

BEA Back to School



Reopening Plan

Before Getting to the Plan

Things we can control:

Our academic programming

Choices that we give to parents

Our schedule and calendar

Facility Cleanliness

Our response to guidelines

Things we can't control:

The Pandemic

Health Department orders

Governor's Executive orders

Building closure orders

Education Funding

Our response to requirements

Our Goals

- Maintain the safety of our staff and students
- Caring for our staff and students
- Staying true to our school's mission
- Making decisions based on data and best practices
- Honoring parental choice
- Respecting and recognizing differing viewpoints

Re-Opening Plan

Parents may choose between the following options for this school year:

- In Person Hybrid model (explained in detail in this presentation)
- One of our Remote Learning Options

Re-Opening Plan

Ben Franklin Academy will be opening in our hybrid model, with the goal to transition to full class sizes as soon as possible.

We will follow **our AA/ Wednesday remote/ BB schedule**, instead of the district ABAB remote Friday schedule.

- Ours allows for deep cleaning of the building between groups.
- Limits exposure in that there are 5 days between in-person sessions.
- Students would have Zooms or office hours with teachers on the Wednesday, and recorded lessons and extensions of in-person lessons on the other days.
- We recognize that families with older children in DCSD may find having two schedules hard to manage, but feel that finding childcare (if necessary) would be easier for families in general if days were grouped together instead of every other day.

Re-Opening plan

K-5 hybrid for the 1st four weeks (ending the week of Sept. 14)

6-8 hybrid for the 1st six weeks (ending the week of Sept. 28)

Our goal would be to transition to full class sizes sooner if all is going well.

- A and B groups will be formed alphabetically (with siblings in the same group), with some adjustments made for class sizes and family preference (carpool and sibling requests to be in different groups will take preference)

More details around the Hybrid Plan

Lunches will be eaten at school. A rotation between eating in classrooms and eating in the cafeteria will be established.

Students will stay with their cohort groups all day. Cohort groups will not mingle for lunch or recess.

Recesses will take place with each cohort group being assigned an area of the playgrounds or the turf on a rotation schedule.

Specials classes will take place on the days students are at school.

Research Involved- Why we chose this plan

Teacher Poll on July 25-26

65% of teachers preferred hybrid

35% of teachers preferred full class sizes

Parent Poll July 27-29

53.5% of parents preferred full class sizes

46.5% of parents preferred hybrid

Research, cont'd

Mode of Learning Selections:

Full Class Sizes: 83% In Person 17% Remote

Smaller Class Sizes: 88% Hybrid/in-person 12% Remote

Parent feedback shared with me through email has been 50/50.

DCSD has decided to do the hybrid schedule indefinitely this year.

Research cont'd

There are no restrictions from the district or Tr-County Health to fully open.

Other area charters have various reopening plans: Full opening to staggered openings.

We have reviewed the CDC, CDE, CDPH, and APA recommendations.

We have planned and are prepared to successfully implement both full class sizes and the hybrid model.

Plan Explanation

First and foremost, we recognize and acknowledge that children need to be in school. Our goal with this proposal is to get to 100% class sizes in a measured and methodical way that is safe for everyone involved.

We propose that we start the school year in the hybrid model. We would like to follow the following schedule:

- K-5 hybrid for the 1st four weeks
- 6-8 hybrid for the 1st six weeks

Our goal would be to transition to full class sizes sooner if all is going well.

Plan Explanation

We feel that starting off in the hybrid mode is a measured way to get everyone back in the building while still limiting exposure groups and times. We recognize that this format is difficult for families, but we hope that by supplying transition periods will allow parents to plan for this time. There is “light at the end of the tunnel”.

This measured start will give students and teachers a period of time to transition from what students have been doing in the spring/summer to full class sizes. Teachers will have time to learn to balance remote learning and in-person learning. They have been planning all summer, but we know adjustments will need to be made once things get going.

Plan Explanation

The transition time will allow us to streamline our safety and cleaning procedures and what they look like while children are actually in the building. Social distancing that is virtually impossible with full class sizes can be achieved with the hybrid model.

The students will have time to get used to new procedures around social distancing, masks, etc. while in smaller groups.

It will allow for teachers to build stronger individual relationships and establish clear classroom expectations. Students have not been in school for five and half months and will need time to re-adjust to having a schedule and focusing for a full day.

Plan Explanation

We feel that by starting slower, we will hopefully avoid situations that would require us to have to resort to full remote learning for all students, which we want to avoid completely.

We feel strongly that it would be better to start small and build up to larger sizes, than start full class sizes and have to possibly dial back to small class sizes.

We have thought a lot about student's mental health while developing this proposal as well. Students will receive Second Step lessons while in person. Mental health supports are available to students both in-person and remotely.

Plan Explanation

Hopefully, the recent spikes in cases in our area will plateau once again and lead to it being safer to have larger groups of students in the building.

If cases in our area start to spike or other conditions develop that require us to go to full remote learning, the students will be familiar with both remote learning and have strong relationships with their teachers, both of which would make full remote learning more successful.

We feel that if these test periods are successful, families and staff members will be more comfortable with returning to full class sizes than they are currently.

Additional Logistics

- A and B groups will be formed alphabetically, with some adjustments made for class sizes and family preference (carpool and sibling requests will take preference)

Calendar Adjustments

If this plan is approved, we would also like to propose the following calendar changes:

August 19th becomes a planning/assessment day.

August 20th A group of students reports to school.

August 21st B group of students reports to school.

August 24th we would start our first full week. Mon/Tues A group Wed: remote
Thurs/Fri B group.

Remote Learning Options

Parents still have the open to choose one of our remote learning plans.

When we transition to full class sizes, parents will have the opportunity to move to remote, or to remain in person.

Parents have already submitted their Mode of Learning Selection forms. **If you need to make a change to your selection based on the decision to start in the hybrid model, please contact dsimpson@bfacademy.org.**

Full Remote Learning Plan

- Will follow BFA's approved curriculum and will closely align to in-person learning.
- Based on demand, there will be one remote teacher per grade level K-5.
- Middle School students will receive content for all four core classes.
- Live interactions with a teacher via Zoom at least twice a week.
- All Math lessons will be recorded and shared with students.
- At least two times a week, other recorded lessons will rotate between language arts, science and/or social studies.
- Differentiated small group instruction will be utilized.
- Parents will receive daily communication from the teacher.
- Attendance will be recorded and monitored.
- Grading will follow our traditional grading model for accountability.
- Assessments will need to be taken at school.
- Parents will need to take a brief virtual training class over how to use Google Classroom to access materials and lessons as well as sign an agreement that establishes expectations.
- No specials lesson plans will be provided, unless the entire school is closed and all students are remote learning as mandated by the state.
-

Remote Learning Support Plan

- Allows for more flexibility around scheduling.
- Attendance at scheduled Zoom meetings is not required.
- Daily attendance is recorded.
- Assigned a teacher to work closely with the parent to design a learning plan for the student.
- Follows BFA curriculum.
- Parent has more responsibility for instructional support.
- Standardized Assessments will need to be taken at school.

Health, Safety and Distancing Measures

Cleaning/Sanitation: We have increased cleaning and sanitation procedures in place such as:

- Use of the Clorox 360 misting machine consistently throughout the building both overnight and throughout the school day.
- Added hand sanitizer stations throughout the building.
- Increased cleaning of surfaces in classrooms.
- No community supplies within classrooms.
- Cohorts will be provided with separate recess equipment.
- Use of Microban floor wax on tiled floors.
- Each classroom/small group area will have an air purifier.
- Frequent reminders to wash hands or use hand sanitizer.

Health, Safety and Distancing Measures

Sick Students and Staff: All students and staff will have their temperature checked upon arrival to the building. Students who register a temperature of 100.4 or higher will be held in a separate area. They will be reevaluated after thirty minutes. If they are still registering an elevated temperature, parents will be called to come pick them up from school. Temperature checks may also happen periodically throughout the day.

Any staff members who register an elevated temperature will return home.

Visitors/ Volunteers: In general, visitors and volunteers will not be allowed in the building to limit exposure. There may be opportunities for volunteers to assist with groups of students outside of the building (outdoor classroom, recess, etc.).

Health, Safety and Distancing Measures

Masks/Face coverings: Masks are recommended for grades K-3. Masks are required for grades 4-8. All Students will be required to wear during the following times:

- Arrival at school
- Dismissal
- Traveling through hallways and common areas.
- When using the restroom
- Visiting the health room or the office
- Common classrooms: Technology, Art, Music, Library and Makerspace, for example.

Students may be required to wear masks while working in small groups or in other circumstances where there is closer contact.

Staff members will be required to wear masks or face shields throughout the day.

Questions?

Please contact us if you have any questions.

Diana Simpson, Principal: dsimpson@bfacademy.org

Aric Gomez, Assistant Principal grades K-4: agomez@bfacademy.org

Sarah Boland, Assistant Principal grades 5-8: sboland@bfacademy.org