co-Curricular Teachers: Details around co-curricular duties are still very much in the air and will likely vary across schools. This includes both the frequency of co-curricular classes, the variety of classes offered, and whether or not co-curricular classes will be live or pre-recorded. In addition, due to the possibility of a reduced teaching load for co-curricular teachers in a remote model, additional duties that would support the learning experience of in-person students may be a part of the co-curricular work day. Principals are still working on the various ways that they will ask co-curricular teachers to fill out their responsibilities in order to help meet the many challenges ahead of us and will follow up with co-curricular teams at each campus to discuss those possibilities.

Student Support Staff: Student support staff will have full teaching loads that include some combination of remote and in-person learning, although the distribution between remote and in-person teaching will vary by teacher and will depend on the campus, the nature of the disabilities of the students served, and the preferences of parents for remote and in-person learning for their kids.

Associate Teachers: Our Associate Teacher program exists to develop promising but inexperienced aspiring teachers. That will continue to be our focus even in a remote setting. That means that the core of the role for Associate Teachers will continue to be learning from experienced teachers and mentors through observations, participation in team meetings, participation in organized PD sessions, and gradual assumption of teaching live classes over the course of the school year. At the same time, just as in an in-person setting, there will be other responsibilities we will ask of Associate Teachers to contribute to making our schools run well. When in-person, those responsibilities have included things like monitoring breakfast, lunch, recess, and after school, as well as substitute teaching. Those other responsibilities will be different under remote learning, although we still may have some of those kinds of needs for our limited in-person instruction. Those responsibilities may also include things like working with small groups of students remotely, daily check-ins with particular students, creating videos for asynchronous lessons, or leading student book clubs.
Parents and students in all grades will be able to check on grades and missing assignments through PowerSchool. In addition, each school/grade level will have one learning platform for all classes in that grade level (Google Classroom, SeeSaw, and ClassTag depending on campus and grade level). Parents will receive instructions and training on accessing and using those platforms.

As with in-person learning, all communication will be sent home in English, Spanish, and Haitian Creole and other languages as needed and requested by families. Interpretation and translation services will be provided for all families who have indicated a non-English preference.
TRACKING ATTENDANCE & PARTICIPATION

Attendance will be tracked and recorded daily in Powerschool, with teachers distinguishing between in-person and remote attendance. In K-7, daily attendance will be marked by classroom teachers. In grades 8-12, attendance will be recorded class by class.

Students will be required to participate in live Zoom classes, with their cameras on. For those students reluctant for whatever reason to have the camera show their personal space, teachers will show kids how to insert an artificial background.

Participation will be factored into all student grades, K-12. Teachers will do so by monitoring and recording in-class participation in live classes, as well as assessing the quality of work carried out during live classes.
ACCESS TO CHROMEBOOKS & INTERNET

All grades will require consistent access to an internet capable device in order to engage with both synchronous and asynchronous lessons. We require that each student has their own device in order to ensure a shared device does not get in the way of a student being able to access remote learning. Our schools will be providing all students with devices at the start of the year. Students who are participating in any in-person learning will need to bring that device to and from school. Students who are fully-remote will be able to keep the device at home throughout their remote learning. Families may opt to provide their own device for their child. Again, this means that the child has their own device and is not sharing with a parent or sibling. Any family that would prefer to provide their own device for home learning will just need to inform their school office staff.

Brooke will provide internet capable devices to all students in grades K-12. Students will be receiving either an iPad or a Chromebook. The school will assign the device (there is not a choice of one or the other). The devices must be well cared for and returned in a similar condition to which they were given. All devices will come with a charger, which will also need to be well cared for and returned. Devices will remain in the student's possession until the end of the year unless the school notifies families that they will need to be returned sooner. Families that lose a device or charger, or who repeatedly damage a device, can be charged for the cost of the equipment (see device sign-out policy).

The school may also be able to provide WiFi hot spots for families that have difficulty with internet access at home. If a family believes this resource will be necessary for their situation, please reach out to your school's Director of Operations.
The curriculum at all grade levels for remote learning will be the same as taught in person, which is aligned to state standards. Student progress toward those standards will be monitored in grades K-8 via network-wide interim assessments.

Pacing guides as well as scopes and sequences for curriculum will need to be adjusted due to lost learning time. We have reduced the number of school days for the year to 180 days and our daily school hours are also being adjusted downward. We will also need to incorporate within our pacing opportunities to catch students up from missed learning opportunities in the spring, especially core standards from the prior grade that are essential to ongoing mastery development.
ASSESSMENT

Teachers will monitor and assess student work as they would in an in-person setting, with a particular focus on assessing written work (including written solutions in math). For more formal assessments, including unit tests in all grades and network-wide interim assessments in grades K-8, schools will use the Edulastic platform for assessments, which features not only data tracking, but also allows for switching the order of questions to help ensure test integrity.
IN-PERSON LEARNING FOR HIGH NEEDS STUDENTS

The state requires that we do as much as we feasibly can to educate students with “significant and complex needs” in person. We think that requirement makes sense. For instance, it's very hard to imagine how we can effectively meet the needs of a student with autism that is non-verbal in a completely remote setting. The state defines these students as:

- Students already identified as “high needs” through the IEP process on the IEP form entitled “Primary Disability/Level of Need-PL3.” Such students must meet at least two of these criteria:
  - Services provided outside of the general education classroom;
  - Service providers are special education teachers and related service providers;
  - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless

- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

All students who meet this criteria and whose families elect for their kids to attend school in-person, will need to get in-person instruction from special education teachers and English as a second language teachers.

In grades K-7 these students will receive in-person instruction 4 days a week (Monday, Tuesday, Thursday, Friday) and will remain remote on the Wednesday half days. Students in grades 8-12 along with students in the substantially separate program at our Roslindale campus will be in-person 5 days a week.

Our current plan is to also provide these students with in-person co-curricular instruction wherever feasible. These students will have the opportunity to participate in general education instruction delivered by their regular classroom teachers, by participating in remote instruction while in the school building and under the supervision of a “remote learning proctor.”
Safety for students, staff and families is our first priority. We have worked to develop robust protocols and system improvements to ensure a safe in-person learning environment for anyone who is coming into our building. Our protocols are driven by the following areas of focus:

**Self-Screening:**
We are requiring all staff and students to conduct an at home health screening daily before coming into the building. While the state has discouraged the use of temperature screenings on site due to the propensity for false positives, we believe having our staff and students conduct a daily, guided, self-assessment will help prevent those who are symptomatic prior to the start of the school day from coming in and contributing to the virus' spread.

**Personal Protective Equipment:**
Brooke has procured a substantial amount of personal protective equipment (PPE) for our staff and students. Brooke is able to provide masks, face shields, and gloves for 100% of staff who want these items. Brooke will also be providing a reusable cloth facemask to students who need one. Mask wearing is a requirement in all of our buildings but we are providing additional PPE (such as face shields) to further protect staff in the building.

**Cohort Approach:**
Brooke will be doing everything possible to keep students within small, consistent cohorts. The idea behind the cohort approach is to limit the spread of any exposure to a smaller group of staff and students, thus allowing the rest of the school to continue operating even after a COVID event.
Hand-washing:
It will be critical that we develop a culture of frequently and thoroughly washing hands. Each school is working on a schedule whereby every person in the building will wash hands at multiple points throughout the day.

Social Distance:
The school layout is being adjusted to reinforce social distancing protocols. Schools will work to have students as close to the 6 feet distance threshold as possible but will always ensure seating is never under the 3 foot minimum. Shared spaces such as staff workrooms and cafeterias will also be adjusted to maximize distancing.

Facemasks:
While some might consider this redundant from the above mentioned PPE, we have identified creating a culture of facemask wearing as vital to our ability to operate in a COVID environment. All students and staff will wear facemasks inside the building, except in rare conditions where a student disability may preclude that student from wearing a facemask. Students in grades K and 1 are not required to wear facemasks under state guidelines, but we will ask that students in these grades wear facemasks as well. Students should bring their own facemasks to school, but schools will also have facemasks available. Ensuring that everyone in the building is wearing facemasks will require more than just establishing the rule. It will require our collective effort and vigilance to ensure that we establish a culture in which we all insist on consistent facemask use from ourselves and from each other. Schools are working on incorporating times in schedules for facemask breaks, either by taking students outside, or by creating enough distance between students for indoor facemask removal.
Diagnosis:
In the event that a student or staff is at school and exhibits symptoms related to COVID-19, they will be immediately taken to the nurse’s office for further evaluation. The nurse will make a determination based on the symptoms to either send the student/staff back to work or to have them leave to get tested.

Quarantine:
Staff and students who have been diagnosed by the nurse as needing COVID testing will be sent home as soon as possible. If they need to wait for someone to pick them up, they will be quarantined in designated rooms at each school. Only the nurse or other staff with the appropriate personal protective equipment will be allowed in the space with the quarantined individual. If a parent is called about their child possibly having COVID, they will be asked to come as quickly as possible.

Communication with the Department of Public Health will also be undertaken to determine if any additional recommendations are made.

If the test for the student or staff comes back positive, the school will conduct contact tracing within the building and inform any potentially infected staff or students of the exposure. For students, this would include all students within their cohorts. These individuals would be required to self-isolate for 14 days and/or get a COVID test before returning to school. During that time students would participate in remote learning.

Cleaning:
After a diagnosis, the spaces in which the staff or student had been located will be sanitized as thoroughly as possible immediately after the diagnosis. This will include sanitizing high touch surfaces in the rooms they were present. After the end of the school day, the school spaces will be disinfected further using electrostatic cleaning.
IV. HYBRID LEARNING MODEL

"Our plan needs to be flexible enough to allow us to pivot..."
OVERVIEW OF HYBRID LEARNING MODEL

The following is our plan for hybrid instruction that would include both in-person and remote learning for all of our students. This plan was initially composed with the idea of returning to school after Labor Day under a hybrid approach. Given that we intend to start remotely, several elements of this plan may need to be revised when and if we are able to move to a hybrid approach.

The plan is differentiated by grade level, so that we are able to provide more in-person instruction for our youngest students (K-2nd grade) and some in-person instruction for all of our older students (3rd – 12th grade).

A central feature of this plan will be to allow any family who wants it to access a fully remote learning option. And although we cannot guarantee it, we will also prioritize giving teachers with CDC-identified high-risk factors, or loved ones at home with high-risk factors, the opportunity to work remotely.
HYBRID LEARNING PRINCIPLES

The structures and choices that inform this proposal are based on the following principles, sorted here in the categories of safety principles, learning principles, and other.

Safety Principles:

- Remote learning should be available for any families who want it.
- Remote teaching should be an option for staff with high-risk conditions (or those that live with someone with a high-risk condition) wherever possible.
- For in-person learning, we should group students in cohorts and strictly limit the interaction between cohorts throughout the day.
- We should limit cohort size to 16 students or fewer. This number does not guarantee 6 feet of distance; however, it does get us a lot closer to it than the state guideline of 3 feet. This distance will only increase if families choose a full-remote learning option.
- We will have clear public health markers that will allow us to determine that a hybrid model is safe and when we must revert back to a fully remote learning model.
- We will have clear markers that will allow us to determine when and how to close down a cohort (class) or campus, or all Brooke schools, in the event of evidence of school-based cases or increased community transmission.
Learning Principles

- Remote instruction is inferior to in-person instruction for all students and has been particularly disadvantageous for many low-income families and students of color.
- Remote instruction is particularly ineffective for students in early primary grades, particularly when there is not an adult present in-person to engage in that instruction alongside the student.
- Our kids need to be challenged academically by their teachers.
- Our kids need to be known by their teachers.
- Effective instruction includes individualized feedback and conferencing with teachers.
- Instructional quality is connected to staff workload. We are clear that we cannot have staff working a double load by simultaneously planning and delivering the same lessons both remotely and in-person each day.

Other Principles:

- We value supporting our families who need the adults in the household to be able to go to work to support the family. In order to do that, we'd prefer to be able to provide in-person learning as much as possible for all elementary students. We don't think we can do that at this time given the current level of risk and the resources available to us.
- Our plan needs to be flexible enough to allow us to pivot to provide high quality remote instruction for all students, should levels of risk change.
- Everything is subject to change. This plan is the best we've been able to come up with to this point given the information that is available to us. But that information is rapidly changing. New and reliable information may make it wise to revise the assumptions inherent in these principles.
HYBRID LEARNING SCHEDULE & STRUCTURE

**Kindergarten - 2nd grade:** Students in these grades would return to school 4 days per week (Mon, Tues, Thurs, Fri) full-time. Hours are to be determined and will depend in part on our ability to provide school buses for our kids, an issue which is dependent on Boston Public Schools and is still undetermined. On Wednesdays, students would learn remotely, with a particular emphasis on one-on-one and small group remote conferencing with teachers. All in-school classes would be limited to 16 students or less.

**3rd grade - 7th grade:** Students in these grades would return to school 2 days per week (Mon/Thurs or Tues/Fri). Hours are to be determined, and will depend in part on our ability to provide school buses for our kids in grades 3-5, an issue which is still undetermined. On the two “off-days” (the two days when students are at home while the other half of students are in school), students will have a fully-scheduled live remote class schedule, taught by Brooke teachers who are exclusively remote teachers. On Wednesdays, students would learn remotely, with a particular emphasis on one-on-one and small group remote conferencing with teachers. All in-school classes would be limited to 16 students or less.

**8th grade – 12th grade:** Students in these grades would attend school in-person two days per week (either Monday/Thursday or Tuesday/Friday). Hours are to be determined. While in school, these students would be limited to class cohorts of 16 students that stay together throughout the day – students would not switch from class to class. Teachers will rotate between classes. On Wednesdays, students would learn remotely.
Fully Remote Option: Any families who are not comfortable with their students returning for in-person learning, at any grade level K-12, will have a fully remote option. For families who make this choice, we would ask that they make that commitment for a set period of time (exact period to be determined). Transitioning students back and forth between fully-remote-learning and in-person-learning will be a big logistical undertaking, with each shift affecting class sizes and safety-ratios, and requiring a hand-off between a fully-remote teacher and a teacher delivering in-person instruction.

Students in Substantially Separate Special Education Settings: Students who have complex or significant disabilities across grades K-12 would attend school in-person four days per week with limited exceptions, as is the case in our remote learning model. Students who are currently educated in our substantially separate special education setting at our Roslindale school would attend school in-person five days per week. In-person learning assignments will always be subject to parent preferences.

Remote Wednesdays Across All Campuses: One common thread to all of the grade spans is that instruction on Wednesdays is remote. We thought this was important in order to provide all teachers with the time and opportunity to conference with and tutor students individually in small groups. Because of the distancing challenges of in-person instruction, that kind of conferencing will be easier done remotely (although in the upper grades, that advantage might be countered by the difficulty of getting some older students to log on for tutoring sessions). Another reason we aligned Wednesdays was that we wanted to ensure that we could sort siblings across campuses such that they have the same on and off days, thereby making it easier for parents who rely on older siblings to help monitor and care for younger siblings.
HYBRID LEARNING
STAFFING MODEL

Reducing safety risks for students and staff creates a lot of staffing challenges.

Approximately 20% of our staff across the network have conveyed to us that as a result of a high-risk condition, or living with someone with a high-risk condition, they would seek to work remotely. We will prioritize trying to pair these staff with fully remote working assignments, but we cannot guarantee it.

We must also plan for changing circumstances, including staff who may be exposed to COVID-19 and are required to quarantine, staff who contract the virus or an unrelated illness, and staff who may have emergency daycare needs.

With all of those considerations in mind, the following are the basic outlines of how we intend to structure staffing across various gradespans.

Grades K-2:
Keeping class cohort size at 16 students or less requires that we have four lead teachers at each school in each grade K-2. That means that we must identify or hire a fourth 2nd grade teacher at both Brooke Mattapan and Brooke East Boston. In addition, we will have one fully remote teacher per grade level across the network who will be responsible for delivering remote instruction to students’ whose families have elected to have their students start the school year fully remote. That calculus could change depending on the number of families who choose for their students to be fully remote. Assuming that those remote teachers come from the ranks of our existing teachers in grades K-2, that means we will also have to identify or hire in-person replacements for those remote teachers.
Grades 3 - 5:
In grades 3-5, students at each school would be split into two classes of approximately 32 students each. Half of the students in each class would attend school in-person on Mondays and Thursdays, and the other half would attend school in-person on Tuesdays and Fridays. On the three-teacher team for each grade level, two teachers would be responsible for in-person instruction on Mondays, Tuesdays, Thursdays and Fridays. The third teacher on the team would be responsible for delivering remote instruction to students on their “off-days” as well as delivering remote instruction to students whose families have elected for them to be fully remote. Remote teachers and in-person teachers will co-plan, such that lessons each day are similar, whether delivered remotely or in-person. Every day will feature a new lesson than the day before, with all students receiving the same lesson, whether they access it in-person or remotely. (This structure is in part informed by the knowledge that we have several teachers in these grade levels who have indicated a need or desire to work fully remotely.)

Grades 6 - 8:
The structure for grades 6-8 will be very similar to grades 3-5. However, because we begin subject specialization in these grades, the exact staffing structure depends on several factors at each school. For instance, it may be that we have two full-time remote teachers in grades 6-8 (one delivering math/science lessons and one delivering English/social studies lessons). It is also possible that we may consolidate some of those remote positions across schools.

Grades 9 - 12:
By far the biggest challenge among the various gradespans is to make a HS model work according to all of our stated hybrid learning principles. In order to keep high school cohorts limited to 16 students and in order to keep those cohorts insulated throughout the day, the high school would differentiate which classes are taught in person and which classes are taught remotely. All Spanish and most computer science classes will be taught remotely (but “live”) on “off-days”, while most math, English, science, and social studies classes will be taught in-person. Spanish is all remote because that is currently the subject that causes the most schedule variability. Science classes receive priority for in-person because labs are an essential component of science instruction. Other courses will be prioritized for in-person or for remote due partially to staffing constraints. We are also prioritizing advisories during our in-person time. Teachers of in-person classes will teach up to four cohorts of students each day. Wednesdays will be devoted to remote but mandatory office hours and to communicating with advisees and their families.
Meals:
Because students necessarily eat meals with masks off, we will require a minimum 6 feet of distance between scholars as they eat. Therefore the meal plans we arrive at in each school will depend in part on cohort size and room size. Some cohorts may be able to eat in their classrooms, while others may need to utilize larger shared spaces.

Recess:
Elementary school students will continue to have recess. However, in order to limit cohort interaction, recess will occur at the class level, such that students participate in recess only with other members of their cohort (16 total students or less). Our current thinking is that recess activities will feature play-based activities that are more structured than traditional recess, but will help ensure that students are sufficiently physically distanced from each other so that they can also be an opportunity for mask breaks.

Arrival and Dismissal:
In order to ensure that students are not entering or departing the building in large groups, we plan to stagger arrival and dismissal at all schools. For parents who come to the school to pick up or drop off their scholar, we will limit parent access to the building during these times with rare exceptions.

Sports, After School Programs, or Other Similar Activities:
In order to limit cohort interaction, schools will be unable to conduct in-person programming after school, whether that be after-school care programs in elementary schools or sports and clubs in the high school. Brooke High will offer some clubs for students, but students will participate remotely.
TRANSPORTATION

Details around transportation are still unclear due to reliance on outside organizations to provide the service, such as Boston Public Schools and the MBTA. Below is the information we have at this point.

Parent Transportation:
As in the past, parents who would like to drive their students to and from school are welcome to do so. Drop off and pickup will be done outside the building to limit the chance of spread within our schools. The exact procedures for this may vary by school and these details will be communicated to families on a school-by-school basis. We ask that you respect and adhere to these changes. While we typically pride ourselves on having an open school, these new measures are necessary for the health and safety of our students and staff.

BPS Transportation:
Boston Public Schools may be providing buses but the details around this are still unclear. Any hybrid reopening will be dependent upon BPS busing for families. Schools will share bus stop and assignment information with families as soon as it is available. Masks will be required on buses and buses will have reduced limits on the number of students they will transport (limit to 1 student per seat) as set by state guidance. Further information about BPS transportation will be shared when we have it.

MBTA Transportation:
Students in grades 7-12 will still qualify for free MBTA passes to facilitate getting to school. MBTA has implemented health and safety measures to protect riders. We encourage families to visit the MBTA website or contact them directly for information about these policies. As we approach any potential hybrid reopening we will be communicating closely with the MBTA about their safety measures.

Brooke Chelsea Shuttles:
Brooke provides our own shuttles for our Chelsea residents (and for East Boston residents who attend 8th Grade Academy or Brooke High). In a hybrid model these shuttles will continue to run but with reduced ridership limits, following state guidance. More information about this will become available prior to any hybrid reopening.
FACILITY MODIFICATIONS

We have made a significant number of facility modifications to prepare spaces for students and staff that aligns to CDC and state guidance. Below are a few areas we would like to highlight:

Cleaning:
While Brooke has always prided itself on maintaining pristine learning spaces for students and staff, we are investing in additional cleaning time from our custodial vendor to limit any risk associated with the spread of COVID-19. This includes the following:
- Continual cleaning schedule throughout the day to ensure all high touch surfaces are wiped down every 2-3 hours.
- Installation of hand sanitizer stations in all classrooms, entrances and common spaces.
- Added night time cleaning to sanitize all touchable surfaces (including desks, counters, door knobs, etc.).
- Implementation of electrostatic cleaning for additional deep cleaning if a case of COVID is identified.

Ventilation:
More research has come out to encourage maximum ventilation in an effort to reduce risk of spread. Given this, Brooke is implementing the following practices:
- Opening windows during the day in used classrooms to maximize outside air intake.
- Adjustments to our HVAC system to maximize outside air through those systems as well as keeping relative humidity at 40-60% (a range found to reduce COVID spread).
- Add and upgrade HVAC units where possible to increase air flow.
- Installation of improved air filters (MERV-13 which are medical grade).

Touchless Features:
Where possible we have worked to install touchless features to limit the spread of the virus. This includes touchless bathroom faucets as well as touchless water bottle fillers.
If and when a fully in-person model became practical, we would pursue that model...
OVERVIEW OF FULL IN-PERSON LEARNING MODEL

Our fully-in-person learning model is the least fleshed-out of the three, in part because we determined early on that we could not meet the necessary safety requirements under such a model given both staffing and building constraints. Generally speaking, we have determined that returning to a fully in-person model for all families who want it, would only be feasible under a scenario in which approximately half of all families elect a fully remote option for their students.

If and when a fully in-person model became practical, we would pursue that model in accordance with the in-person safety measures described in the remote and hybrid plan approaches above.
VI. ADDITIONAL SCHOOL OPERATING & STUDENT SUPPORT INFORMATION

"The foundation of student wellness... is connectivity with others"
ACADEMIC INTERVENTION & OUT-OF-SCHOOL-TIME

In grades K-7, teachers will use the afternoon conferencing block to conference one-on-one or with small groups of students while other students engage in assigned independent work or whatever recorded lessons are required for that day.

In the Eighth Grade Academy, tutoring support for students will be provided during the regularly scheduled math review, math success, and independent reading blocks. Teachers will sign up individual students and small groups of students as needed.

In the high school, teachers are incorporating individualized tutoring and support within each regular class period. This represents a change from our in-person routine (daily office hours) and is different from our approach in K-7, in part due to the challenge of getting high school students to log-in for tutoring time as opposed to class time.

Some tutoring and conferencing may also be provided before and after school, both remotely and in-person. We also have tentative plans to run additional programs to students at selected campuses during February and April break.
The foundation of student wellness and emotional health during remote learning is connectivity with others, including teachers and peers, and open lines of communication between school and family regarding student wellness. In grades K-7, classroom teachers will focus on remote community building through daily homeroom meetings. Teachers in grades 8-12 will do the same with weekly or bi-weekly advisory meetings.

At all grade levels, teachers will reach out to families before the school year begins for one-on-one meetings so that the teacher has the opportunity to meet students and families and discuss plans for remote learning. We are exploring the possibility of doing some of those meetings in-person outdoors in younger grades.

Families will have one teacher contact at each school (teachers in grades K-7, advisors in grades 8-12) to communicate regularly with by phone and/or text during remote learning (depending in part on parent preferences).
Teachers began working full-time on August 10th, giving us four full weeks to prepare for the start of school on September 8th (see calendar in appendix). In addition to planning and preparing curriculum, teachers are working on principles and techniques relative to effective remote teaching, and learning how to effectively use our chosen tech platforms including Zoom, Nearpod, Edulastic, and Google Classroom.

Brooke will also continue its historical practice of ongoing professional development for staff throughout the school year. This includes weekly professional development on early release days or prior to the start of the school day, ongoing coaching for teachers and Associate Teachers to support improving practice, and cross school lesson observations to support network-wide growth and align on best practices.
The criteria that we will monitor to determine when and if we should return to some format featuring more in-person learning relate to the reasons cited for choosing a remote learning format at this time. Those include measures relative to community transmission, staffing feasibility, and testing capacity.

**Community Transmission:**
Massachusetts recently laid out criteria under which the state recommends that schools return to in-person learning: a daily infection rate of less than 4 per 100,000 residents. (The state leaves some room for interpretation when the rate gets to between 4 and 8 infections per 100,000. The state also recommends tracking the test positivity rate). Under the criteria laid out by the state, schools serving Chelsea students (including Brooke East Boston, Eighth Grade Academy, and Brooke High School), where approximately a third of students live in Chelsea) should not yet open for in-person learning. The rate for Boston as a whole falls within the range of room-for-interpretation. However, according to the Boston Public Health Commission, there is significant variation across neighborhoods in Boston. Some Boston neighborhoods have test positivity rates at 2% or lower (Allston/Brighton, West Roxbury, Jamaica Plain) while some of Brooke’s most represented neighborhoods have high positivity rates (8.6% in East Boston, 5.4% in the 02121 and 02125 areas of Dorchester). We will closely monitor these rates in making any determination about returning to more in-person learning.

**Staffing Feasibility:**
A return to in-person learning will depend on our ability to safely staff that in-person learning. That means that any decision to return to in-person learning will be informed by another round of teacher and family surveys to help us determine both how many families would send their students back for in-person learning if the option were available and how many staff would continue to opt out for documented health reasons.

**Testing Capacity:**
In order to ensure that a return to in-person learning will not be interrupted by frequent quarantining at the staff or school level, we would ideally have access to both testing with prompt turnaround of results and a randomized approach to testing that could help detect the presence of the virus before a community member presents as symptomatic.
CERTIFICATION OF HEALTH & SAFETY REQUIREMENTS

We can certify that we are meeting all health and safety requirements related to COVID-19 that have been issued as of August 14th, 2020 by the Massachusetts Department of Elementary and Secondary Education.
VII. OVERVIEW OF PLANNING PROCESS

"Feedback from stakeholders is at the center of the plans we have developed"
Since the beginning of the planning process to prepare for a fall reopening, preparations centered around two pieces of data:
- Public Health Data and Guidance
- Feedback from Families & Staff

We engaged in a comprehensive process to gather stakeholder feedback in order to best ensure that our plan designs were reflective of the needs of our communities.

Our stakeholder engagement process included (but was not limited to) the following actions:
- Multiple staff feedback surveys to assess comfort and concerns related to reopening plans
- Multiple family feedback surveys to assess interest in reopening models as well as areas of concern with regard to any in-person learning.
- Over 30 small group family sessions which allowed us to gain qualitative feedback and personal accounts to go along with the quantitative data from the surveys
- Dozens of small group and 1-1 sessions with staff to gain more personalized feedback to go along with survey results.

All of this engagement was vital to our planning. Feedback from stakeholders is at the center of the plans we have developed.
# School Calendar

## Brooke Charter Schools

### 2020-2021 School Year - All Campuses

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### Notes:
- Shaded boxes indicate no school due to vacation or holiday.
- Dotted boxes indicate no school for students because of a professional day (PD) for teachers.

**September 8**
- First day for all students
  - Sept 7: No School: Labor Day
  - Oct 12: No School: Columbus Day
  - Nov 11: No School: Veterans' Day
  - Nov 25 - 27: No School: Thanksgiving Break
  - Dec 21 - Jan 1: No School: Winter Break
  - Jan 18: No School: Martin Luther King, Jr. Day
  - Feb 15 - 19: No School: February Vacation
  - Apr 19 - 23: No School: April Vacation
  - May 31: No School: Memorial Day
  - June 23: Last day of school if no snow days
  - June 30: Last day of school if 5 snow days
# Remote Daily Schedules: Kinder & 1st Grade

## Kinder & 1st Grade Sample Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>07:15</td>
<td>IEP &amp; ELL Service Delivery</td>
</tr>
<tr>
<td>08:00</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>08:15</td>
<td>Calendar Math</td>
</tr>
<tr>
<td>08:30</td>
<td>ELA Instruction</td>
</tr>
<tr>
<td>09:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:00</td>
<td>Math &amp; Writing - Group A</td>
</tr>
<tr>
<td>11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:15</td>
<td>Math &amp; Writing - Group B</td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>12:45</td>
<td>Independent Work &amp; Conferencing</td>
</tr>
<tr>
<td>03:00</td>
<td>End of Day</td>
</tr>
</tbody>
</table>
2ND GRADE SAMPLE DAILY SCHEDULE

07:15  IEP & ELL Service Delivery
07:45  Morning Motivation
08:00  Morning Meeting
08:15  Calendar Math
08:30  Math Routines
08:45  Read Aloud Lesson
09:15  Word Study / Grammar
10:00  Break
10:15  Math - Group A
11:00  Break
11:15  Math - Group B
12:30  Lunch Break
01:00  Writing Workshop
01:45  Independent Work & Conferencing
03:00  End of Day
3RD - 5TH GRADE
SAMPLE DAILY SCHEDULE

07:15  IEP & ELL Service Delivery
08:00  Morning Homeroom
08:30  Math
09:30  Break
09:45  Science
10:30  ELA
11:15  Break
11:45  Independent Work
12:45  Writing & Grammar
01:30  Independent Work & Conferencing
03:00  End of Day
## 6TH & 7TH GRADE SAMPLE DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>07:15</td>
<td>IEP &amp; ELL Service Delivery</td>
</tr>
<tr>
<td>08:00</td>
<td>Morning Homeroom</td>
</tr>
<tr>
<td>08:30</td>
<td>Math</td>
</tr>
<tr>
<td>09:30</td>
<td>Break</td>
</tr>
<tr>
<td>09:45</td>
<td>Science</td>
</tr>
<tr>
<td>10:30</td>
<td>ELA</td>
</tr>
<tr>
<td>11:15</td>
<td>Social Studies</td>
</tr>
<tr>
<td>11:45</td>
<td>Independent Work</td>
</tr>
<tr>
<td>12:45</td>
<td>Writing &amp; Grammar</td>
</tr>
<tr>
<td>01:30</td>
<td>Independent Work &amp; Conferencing</td>
</tr>
<tr>
<td>03:00</td>
<td>End of Day</td>
</tr>
</tbody>
</table>
REMOTE DAILY SCHEDULES: 8TH GRADE

8TH GRADE
SAMPLE DAILY SCHEDULE

08:30 Conferencing
09:00 Advisory
09:15 ELA
09:50 Algebra
10:25 Science
11:00 Co-Curricular
11:30 Lunch Break
12:00 Social Studies
12:35 Independent Reading / Math Review
01:10 Grammar & Vocabulary
01:45 Conferencing (as scheduled)
02:15 Independent Work Time
04:00 End of Day

*Breaks spaced throughout the day
## 9th - 12th Grade Sample Daily Schedule

<table>
<thead>
<tr>
<th>A Days</th>
<th>B Days</th>
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<tbody>
<tr>
<td>08:00</td>
<td>Teacher PD</td>
</tr>
<tr>
<td>09:00</td>
<td>Period 2</td>
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<tr>
<td>10:10</td>
<td>Period 4</td>
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<tr>
<td>11:20</td>
<td>Period 6</td>
</tr>
<tr>
<td>12:20</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>01:00</td>
<td>Period 3</td>
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<tr>
<td>01:35</td>
<td>Period 5</td>
</tr>
<tr>
<td>02:10</td>
<td>Period 7</td>
</tr>
<tr>
<td>02:45</td>
<td>1:1 Check-Ins &amp; Independent Work</td>
</tr>
<tr>
<td>04:00</td>
<td>End of Day</td>
</tr>
</tbody>
</table>

*Breaks spaced throughout the day*

Note: Schedule alternates between A and B so that one full week of school is on an ABABA schedule, and the following week is on a BABAB schedule.
BROOKE CHARTER SCHOOL
FALL REOPENING PLAN
August 14, 2020

Jon Clark
Co-Director

Kimberly Steadman
Co-Director

www.ebrooke.org