

Response 1: Executive Summary

The following reopening plan applies for all of the schools operating under the AF Brooklyn Charter Schools educational corporation, including:

- Achievement First Apollo, K-8
- Achievement First Aspire, K-8
- Achievement First Brownsville, K-12
- Achievement First Bushwick, K-8
- Achievement First Crown Heights, K-12
- Achievement First East New York, K-12
- Achievement First Endeavor, K-8
- Achievement First Linden, K-7
- Achievement First North Brooklyn Preparatory, K-7
- Achievement First Voyager, 5-8

Overview and Planned Opening Mode

Even during a global pandemic, Achievement First's mission has been unwavering: to deliver on the promise of equal educational opportunity for all of America's children. We know that every child – regardless of race, zip code or economic status – deserves access to great schools. At Achievement First, our scholars realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community.

In these challenging times – with increasing learning gaps and turmoil caused by racial violence – our mission is more important than ever. To provide as much connection, care, consistency and safety for scholars, we have two priorities for 2020-21: **(1) the safety of our entire community and (2) meeting the needs of our scholars and families**. Regardless of what school looks like next year, we must ensure that every scholar who attends an AF school is known, loved and well educated. We must create school environments that are joyful, engaging and rigorous while also preserving the safety of children and adults.

AF and school leadership have spent countless hours connecting with families via email, surveys, phone calls and live town hall meetings. In the last month alone we have led seven town hall meetings attended by thousands of staff and families. While there are still unanswered questions, our plans are stronger thanks to that dialog. We understand how concerned our families are for their students, themselves, and their communities.

Thanks to the incredibly strong efforts AF made to develop our distance learning program this spring, as well as current and planned investments in technology and training, we are confident

in our ability to safely and effectively open schools with a remote learning environment that will segue to partial in-person learning. We don't anticipate that families will desire or that we can support full in-person instruction until the virus has significantly subsided and/or an effective vaccine is released.

Planned Opening Model

Achievement First schools are planning to open to students on September 1, 2020, and have developed action plans for three models: 100% online learning, partial in-person, and ultimately full in-person,.

As of this writing, our operating plan for reopening school for scholars is as follows:

- AF Brooklyn schools will open on 9/1 for grades K, 5, and 9 in the **fully remote model**, and will be joined by all grades on 9/2/20.
- All grades will operate under the fully remote model through **at least October 5th**.
- On or after October 5th, schools will adapt to serve a limited number of students via the **Hybrid (A/B cohort) model**. The driver for establishing A/B cohorts is AF Brooklyn's commitment to maintain a minimum 6-foot distance between scholars with a maximum student capacity of 15 students per classroom. The anticipated phased return to in-person learning will be as follows:
 - 10/5- K,5,9 group A
 - 10/6- All Group A
 - 10/7- K,5,9 group B
 - 10/8- All Group B

Cohort A will be in-person on Mon-Tues and Cohort B will be in-person on Wed-Thursday. Friday will continue to be a half day for students (full remote) with remote PD for staff in the afternoon.

We will partner with families to determine if their scholars may require and receive in-person instruction four days per week, prioritizing K-4 scholars. To the greatest extent possible the 4x / week scholars will be treated as a third ("C") cohort, although it may be necessary for some students in that group to participate as members of the A and B cohorts.

Importantly, our plan is designed to provide seamless transitions between operating models. In order to achieve that, remote learners will participate in the in-person classroom experience in real time. If a scholar or group of scholars needs to shift to remote learning for health and safety reasons, they can pick up at home where they left off in school the prior day.

Planned investments in [NeatBar](#) technology will enable remote and in-person learners to participate in the same lessons with dedicated support of an associate teacher working with

remote learners while the primary teacher leads the in-person group. Achievement First is currently piloting this technology in Rhode Island and Connecticut.

While it is not anticipated that we will not return to fully in-person for the foreseeable future, we are prepared to (with enhanced safety measures short of social distancing) once a widespread vaccine becomes available and parent demand shifts.

AF Brooklyn will rely on data from [NY State's Coronavirus Dashboard](#) to inform potential shifts among the three learning models.

Priorities to fulfill our chartered mission

Again, these plans are developed with deep family, staff, and leadership involvement and with their input, we have established the following prioritized key principles that will drive decision making around our school environment and educational program:

- **Safety First:** Above all, we will prioritize the health and safety of our scholars, families, and staff. Given that our local and state governments have greater access to information on public health than we do, we will defer to their guidance. This means we will open for in person instruction only if we receive approval from government and public health authorities. When open, we will make significant adjustments to our programming, systems and routines, including temperature checks at arrival and the wearing of face coverings by staff and scholars. We will also limit person-to-person interaction through social distancing, intentional grouping of scholars and other space adjustments. (See our updated [Safety Parameters](#).)
- **Social-Emotional Well-being:** We recognize that many children are feeling the emotional toll caused both by the coronavirus and racial violence. We have a responsibility to operate from a place of deep care, which means redesigning our school day and program to ensure scholars feel supported and connected to peers and staff members. This suggests that we need a robust advisory program that is as effective as our academic program.
- **Seamless Transition Between Plans (Full Remote, Hybrid, or Full In-Person):** Due to the pandemic, we need to start our school year assuming that we may be crossing over from fully remote to to hybrid to fully in-person learning (and then back to hybrid). Depending on the number of confirmed cases, a class, school building or an entire region may need to transition to full remote learning. This means that our program will be designed to reduce differences between our in-school and remote learning models.
- **Robust Learning Program:** One of the devastating realities of the pandemic is that children – particularly students of color – are falling further behind. As the [New York Times](#) recently put it, “the abrupt switch to remote learning wiped out academic gains for many students in America, and widened racial and economic gaps.” [Some experts](#) are predicting as much as 10 months of learning loss due to COVID-19. As learning

institutions, we are obligated to maintain a high level of rigorous, engaging, discourse-rich instruction that our students need and deserve.

The challenges in developing these plans have been real, but, thankfully, some things will remain powerfully true: the talent, creativity, and commitment of the AF team and our collective ability to care for each other, solve problems, name and embrace challenges, grow, and ultimately create incredible learning environments for all of our students.

Achievement First, Inc. Pre-Kindergarten to Grade 12 School Reopening Plan

The following plan covers Achievement First's reopening plan for the following schools:

School Name	Address 1	Address 2	NYCDOE DBN
Achievement First Apollo Elementary	350 Linwood Street	Brooklyn, NY 11208	84K774
Achievement First Apollo Middle	301 Vermont Street	Brooklyn, NY 11207	84K774
Achievement First Aspire Elementary	982 Hegeman Avenue	Brooklyn, NY 11208	84K680
Achievement First Aspire Middle	970 Vermont Street	Brooklyn, NY 11207	84K680
Achievement First Brooklyn High	1485 Pacific Street	Brooklyn, NY 11216	84K356
Achievement First Brownsville Elementary	2021 Bergen Street	Brooklyn, NY 11233	84K626
Achievement First Brownsville Middle	2021 Bergen Street	Brooklyn, NY 11233	84K626
Achievement First Bushwick Elementary, Achievement First Bushwick Empower Academy Elementary	125 Covert Street	Brooklyn, NY 11207	84K538
Achievement First Bushwick Middle, Achievement First Bushwick Empower Academy Middle	1300 Greene Avenue	Brooklyn, NY 11237	84K538
Achievement First Crown Heights Elementary	790 East New York Avenue	Brooklyn, NY 11203	84K356
Achievement First Crown Heights Middle	790 East New York Avenue	Brooklyn, NY 11203	84K356
Achievement First East Brooklyn High	301 Vermont Street	Brooklyn, NY 11207	84K626
Achievement First East New York Elementary	557 Pennsylvania Avenue	Brooklyn, NY 11207	84K358
Achievement First East New York Middle	158 Richmond Street	Brooklyn, NY 11208	84K358
Achievement First Endeavor Elementary	510 Waverly Avenue	Brooklyn, NY 11238	84K508
Achievement First Endeavor Middle	510 Waverly Avenue	Brooklyn, NY 11238	84K508
Achievement First Linden Elementary	800 Van Siclen Avenue	Brooklyn, NY 11207	84K788
Achievement First Linden Middle	370 Fountain Avenue	Brooklyn, NY 11208	84K788
Achievement First North Brooklyn Prep Elementary	200 Woodbine Street	Brooklyn, NY 11221	84K784
Achievement First North Brooklyn Prep Middle	200 Woodbine Street	Brooklyn, NY 11221	84K784
Achievement First University Prep High	35 Starr Street	Brooklyn, NY 11221	84K358
Achievement First Voyager Middle	601 Parkside Avenue	Brooklyn, NY 11226	84K876

While the below provides an overview of our reopening plan, Achievement First will continue developing detailed reopening plans, instructional models (virtual, in-person, hybrid), safety measures, and response plans in documentation, trainings, and communications.

Overview

Even during a global pandemic, Achievement First's mission has been unwavering: to deliver on the promise of equal educational opportunity for all of America's children. We know that every child – regardless of race, zip code or economic status – deserves access to great schools. At Achievement First, our scholars realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community.

In these challenging times – with increasing learning gaps and turmoil caused by racial violence – our mission is more important than ever. To provide as much connection, care, consistency and safety for scholars, we have two priorities for 2020-21: *Strong COVID-19 Response & Recovery* and *Exceptional Classroom Environments*. Regardless of what school looks like next year, we must ensure that every scholar who attends an AF school is known, loved and well educated. We must create school environments that are joyful, engaging and rigorous while also preserving the safety of children and adults.

Achievement First schools are planning to open on September 1, 2020, and are proactively planning for three models: full in-person, hybrid, and 100% online learning. We will partner with families to determine which scholars will receive in-person instruction versus remote instruction so they can make the best decisions for their individual child and family circumstances.

Living Our Values

These are unprecedented times that are going to challenge our ability to adapt, be flexible and continue to do everything we can to serve our kids and families. Our Commander's Intent for this unprecedented situation is to channel our values to meet the needs of our scholars, families, and staff in a way that – when this crisis has passed – will make us proud of how we showed up and defined who we are. To the maximum extent possible, we need to reconcile values that at first glance appear in tension and avoid either/or thinking. For each of Achievement First's core values, this means the following:

- **Care for the Whole Person:** This is the value we most need to elevate. In a time of crisis, we need to ensure that people's security, safety and other basic needs are met first. We need to take the time to check in with our scholars, staff and families, listen, identify what they need and operate from a place of deep care. In particular, we have a responsibility to operate in a way that minimizes health and safety risk and exposure for people as this virus spreads.
- **Lead for Racial Equity:** This is a world-wide crisis that is being experienced very differently by those with more privilege and those with less. In fact, given the way racism is embedded systematically throughout our country, we have to assume that this crisis will exacerbate inequity. The most vulnerable families will have fewer resources and be even more at risk, and achievement and opportunity gaps will widen if we don't act boldly and with intentionality. In terms of how we make decisions, we have to push ourselves to slow down and capture the voices we need to make the right decisions that are grounded in the needs and interests of our families and staff.
- **Embrace Challenge:** We need to demonstrate an ability to adapt and find new ways to meet the needs of our scholars and our team. We cannot be rigid or resistant to change in the face of new and evolving challenges.
- **Strive for Excellence:** Our scholars and families need and deserve excellence. Our responsibility to them does not stop. Our goal should be to have a best-in-class response to this crisis. It won't be perfect (and we need to give ourselves and each other some grace), but we will consistently

strive for excellence.

- **Choose Joy:** In times of crisis, it is easy to give into fear and frustration; one of the greatest threats of the coronavirus is to our mental health. We must pause and take the opportunity to show gratitude, express love, and choose to see the best in each other's efforts so that we can increase our collective ability to weather this storm.

Design Process & Principles

Our recent work with the National Equity Project has strengthened our belief that *how* we design matters as much as *what* we design. Network and school leaders have begun to intentionally engage a diverse set of stakeholders – including scholars, families, teachers, deans, principals and different Network Support teams in the SY20-21 planning process. The following is a summary of our input process thus far:

In early April – two weeks after remote learning initially started – we gave a survey to all.

- AF staff and families analyzed the results for trends. We conducted another survey in May.
- We convened a diverse working group who met four times in May and June to evaluate our current remote learning approach and design improvements for the 20-21 school year.
- In June, school leaders had individual, in-depth interviews with scholars and parents, representing a diversity of scholar experiences. The purpose of these conversations was to listen with soft ears and gather feedback about our proposed learning plan for '20-21.

The table below is a synthesis of the headlines and trends from our scholar, parent and staff feedback:

Dates	Headlines and Trends
April	<ul style="list-style-type: none">● 84% <i>Strongly agree</i> or <i>Agree</i> on "I've been satisfied with my scholar's experience with remote learning."● Most of the constructive feedback related to fixing tech issues (108 comments) and a desire for more frequent, clearer communication with schools (62 comments).
April	<ul style="list-style-type: none">● 74% <i>Strongly agree</i> or <i>Agree</i> on "My school is helping me learn academic content in my online classes."● 67% favorable on "How positive or negative is the energy of the school?"
May	<ul style="list-style-type: none">● 78% <i>Strongly agree</i> or <i>Agree</i> on "I've been satisfied with my scholar's experience with remote learning."● 80% <i>Strongly agree</i> or <i>Agree</i> on "I'm satisfied with the social and emotional support being provided to my scholar during this time."● Top trends included a greater desire for enrichment & live instruction (56%); concerns about tech issues & scholars marked as absent (who were present)
May	<ul style="list-style-type: none">● 96% <i>Strongly agree</i> or <i>Agree</i> on "My principal, coach, or someone at work cares about me as a person."● 78% <i>Strongly agree</i> or <i>Agree</i> on "I am satisfied with my school's approach to remote learning."● A majority of staff agreed that our current Remote Learning model didn't effectively serve our highest-needs scholars (77%), we should expand enrichment

	opportunities (65%) and our spring RL model wasn't aligned to our new Essentials vision (57%).
June	<ul style="list-style-type: none"> ● Parents were most concerned about scholar safety: specifically, how to prevent their scholars from being infected by COVID. ● Other interests surfaced included the following: <ul style="list-style-type: none"> ○ Stronger family communication plan about the learning plan, academics and tech ○ A need for socialization and scholar-to-scholar connection (as well as movement breaks) in the hybrid learning schedule ○ Problem-solving for tech-related issues

Based on the input that we gathered, we wanted to name four key design principles:

- **Safety First:** Above all, we will prioritize the health and safety of our scholars, families, and staff. Given that our local and state governments have greater access to information on public health than we do, we will defer to their guidance. This means we will open for in person instruction only if we receive approval from government and public health authorities. When open, we will make significant adjustments to our programming, systems and routines, including temperature checks at arrival and the wearing of face coverings by staff and scholars. We will also limit person-to-person interaction through social distancing, intentional grouping of scholars and other space adjustments.
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- **Seamless Transition Between Plans (Full In-Person, Hybrid, or Full Remote):** Due to the pandemic, we need to start our school year assuming that we may be crossing over from full in-person to hybrid to fully remote learning (and then back to hybrid). Depending on the number of confirmed cases, a class, school building or an entire region may need to transition to full remote learning. This means that our program will be designed to reduce differences between our in-school and remote learning models.
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Core Health and Safety Principles

In all cases, we will, at minimum, follow and actively communicate safety protocols published by the NYCDOE and the DOHMH. All of the information contained within the document will be shared in ongoing training with staff members, and will be communicated on an ongoing basis to families. We have aggressively combed through the guidance from various government agencies, including the Governor’s office and the NYCDOE, and will continue to pressure test our plans against those mandates to ensure the safety and wellbeing of our school community.

PPE/Hygiene:

- Achievement First schools will distribute 2 reusable masks for every child, and 1 reusable mask for every staff member. We will also have disposable masks on site. AF is exploring what additional/alternative PPI must be purchased for scholars with various needs (sensory issues, hearing impairment, etc.).
- All individuals are expected to wear appropriate face coverings when inside the school building, and when unable to maintain social distance outside.
- Mask breaks will be built into the schedule. Appropriate social distancing will be mandated during these times, and during any other time when masks are down (including mealtime).
- We are working to ensure each school has a sufficient amount of hand sanitizer and soap.
- Visible signage will reinforce CDC guidelines and school policies.
- Charter Schools will rely on NYCDOE custodial engineers and follow directions from NYC Division of School Facilities (DSF) to ensure that ongoing cleaning and disinfection of all classrooms, shared spaces, and outdoor facilities meets standards as prescribed by the NYCDOH and CDC.
- In addition to guidance provided to NYCDOE custodial staff, training will be provided to all staff members on how to appropriately cleanse surfaces, and materials to do so will be made available.

Social Distancing:

- Classroom capacity will not exceed the NYCDOE's maximum capacity per room. We are assessing every classroom to determine if this capacity must be reduced further to maintain appropriate social distancing.
- Furniture will be set up to allow appropriate social distancing between all people, and seating will face in the same direction.
- Social distancing is expected to be practiced around the perimeter of the building, as well – such as during arrival/dismissal, and recess.

Student Services:

- Transportation
 - We are currently awaiting communication from the NYCDOE regarding yellow bus service. If service will be provided, we will implement safety protocols – including, but not limited to, social distancing and increased ventilation on buses. We will also rely on NYCDOE Office of Pupil Transportation to ensure school bus companies and personnel follow all appropriate guidelines for safety.
 - All children must have on a face covering before boarding, and it must remain on for the duration of the ride.
- Food services
 - We are working with the DOE, SchoolFoods, and our third-party vendor RevFoods to ensure all children have access to food services. We will work collaboratively to ensure every scholar on site receives meal service, and that alternative options are available for scholars completing remote learning.
 - We will rely on NYCDOE SchoolFood to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYCDOH. The school will train

school staff as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day.

Use of space:

- We will demarcate traffic patterns in hallways and other shared spaces, such as stairwells, in addition to designated entrances/exits.
- Arrival and dismissal times will be staggered and extended to allow for minimal congregation.
- In addition to facilities management by the NYCDOE, we advise our staff to continue to run air conditioning units and keep all windows open.
- We will collaborate with all co-located schools via Building Councils and Shared Space Committees to follow all health and safety protocols as prescribed by the NYCDOE and NYCDOH while maximizing these spaces for instructional purposes.

Additional details on Achievement First's operational parameters and safety protocols is available [here](#).

Reopening for in-person instruction

The 2020 – 2021 school year will begin September 1, 2020. Instruction will begin remotely through at least September 15, 2020. Should the NYCDOE return to in-person instruction at the start of their school year, we will consider following suite. Our decision will be based upon building access to set up the physical space based upon safety requirements, advance notification of the DOE's plans, our staff's ability to return, and the needs of our families. We will continue to keep the NYCDOE and NYSED informed of our instructional model.

When we transition to offer in-person instruction, families will have the option for their child to attend in-person instruction or continue virtual instruction (with the assumption that for an interim amount of time, we will need to offer both options). We will actively work with families to understand what model offered they want their child to opt in to, and will continue to assess our space to ensure we can accommodate this. We are prioritizing in-person instruction for K – 2 scholars, and scholars with disabilities.

All students will be provided a device for access, regardless of what instructional method they opt-in to. We will continue to work with families to secure internet access. If directed to close by the DOE or the DOHMH, all instruction will continue to occur virtually.

As part of in-person instruction, we will group children together into cohorts they will remain with for the full day so as to minimize exposure.

We will execute on the following:

- Create curriculum and content for each instructional model.
- Assess student engagement and mastery.
- Continuously monitor learning progress and loss.
- Implement intervention programs and special services (co-teaching, push in, pull out, related services, etc.).

- Provide professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
- Train staff, students, and parents on how to access and use online services and resources.
- Map what technical assistance and support will be offered during all reopening scenarios.

More details on our instructional approach are included below.

Monitoring of health conditions

Upon transiting to in-person instruction, we will require daily health screenings of both staff and students. Any individual displaying symptoms is required to stay home and may not return to the school building until they are symptom free or, in the case of a fever, fever-free for at least 48 hours.

We will continue to share information from the CDC regarding symptom identification and hygiene guidance. We will additionally train staff to recognize the symptoms of COVID-19 in themselves and in students, and how to respond appropriately.

We will limit the visitors allowed in our building and require that every adult and child entering the building wear a mask. All visitors will be required to complete a health screening prior to entering the building.

We will actively communicate to our school communities – as we did in Spring 2020 – that if a member of our school community tests positive and/or if there is a likelihood of exposure, they must notify the school team in order to assess our escalation process.

Containment of potential transmissions of COVID-19

We are actively working on updating our internal [Emergency Operations Escalation Plan](#), which details our protocol if an individual tests positive and/or is potentially exposed to COVID-19.

Should an adult display symptoms *after* entering the building, we will send them home immediately. Should this happen to a child, we will hold them in isolation (under guidance of an adult) until a parent or guardian is able to pick them up. Under either of these circumstances, or if the school is notified that an absent staff member or scholar may have symptoms or has tested positive for COVID-19, we will immediately follow our escalation protocol. The primary step in this protocol is reaching out to NYCDOE and DOHMH for further direction based upon the specific circumstances.

Should an individual within the school community display symptoms of and/or test positive for COVID-19, we will work to identify the possibility of transmission. We will determine all individuals who may have been in contact with this person. Upon notification to the Department of Health and Mental Hygiene, we will ask for guidance on closure of the school, or a portion of it. Following the guidance of the DOHMH, as appropriate, we will immediately communicate the possibility of transmission and any additional information per the guidance of the DOHMH.

We will actively keep track of cohorts that children are a part of (instructional classroom, transportation method, etc.) so that we can determine possible exposure. In consultation with the NYCDOE and DOHMH, we will determine the next appropriate steps, including who to notify and what the content of the communication is; the extent of closure that should happen (breadth, and length); and any additional next steps that need to occur.

Additional Instructional Information

Accounting for learning loss

To account for learning loss, we are ensuring we maximize our student support during the school year for intervention. Based on academic data, we will put all students who require intervention and additional supports in small groups for added practice. Our groupings will be thoughtful and created in combination with teachers and leaders. We will also be tracking data of these interventions daily and weekly so it can be reviewed and groups can be updated as needed. Our goal will be to maintain frequent contact with families as well, so they can know where their child is progressing.

For our scholars with exceptional needs (IEPs, 504s and ELLs), we will ensure they work with our special education and ELL team for added supports. We will make materials accessible by differentiating them, providing additional scaffolds, or pre-teaching and ensuring vocabulary is broken down. For ELLs we will also ensure materials are translated as needed. We will have translation for our communication with families via both text and phone calls.

Updates to virtual instruction

Our goal for virtual learning in the 2020 – 2021 school year is to support scholars in developing the skills and content knowledge that they need to be on or above grade level. We are also committed to ensuring that we create a distance learning environment that creates a supportive and inclusive community. We will do this by providing virtual instruction that approximates live instruction as closely as possible, in order to ensure that scholars experience school as coherent and to build off the many strengths of our instructional model.

In the 2020-2021 school year, we will adjust our distance learning strategy towards live teaching for core content and increased opportunities for scholar community building, and away from teacher conferring and remote work. We are making this shift for several reasons:

- Increased instructional time will best support scholars in their academic preparation
- This will give scholars many more opportunities to engage with their teachers and peers
- Having a more consistent and predictable schedule will help scholars develop routines that set them up for success
- We have heard over and over from our families that 15 minutes conferences are not enough to truly teach kids and that families thus need to step in and act as the teacher-this shift will directly address that concern
- This will help scholars become truly independent during distance learning times, and will also reduce the number of platforms scholars need to navigate on their own
- We believe that this schedule will work for the majority of our scholars, but one teacher in each grade will also record all lessons and post them for scholars to access any lessons that they missed. We will, in large part, align our virtual schedule to our live schedule. Scholars will participate in the same blocks and in the same order. This will create a sense of continuity between virtual school and physical school.

Achievement First will be teaching our regular high-rigor, high-engagement curriculum under the hybrid learning model. In other words, whether a scholar is learning in person or remotely, they can expect to receive the same high-quality rigorous instruction. Team Teaching and Learning will be publishing units

and lessons that will be adapted for the hybrid model. As with the regular school year, the network curriculum will be mandatory for all teachers, except for master-level teachers who are granted permission from principals, directors of learning and teaching and the regional superintendent.

Scholars engaging in online learning will receive the same assessments as scholars in in-person learning to measure ongoing and cumulative student mastery of content, plan intervention, and provide teachers and learners with timely data to inform instruction and coaching.

Assessments

Since we don't have 2020 state test data to use at the start of 4th grade, we will administer STAR Reading at BOY for our 4th graders, as well as MAP Math for our 3rd and 4th graders. The data from STAR will be helpful in determining where to start STEP testing scholars. We think this will be particularly helpful after not testing scholars at EOY. This creates vertical alignment in testing. Scholars already take STAR in 3rd grade as well as 5th – 12th grades. Just as we have historically used this for the 3rd grade pre-test for SAMs, for 20-21 will also use this for the 4th grade SAMs pre-test. We are confident that this is a strong test to use in the imperfect world where we do not have state data as a pre-test. STAR is a low lift assessment that schools are already familiar with administering & scholars are already familiar with taking. MAP is an externally vetted assessment, and the data can be used to provide baseline data for scholar learning/growth. Many schools have previously opted into taking MAP Math at BOY already. Schools and scholars are already familiar with the assessment.

As we did in the spring, we will utilize Illuminate's online assessment platform to build and administer IAs and Shared Assessments. When remote, Shared and Interim Assessments will be open-note and relatively short (45-60 min). We'll strive to design items that are not easily "look-upable" and adopt other secure online testing practices. We know that this will result in some differences in how we analyze and use the data from prior years. We will provide resources to train teachers and students on how to use Illuminate. School leaders and Network Support teams such as Academic Operations and Systems and Data will continue to collaborate to develop strong assessment security practices. Students testing online will receive the same accommodations for testing as they would in person. For IAs and Shared Assessments, data will be immediately available in Illuminate to review. Tableau reports will be available on the day following data submission.

Grading/Report Cards

We are aligning our distance learning assessments to our live assessments as much as possible so that grading and report cards are fair, accurate, equitable and reflective of each scholars' performance. When taking a quiz or assessment, teachers will set the following expectations for all scholars:

- All scholars should have their cameras on and be UNmuted
- Teachers should have Hapara up and be monitoring scholar work
- Assessments should be taken in Illuminate
- Work should be shown on paper and shared with teachers

Scholars should also be showing their work on a daily basis. Achievement First schools and teachers will have broad discretion on how to do this, and there are a variety of tools that can be used:

- Scholars can take pictures of their work and upload it to Google Classroom

- Scholars can take pictures of their work and text pictures to their teacher
- Scholars can complete work in nearpod, where it can easily be monitored by teachers
- Scholars can complete a google form or google assignment

We recommend that schools align on a consistent method for sharing written work and train scholars and families on this expectation as part of their dress rehearsal.

Attendance

All Achievement First schools will monitor attendance as carefully for scholars in remote learning as we do for scholars who are physically present in school. Schools will have some discretion in terms of attendance procedures, but all attendance will be taken in the Student Information System- Infinite Campus. The following are our recommendations for attendance expectations both in-person and online:

- Teachers will take attendance during morning meetings (ES) or advisories (MS) and enter attendance in Infinite Campus. This will count as each school's average daily attendance (ADA)
- School operations teams will call the family of absent scholars by 10AM. For remote scholars, the call will also address missed individual classes the prior day.
- Teachers will be responsible for updating the operations team of any scholars that join after morning meetings or advisory.
- Teacher will take attendance during the first block after lunch and follow up directly with the family of any scholars who did not return from lunch
- *ES Specific:* Scholars who do not return from lunch should be considered as having an early dismissal and teachers should reach out directly to ops teams to inform them of the names of any scholars who miss the afternoon.
- *MS Specific:* Attendance will also be taken in each academic period. Schools will be able to access a per-period attendance report on Tableau.

Promotion Policy

It is clear that promotion should be different and more nuanced in the COVID-19 era. In the Spring, we adjusted our promotion criteria to account for reduced days in the school building and to set scholars up to grow successfully in the next year. We have not created a 2020-21 promotion policy yet because of the current unknowns regarding the pandemic. We are also working hard to ensure our scholars who engage in online learning receive the same high quality instruction as scholars who are in-person. However, we are aware that we may need to adjust our current promotion policy to account for the unexpected of this health pandemic.

Supporting Students with Disabilities

At Achievement First, we closely monitor student data to ensure that students with disabilities do not disproportionately represent students who are a) not attending, b) not engaging, or c) not learning. The formal special education meeting process (initials, IEPs, MDRs, etc.) will continue (either remote or live) in 20-21. We know the following with a high degree of certainty:

- Specialized instruction and accommodations are how we ensure exceptional learners can be successful in the classroom.

- We must continue to implement IEP mandated accommodations, including testing accommodations.

We have less certainty around the following because it depends on social distancing requirements, staff availability, and other unknown safety requirements.

- We know that we have to implement behavior intervention plans to the best of our ability. We may need to revise them or think creatively about implementation depending on COVID-19 safety requirements.
- We know we have to provide related services and para services to the best of our ability. We do not yet know if it will be live or teletherapy regardless if we go live or hybrid as a school.
- We know we have to provide small group instruction to the best of our ability, but implementation may vary depending on social distancing requirements.
- We know that we serve students for whom social distancing and mask wearing is difficult. We are purchasing appropriate PPE based on individual student needs. We also know that we will have to find creative ways to teach students to socially distance.

We are committed to partnering with the NYCDOE and NYSED so we can find the answers. Serving our scholars with special education needs is one of our top priorities, especially considering how this pandemic has exacerbated inequities.

Additional scholar support

Our scholars' socio-emotional health is at the forefront of our plans. Over the past few months, we've seen an increase in anxiety and stress caused by the pandemic, the inability to interact with friends and the recent upheavals caused by racial violence. We are encouraged that 80% of our families shared in May that they were satisfied with the social and emotional support schools provided to their children. Even with that, we know that socio-emotional health needs to be prioritized. Here are a few elements of our plan to provide socio-emotional support:

- **Morning Meeting/Advisory:** Our school day will begin with morning meeting/advisory. In a world of digital learning, opportunities for human connection are more important than ever. Advisory is a time to foster connection on two key levels: peer-to-peer and staff to student. Through strategic design of the advisory program, thoughtful student group composition and intentional advisor assignments, we will create a program that supports the social/emotional wellbeing of our scholars, while also helping to build habits that will allow students to meet the challenges of learning in a digital classroom environment.
- **Onsite Support:** At every Achievement First school, we will have a school social worker or specialist, who will be trained in recognizing signs of distress and helping students develop healthy coping strategies. In addition, we are tentatively planning for some of our schools to partner with an expert outside organization (Ramapo for Children) to receive training on how best to support scholars dealing with trauma.

3a. Pre-Opening

Design Process & Principles

Our recent work with the National Equity Project has strengthened our belief that *how* we design matters as much as *what* we design. Network and school leaders have begun to intentionally engage a diverse set of stakeholders – including scholars, families, teachers, deans, principals and different Network Support teams in the SY20-21 planning process. The following is a summary of our input process thus far:

- In early April – two weeks after remote learning initially started – we gave a survey to all AF staff and families and analyzed the results for trends. We conducted another survey in May.
- We convened a diverse working group who met four times in May and June to evaluate our current remote learning approach and design improvements for the 20-21 school year.
- In June, school leaders had individual, in-depth interviews with scholars and parents, representing a diversity of scholar experiences. The purpose of these conversations was to listen with soft ears and gather feedback about our proposed learning plan for '20-21.

The table below is a synthesis of the headlines and trends from our scholar, parent and staff feedback:

Dates	Headlines and Trends
April	<ul style="list-style-type: none">• 84% <i>Strongly agree</i> or <i>Agree</i> on “I’ve been satisfied with my scholar’s experience with remote learning.”• Most of the constructive feedback related to fixing tech issues (108 comments) and a desire for more frequent, clearer communication with schools (62 comments).
April	<ul style="list-style-type: none">• 74% <i>Strongly agree</i> or <i>Agree</i> on “My school is helping me learn academic content in my online classes.”• 67% favorable on “How positive or negative is the energy of the school?”

May	<ul style="list-style-type: none"> • 78% <i>Strongly agree</i> or <i>Agree</i> on “I’ve been satisfied with my scholar’s experience with remote learning.” • 80% <i>Strongly agree</i> or <i>Agree</i> on “I’m satisfied with the social and emotional support being provided to my scholar during this time.” • Top trends included a greater desire for enrichment & live instruction (56%); concerns about tech issues & scholars marked as absent (who were present)
May	<ul style="list-style-type: none"> • 96% <i>Strongly agree</i> or <i>Agree</i> on "My principal, coach, or someone at work cares about me as a person." • 78% <i>Strongly agree</i> or <i>Agree</i> on "I am satisfied with my school's approach to remote learning." • A majority of staff agreed that our current Remote Learning model didn’t effectively serve our highest-needs scholars (77%), we should expand enrichment opportunities (65%) and our spring RL model wasn’t aligned to our new Essentials vision (57%).
June	<ul style="list-style-type: none"> • Parents were most concerned about scholar safety: specifically, how to prevent their scholars from being infected by COVID. • Other interests surfaced included the following: <ul style="list-style-type: none"> ○ Stronger family communication plan about the learning plan, academics and tech ○ A need for socialization and scholar-to-scholar connection (as well as movement breaks) in the hybrid learning schedule ○ Problem-solving for tech-related issues

Over the course of July, Achievement First led seven NY town hall meetings attended by thousands of staff and families, had an advocacy meeting with Governor Cuomo’s Deputy Secretary (which was attended by 160+ AF staff members!), consulted with SUNY and our fellow CMO leaders, and worked really closely with our school leaders to process everything we are hearing and learning. While there are still unanswered questions, our plans are stronger thanks to this direct engagement and listening to all of our constituents.

Training / Onboarding Schedules and Activities

AF Brooklyn and Achievement First overall is maintaining its comprehensive and rigorous approach to training and professional development, the only difference this year being the remote sessions vs. in person training. Of course this is a great disappointment to all of us that relish the opportunity to bond and build relationships with new and current co-workers, but it has not diminished our team’s enthusiasm for learning and growing.

An overall plan and schedule of sessions follows:

- **New Leader Training** - July 6th - 10th.
- **All Leader Training** - Tuesday, July 14th through Tuesday, July 21st
- **New Team Training** (NTT)- Monday, July 20th through Tuesday, August 4th.
- **All Team Training** - August 12th through Tuesday, August 18th

Examples of daily schedules/agendas follow:

New Team Training

- You attend New Team Orientation on Monday, July 20th.
- You may attend office hours on Tuesday, July 21st if you have additional questions about preparing for New Team Training.
- You attend New Team Training (NTT) from Wednesday, July 22nd through Tuesday, August 4th. This training is divided into three portions:
 - Day 1: July 22nd
 - Academic Content: July 23rd - July 28th
 - Taxonomy Skill Content: July 29th - August 4th
- From August 5th through August 7th, you prepare for All Teacher Training by completing pre-work. You may also meet with your school team, and if so, you will receive information about these days directly from your principal.
- On August 10th and 11th, you will meet with your school teams. You will receive information about these days directly from your principal.
- Network training resumes on Wednesday, August 12th.

All Leader Training

7/14	7/15	7/16	7/17	7/20	7/21
<i>LRE, Classroom Environment, & School Design Updates</i>	<i>Programming: ELA, Math, & Special Services</i>	<i>Distance Learning + Assessments</i>	<i>Strengthening SEL, De-Escalation 2.0, & NTT Coaches Only: Prep for NTT</i>	<i>Coaching on Strengthening Teacher/Student Relationships, Building Connections w/ Families, & SBT</i>	<i>Leading Remote PD + SBT</i>

All Team Training

[Sample Elementary School ATT](#)

Statement of Assurances

As authorized charter schools, we cannot gain access to our NYCDOE co-located facilities until two weeks prior to the NYCDOE openings. Once in our buildings we will operate a normal schedule of fire and safety drills as required by NYCDOE and NYSED, and will do so in accordance with the health safety social distancing precautions in force at the time of the drill.

Technology Requirements and Support

AF Brooklyn operates a 1:1 device program for all scholars grade K - 12. Students are assigned a Chromebook (as well as other personal supplies) that they will carry with them from remote learning to in-person.

Since the day we closed schools last March, the Achievement First IT Team has been servicing schools and families directly with what they need to have a complete and productive remote learning experience. These efforts have been essential to the success of AF Brooklyn's remote learning program and contribute to our ability to launch the 2020-21 school year confidently.

The team has maintained a database of each scholars' technology access (device and connectivity) and has filled gaps with distributed Chromebooks and MiFi access points.

Beginning 8/10 through 8/17, surveys are being conducted of all incoming scholars to determine what they need and schools have a complete set of instructions below is the plan for device distribution as outlined to individual schools:

- [Instructions for Chromebook Distribution](#) (no live links embedded)
- [Contactless Chromebook Distribution Protocol](#) (no live links embedded)

3b. School Calendars

The current draft calendars for the 2020-21 school year provide for 181 scholar instructional days, including fully remote, partial-in person (hybrid), or fully in-person learning.

The first day of school will be September 1 for Kindergarten, 5th, and 9th, and September 2 for all other grades.

All Achievement First Brooklyn schools will operate on a full remote schedule through at least October 5, 2020 at which point we will shift to a hybrid A/B cohort schedule that also prioritizes 4 days per week for our scholars with the highest need for in-person learning, particularly our youngest students in K-4. The determination of students prioritized for in-person learning will be largely determined by a consequential survey distributed to all of our families on 8/12/20.

Below is a link to the full-year calendar:

- [Link to Family Friendly Calendars 2020-21](#)

New York ES 2020-2021 Academic Calendar

SEPTEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 1 First Day of School for K only
- 2 First Day of School for all scholars
- 7 School Closed-Labor Day

OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12 School Closed- Indigenous People's Day

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 School Closed – Professional Development
- 3 School Closed – Election Day
- 11 School Closed – Veteran's Day
- 26-27 School Closed – Thanksgiving Break
- 30 End of Trimester 1

DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 21-31 School Closed - Winter Break

JANUARY 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 School Closed - Winter Break
- 4 School Closed – Professional Development
- 18 School Closed - Martin Luther King Jr. Day

FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 15-19 School Closed – President's Day / February Break

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 8 School Closed – Professional Development
- 15 End of Trimester 2

APRIL 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 2-9 School Closed – Spring Break/Good Friday
- 20-21 State Exam- English Language Arts (3-4)

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 4-5 State Exam- Math (3-4)
- 31 School Closed - Memorial Day

JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 18 School Closed – Observed for Juneteenth
- 25 Last Day of School for scholars & End of Trimester 3
- 28 Summer Vacation Begins

New York MS 2020-2021 Academic Calendar

SEPTEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 1 First Day of School for 5 only
- 2 First Day of School for all scholars
- 7 **School Closed**-Labor Day

OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12 **School Closed**- Indigenous People's Day

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 **School Closed** – Professional Development
- 3 **School Closed** – Election Day
- 11 **School Closed** – Veteran's Day
- 26-27 **School Closed** – Thanksgiving Break
- 30 End of Trimester 1

DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 21-31 **School Closed** - Winter Break

JANUARY 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 **School Closed** - Winter Break
- 4 **School Closed** – Professional Development
- 18 **School Closed** - Martin Luther King Jr. Day

FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 15-19 **School Closed** – President's Day / February Break

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 8 **School Closed** – Professional Development
- 15 End of Trimester 2
- 17 **Exam**- PSAT (8th Grade Only)

APRIL 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 2-9 **School Closed** – Spring Break/Good Friday
- 20-21 **State Exam**- English Language Arts (5-8)

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 4-5 **State Exam**- Math (5-8)
- 25-28 **State Exam**- Science State Performance Test (8th Grade Only)
- 31 **School Closed** - Memorial Day

JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 1-4 **State Exam**- Science State Performance Test (8th Grade Only)
- 7 **State Exam**- Science State Written Test (8th Grade Only)
- 18 **School Closed** – Observed for Juneteenth
- 25 **Last Day of School for scholars** & End of Trimester 3
- 28 Summer Vacation Begins

New York HS 2020-2021 Academic Calendar

SEPTEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 1 First Day of School for 9 only
- 1 Quarter 1 Begins
- 2 First Day of School for all scholars
- 7 School Closed-Labor Day

OCTOBER 2020

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12 School Closed- Indigenous People's Day
- 14 Exam (Tentative)- PSAT (9th - 11th Grade Only)

NOVEMBER 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 School Closed – Professional Development
- 3 School Closed – Election Day
- 9 Quarter 2 Begins
- 11 School Closed – Veteran's Day
- 26-27 School Closed– Thanksgiving Break

DECEMBER 2020

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 21-31 School Closed - Winter Break

JANUARY 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 School Closed - Winter Break
- 4 School Closed – Professional Development
- 18 School Closed - Martin Luther King Jr. Day
- 26-29 State Exam- Regents Testing

FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 1 Quarter 3 Begins
- 15-19 School Closed – President's Day / February Break

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 3 Exam- SAT School Day
- 8 School Closed – Professional Development
- 17 Exam (Tentative)- PSAT (9th & 10th Grade Only)

APRIL 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 2-9 School Closed (Tentative)– Spring Break / Good Friday
- 12 Quarter 4 Begins

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 3-14 State Exam- AP Testing
- 31 School Closed - Memorial Day

JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 16-25 State Exam- Regents Testing
- 18 School Closed – Observed for Juneteenth
- 25 Last Day of School for scholars & End of Quarter 4
- 28 Summer Vacation Begins

3c. Scheduling for Students

AF Brooklyn has designed a daily schedule for remote and in-person learning at the elementary school level and an integrated daily schedule for middle and high school. Arrival and dismissal schedules have been extended to facilitate greater social distancing, and at the elementary level morning and afternoon meetings have been incorporated to improve relationship building and support social-emotional learning.

As previously described, when AF Brooklyn schools return to in-person on or after 10/5, they will follow an A/B cohort schedule (after a staggered start for entry grades to each academy level (K, 5, and 9):

- Cohort A - Mon-Tue
- Cohort B - Wed-Thu
- All Remote (half day for students) - Fri

The current planned school calendar includes 181 scholar days, and the instructional periods approximate our typical 7 to 7.5 hour day.

On the following pages are the draft daily schedules for each grade level:

Elementary School

In-Person School Day

Staggered Arrival + Breakfast:
7:15-7:50AM

Morning Meeting:
7:50-8:10AM

Academic Day (Core Blocks):
8:10AM-2:30PM

Closing Meeting + Pack-Up:
2:30-2:55PM

Staggered Dismissal + Cooperative Play:
2:55 - 3:35PM

K-1	2	3-4
Phonics/Handwriting (45 min)	Phonics → CR when appropriate (45 min)	Thematic Learning (Read Aloud/SS/Writing and CR - 90 minutes)
Thematic Learning (Read Aloud/SS/Writing - 45 min)	Thematic Learning (Read Aloud/SS/Writing - 45 min)	
GR/IR (45 min)*	GR/IR (45 min)*	GR/IR (45 min)*
Science (30 min)**	Science (30 min)**	Science (30 min)**
Math Routines/Meeting (15 min)	Math Cumulative Review (15 min)	Math Cumulative Review (15 min)
Math Stories (25 min)	Math Stories (25 min)	Math Stories (25 min)
Math Lesson (40 min)	Math Lesson (40 min)	Math Lesson (45 min)
Lunch/Recess (45 min)**	Lunch/Recess (45 min)**	Lunch/Recess (45 min)**
Specials (45 min)**	Specials (45 min)**	Specials (45 min)**

Elementary Remote School Day

Remote School Day

Morning Meeting:
8:30-8:50AM

Academic Day (Core Blocks):
8:50AM-2:20PM

Closing Circle:
2:20-2:30PM

Intervention:
2:30-3:00PM

Office Hours:
3:00-4:00PM

K-2	3-4
Phonics (30 min)	Thematic Learning (Read Aloud/SS/Writing and CR - 65 minutes)
Thematic Learning (Read Aloud/SS/Writing - (30 min)	
GR/IR (30 min)*	GR/IR (30 min)*
Science (30 min)**	Science (30 min)**
Math Stories (25 min)	Math Stories (30 min)
Math Lesson (35 min)	Math Lesson (40 min)

Lunch/Recess (60 min)**	Lunch/Recess (60 min)**
Specials (30 min)**	Specials (30 min)**
Intervention (30 min)	Intervention (30 min)
Office Hours (60 min)	Office Hours (60 min)

Middle School

A) Representative Daily Schedules -- Remote and In-person Learning

- As mentioned above, middle school scholars will be learning either in school or remotely for 6-8 week intervals. All scholars will be learning the same academic content with their “in school” and remote peers.
- From Monday to Thursday, the school day itself is scheduled to be approximately 7.5 hours. A typical day will begin at 8am and end at 3:30pm. On Fridays, the school day will be shortened to allow for teacher professional development (Doors will open earlier for extended arrival and close later for extended dismissal).
- For our twelve Classic¹ middle schools, the daily schedule for both in-person and remote learning will be based on the following guidelines:

Monday - Thursday	Friday
<ul style="list-style-type: none"> Math and ELA instruction - 80 minutes each (<i>Guardrails: 75 - 85 minutes / day</i>) Science and History instruction - 50 minutes each (<i>Guardrails: 45 - 55 minutes / day</i>) Advisory - 20 minutes (<i>Guardrails: 15 - 30 minutes / day, minimum of 120 minutes / week</i>) Lunch and Recess - 50 minutes Enrichment - 40 minutes (<i>Guardrails: Minimum of 30 minutes / day</i>) Interventions or Guided Reading - 30 minutes (<i>Guardrails: Minimum of 30 minutes / day</i>) Transitions and other breaks - 40 minutes (<i>Guardrails: >5 minutes between all classes</i>) 	<ul style="list-style-type: none"> Math and ELA instruction - 80 minutes every other week (<i>Guardrails: 75 - 85 minutes every other Friday</i>) Science and History instruction - 50 minutes every other week (<i>Guardrails: 45 - 55 minutes every other Friday</i>) Advisory / SEL - 45 minutes (<i>Guardrails: minimum of 120 minutes / week</i>) Lunch - 30 minutes Recess / Break - 30 minutes (<i>Not necessary given the half day format</i>) Enrichment - 40 minutes (<i>Guardrails: Minimum of 150 minutes / week</i>) Interventions or Guided Reading - 30 minutes (<i>Guardrails: Minimum of 120 minutes / week</i>) Transitions and other breaks - 40 minutes (<i>Guardrails: >5 minutes between all classes</i>)

- A sample schedule is as follows for Monday-Thursday and for Fridays:

Monday - Thursday		Friday	
Time	Class (min)	Time	Class (min)
7:45 - 8:00am	Arrival (15)	7:45 - 8:00am	Arrival (15)
8:00 - 8:20am	Advisory (20)	8:00 - 8:50am	Advisory / SEL (50)

¹ Our four Greenfield middle schools will have slightly different schedule parameters; those can be found [here](#). More detailed guidance about the Classic middle school schedules for the hybrid and remote learning models can also be found [here](#).

8:20 - 8:25am	Transition (5)		8:50 - 8:55am	Transition (5)
8:25 - 9:55am	ELA (90)²		8:55 - 10:20am	Week A - ELA (85) Week B - Math (85)
9:55 - 10:00am	Transition (5)		10:20 - 10:30am	Transition (10)
10:00 - 11:30am	Math (90)		10:30 - 11:20am	Week A - History (50) Week B - Science (50)
11:30 - 12:30pm	Lunch / Recess (60)		11:20 - 11:50pm	Lunch / Recess (30)
12:30 - 1:20pm	Science (50)		11:50 - 12:30pm	Enrichment (40)
1:20 - 1:25pm	Transition (5)		12:30 - 12:45pm	Dismissal (15)
1:25 - 2:15pm	History (50)			
2:15 - 2:20pm	Transition (5)			
2:20 - 3:00pm	Enrichment (40)			
3:00 - 3:05pm	Transition (5)			
3:05 - 3:35pm	Intervention (30)			
3:35 - 3:50pm	Dismissal (15)			

- The schedules above are an illustrative example, as timing will need to shift slightly to accommodate different space constraints within the specific school buildings at each of our schools (e.g. access to the yard for break).
- **Tensions Navigated:**
 - There were many tensions navigated in creating this schedule. While we don't think our schedule meets all of the interests we heard through the input process, we do believe it balances them in a strong manner:
 - IEP minutes: Scholars with IEPs still need to have the required minutes with co-teaching support in ELA and Math classrooms
 - Math / ELA curriculum: Our current Math and ELA curriculum call for double blocks of instruction. In the spring, we were only providing one block during remote learning, which led to less progress than what would be ideal in those courses.
 - Screen time: As mentioned above, we spent a considerable amount of time thinking through how to limit screen time for our scholars while still providing them with a robust education experience
 - Intervention baked into the schedule: Remote learning exacerbated learning gaps for some students, as remote learning is not as robust as in-person learning. It was critical for us to embed interventions within the school day to make sure that students who might have more significant gaps can get the additional support they need. This is especially true for struggling readers and we plan to provide robust support through our Guided Reading intervention.

B) Staffing Plan

² In Classic schools, ELA will be one 90-minute block in 5th and 6th grades, but two separate 45-minute blocks in the 7th and 8th grades for reading and for writing. This is due to the shift to the new "Great Teaching" curriculum in 5th and 6th grades.

- Our staffing model will be similar to what we have done in the past, but with the addition of co-teaching to as many classrooms as possible.
- With Hybrid learning, we do believe that it will be critical to have one teacher in the physical classroom with the scholars who are there in person and another teacher on the “Zoom room” working more explicitly with scholars who are remote. The co-teaching model means that if a small number of teachers need to be remote due to extenuating circumstances, they will still be able to teach their classes through the remote tools we are leveraging.
- Principals and DSOs are working diligently to understand the needs of their teams and then to find creative and flexible solutions to safety and effectively provide strong instruction to students on both the physical and online spaces.

High School

High School In-Person

Block	Total Minutes	Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	30	7:30 AM	7:45 AM					
		7:45 AM	8:00 AM					
Block 1 - Math (Sync + Async practice)	75	8:00 AM	8:15 AM	Math	Math	Math	Math	Math/ Assessment Block
		8:15 AM	8:30 AM					
		8:30 AM	8:45 AM					
		8:45 AM	9:00 AM					
		9:00 AM	9:15 AM					
Teacher Transition + Bathroom Break	15	9:15 AM	9:30 AM					
Block 2 - Lit/History (combo: Sync + Async Lesson)	90	9:30 AM	9:45 AM	History	Lit	History	Lit	History
		9:45 AM	10:00 AM					
		10:00 AM	10:15 AM					
		10:15 AM	10:30 AM					
		10:30 AM	10:45 AM					
		10:45 AM	11:00 AM					
Lunch + Transition	45	11:00 AM	11:15 AM					Transition
		11:15 AM	11:30 AM					Advisory
		11:30 AM	11:45 AM					
Advisory	30	11:45 AM	12:00 PM	Advisory	Advisory	Advisory	Advisory	Grade level or school
		12:00 PM	12:15 PM					

Block 3 - Seminar	45	12:15 PM	12:30 PM	Seminar + GR	Seminar + GR	Seminar + GR	Seminar + GR	wide Community Circle
		12:30 PM	12:45 PM					
		12:45 PM	1:00 PM					
Teacher Transition + Bathroom Break	15	1:00 PM	1:15 PM					Dismissal
Block 4- Science	60	1:15 PM	1:30 PM	Science	Science	Science	Science	Staff PD
		1:30 PM	1:45 PM					
		1:45 PM	2:00 PM					
		2:00 PM	2:15 PM					
Block 5 - Electives	45	2:15 PM	2:30 PM	Electives	Electives	Electives	Electives	
		2:30 PM	2:45 PM					
		2:45 PM	3:00 PM					
Dismissal	30	3:00 PM	3:15 PM					
		3:15 PM	3:30 PM					

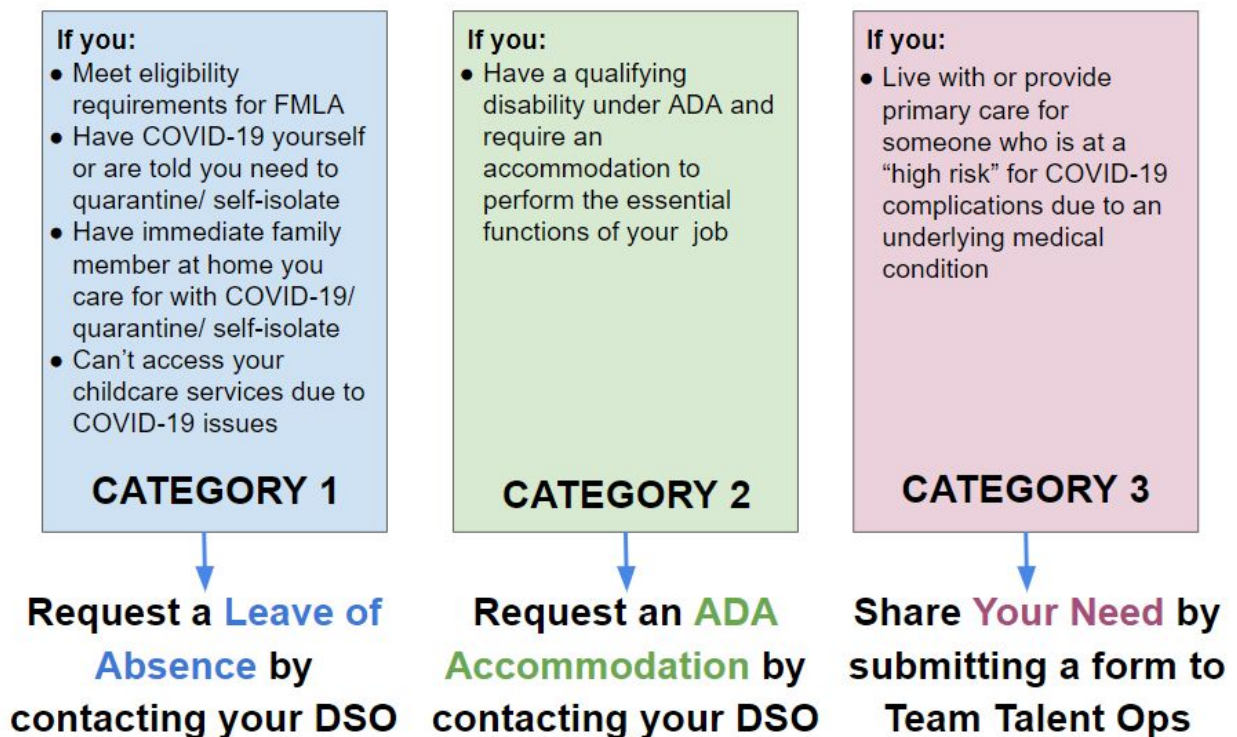
High School Remote

Block	Total Minutes	Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
Adv	25 + 5 min Break	8:00 AM	8:15 AM	Advisory (eg: 1 advisory meeting/week + time for 1:1/small group check-ins + weekly GL meeting or school wide meeting)				
		8:15 AM	8:30 AM					
1	40 + 5 min Break	8:30 AM	8:45 AM	Math LIVE	Math LIVE	Math LIVE	Math LIVE	Math/Science Assessment Block
		8:45 AM	9:00 AM					
		9:00 AM	9:15 AM					
2	60	9:15 AM	9:30 AM	History LIVE	Lit LIVE	History LIVE	Lit LIVE	History LIVE
		9:30 AM	9:45 AM					
		9:45 AM	10:00 AM					
		10:00 AM	10:15 AM					
Break	15	10:15 AM	10:30 AM	15 Min Break				
3	40 + 5 min Break	10:30 AM	10:45 AM	Electives	Electives	Electives	Electives	Humanities Assessment Block
		10:45 AM	11:00 AM					
		11:00 AM	11:15 AM					
4	30 min	11:15 AM	11:30 AM	Seminar LIVE + GR	Seminar LIVE + GR	Seminar LIVE + GR	Seminar LIVE + GR	Science LIVE + Extended Lab
		11:30 AM	11:45 AM					
5	40 + 5 min Break	11:45 AM	12:00 PM	Science LIVE	Science Asyc	Science LIVE	Science Asyc	
		12:00 PM	12:15 PM					
		12:15 PM	12:30 PM					
Lunch	30	12:30 PM	12:45 PM	Lunch				
		12:45 PM	1:00 PM					
SGI	30	1:00 PM	1:15 PM	SGI Block + Additional Time for Conferences				
		1:15 PM	1:30 PM					
Async Block (could be done with teacher to increase support) + Teacher Office Hours + Wriing Center (time for 1:1	90	1:30 PM	1:45 PM	Math Async	Math Async	Math Async	Math Async	Math Async
		1:45 PM	2:00 PM					
		2:00 PM	2:15 PM	Lit Async	History Async	Lit Async	History Async	Lit Async
		2:15 PM	2:30 PM					
		2:30 PM	2:45 PM	SGI Block + Additional Time for Conferences OR FLEX for				

conferences)		2:45 PM	3:00 PM	Electives Async				
Homework	Varies by night			Typical Nightly HW: 30 -45 min Lit 30 min Sem 30 -45 min History	Typical Nightly HW: 30 -45 min Lit 30 min Sem 30 -45 min Science	Typical Nightly HW: 30 -45 min Lit 30 min Sem 30 -45 min History	Typical Nightly HW: 30 -45 min Lit 30 min Sem 30 -45 min Science	Typical Nightly HW: 30 -45 min Lit 30 min Sem 30-45 min History 30-45 min Science

3d. Scheduling for Staff

Achievement First staff serving our school communities have expressed concerns equal to those of our families with regard to safely returning to their classrooms for in-person instruction. We have listened closely to their needs, and clearly communicated their options to categorize their personal situations:



To our knowledge, Achievement First is the only charter network or district that is planning to formalize the accommodations for staff who are in category 3 above.

According to the most recently available survey results, 28% of NY staff believes they qualify under one of the three categories above, and an additional 15% are anxious enough for their safety that they are not planning to return in person.

Even accounting for these potential leaves of absence and accommodations, under the hybrid plan we anticipate staff being available to cover both in-person classrooms and co-teaching assignments in the remote "Zoom room".

As described in other sections of this plan, Achievement First schools will run their remote and in-person program concurrently so teachers and students can move between the two environments when necessary.

Because of our plan to run remote and in-person lessons concurrently, we are designing for an increased number of “co-taught” classrooms, wherein one teacher is leading in-person instruction and a second associate teacher is supporting remote scholars.

Achievement First is piloting the use of [NeatBar](#) technology that will tie the Zoom classroom and in-person classroom together in one video experience. Devices are being implemented in the RI and CT regions that are returning to in-person instruction sooner than NY. If effective, the intent is to outfit multiple classrooms per grade with this groundbreaking technology.

A) Staffing Plan

- Our staffing model will be similar to what we have done in the past, but with the addition of co-teaching to as many classrooms as possible.
- With Hybrid learning, we do believe that it will be critical to have one teacher in the physical classroom with the scholars who are there in person and another teacher on the “Zoom room” working more explicitly with scholars who are remote. The co-teaching model means that if a small number of teachers need to be remote due to extenuating circumstances, they will still be able to teach their classes through the remote tools we are leveraging.
- Principals and DSOs are working diligently to understand the needs of their teams and then to find creative and flexible solutions to safely and effectively provide strong instruction to students on both the physical and online spaces.

4a. Enrollment

AF Brooklyn Schools have maintained a stronger than ever push to be fully enrolled before the first day of school, and COVID-19 has not moved that target. Fortunately, our schools had previously transitioned to an online enrollment system, SchoolMint, enabling families to provide forms and supporting documentation via an online platform.

Enrollment documentation requirements have not changed, but they are being secured electronically, either with the family uploading directly or the school staff collecting paperwork and uploading documents to SchoolMint. Schools conducted virtual orientations and have maintained closer communication with families via phone, email, and text messaging.

Additionally, the surveys being conducted of families to determine their intent to attend in-person or remotely as well as their at-home technology resources will give us strong indications of family engagement and anticipated enrollment.

Currently, AF Brooklyn schools are forecasting 98.8% of their first day of school enrollment target, a strong standing relative to prior years at this point in time, and we do not anticipate material variances from our budgeted enrollment.

Attendance

All Achievement First schools will monitor attendance as carefully for scholars in remote learning as we do for scholars who are physically present in school. Schools will have some discretion in terms of attendance procedures, but all attendance will be taken in the Student Information System- Infinite Campus. The following are our recommendations for attendance expectations both in-person and online:

- Teachers will take attendance during morning meetings (ES) or advisories (MS) and enter attendance in Infinite Campus. This will count as each school's average daily attendance (ADA)
- School operations teams will call the family of absent scholars by 10AM. For remote scholars, the call will also address missed individual classes the prior day.
- Teachers will be responsible for updating the operations team of any scholars that join after morning meetings or advisory.
- Teacher will take attendance during the first block after lunch and follow up directly with the family of any scholars who did not return from lunch

- ES Specific: Scholars who do not return from lunch should be considered as having an early dismissal and teachers should reach out directly to ops teams to inform them of the names of any scholars who miss the afternoon.
- MS Specific: Attendance will also be taken in each academic period. Schools will be able to access a per-period attendance report on Tableau.

In alignment with our 20-21 priorities (1) the safety of our entire community and (2) meeting the needs of our scholars and families, school staff is seeking every opportunity to connect with enrolling families, to check on their well-being and support them in their transition to this unique school year.

5a. Curriculum

AF Brooklyn Charter Schools remain committed to the strong curriculum developed by AF's Teaching and Learning Team and exploring ways to deliver it across multiple modes of instruction required by the COVID-19 school closures.

We do not anticipate making any significant changes to the curriculum in response to the remote and hybrid operating models. Delivery mode and frequency of meeting will change, but overall content and expectations will not. The high school program will be most affected. Some of the adjustments and modifications we do anticipate are:

- Re-aligned curriculum to the synchronous/asynchronous schedules rather than traditional five 50 minute class periods.
- Reduced breadth of content in some courses to accommodate the reduced number of classroom meetings. This will look slightly different depending on the course, but some examples are:
 - **AP Bio, APUSH, APWH, AP Gov:** The AP curriculum frameworks for these courses include a lot of informational content. While we are reducing the breadth of informational content some (around 10%) in these courses, we'll mostly be shifting some content taught directly in class to asynchronous learning and HW. We're also working hard to identify the most succinct informational texts, videos, etc. for students.
 - **AP Calculus, AP Statistics, AP Lit, AP Lang, AP Seminar:** The AP curriculum frameworks for these courses center around core skills and concepts. By focusing on those, we can reduce the length, number of texts, and/or examples through which we teach them. In these courses, we estimate a 10-20% reduction in the "content."
 - **Other courses:** In all other courses, we've examined the course objectives and defined what's at the core. We estimate a 20-30% reduction in the "content."

5b. Instruction

As described in other sections of the plan, AF Brooklyn intends to implement a fluid program that transitions seamlessly among remote, partial, and full in-person instruction as required by community and school health conditions. After a fully-remote start to the school year from 9/1 - 10/5, schools will transition to a hybrid A/B cohort model in which cohort A attends in person on Mon-Tue and Cohort B attends on Wed-Thu. Friday will be a half day of remote instruction for scholars. Based on scholar needs, a small population will attend in-person instruction 4x per week.

Following are the descriptions of the following aspects of our planned instructional program:

- A. Health, Safety, and School Operations
- B. Hybrid Learning Vision
- C. Socio-Emotional Support

A. Health, Safety and School Operations

- Our school operations practices will be grounded in best practices and guidance from our public health authorities. Here are a few key elements related to health and safety for scholars who are in physical school¹:
 - o **Arrival / Dismissal:**
 - Any scholars and staff members will be encouraged to stay at home if they are experiencing any symptoms. If sick with a fever, scholars and staff should stay home until they are fever-free for 48 hours (for non-COVID illnesses).
 - Prior to the arrival window, scholars will not be able to access the building.
 - Arrival windows will be extended to 20 minutes to allow for social distancing and prevent congestion. When scholars enter, they will be greeted by a friendly “no touch” wave (rather than a handshake). In addition, scholars and staff will have their temperature checked at arrival, and those above 100.0° will be sent home. Finally, scholars will use hand sanitizer at entry.
 - Similarly, dismissal will be staggered and the windows extended to allow for social distancing.
 - o **Hand washing:**
 - We will create routines for scholars to wash their hands for at least 20 seconds or use hand sanitizers at regular intervals throughout the day. This includes before and after meals and recess.
 - o **Personal Protective Equipment / Masks:**
 - Everyone – staff, scholars and families – will be required to wear masks during arrival, dismissal and inside the school building. Each school will provide 2-3 washable, reusable masks to scholars (and one to staff members); scholars must bring their own mask with them every day as we’ll operate with a “no mask/no entry” policy.
 - Staff members will also use gloves when passing out materials or food to scholars.
 - o **Classroom and Teacher Workroom Set up:**

¹This guidance from the CDC is in flux and will likely be updated.

- Depending on state guidelines, scholar desks will be spaced apart to maximize social distancing. Desks will face in the same direction, and – if weather conditions permit -- windows and doors will be open to increase air flow.
 - Teachers will be rotating into classrooms rather than scholars transitioning between rooms.
 - Schools should stagger teacher workroom usage by grade level. All staff will follow social distancing in teacher workrooms.
- o **Scholar Supplies:**
 - Every scholar will be assigned a Chromebook at the start of the school year. Chromebooks should travel to and from school daily in case of immediate closure.
 - In addition, scholars should have an individual set of supplies (i.e. pencils, pens) that will stay in desks or travel with backpacks daily.
 - All scholars should also bring a water bottle to school daily.
- o **Lunch and Recess:**
 - Breakfast, lunch and snack will be served in individual classrooms. Meals will likely be “grab and go” so scholars can eat with limited adult contact. Scholars will clean up after themselves.
 - During recess, scholars will be able to go outside when weather permits, but should practice social distancing.
- o **Visitors:**
 - Unfortunately, visitors (including parents) will be restricted from the building.
 - Depending on state / district guidance, family members may be able to request a scheduled visit. If state / district guidance does not allow family members in the building, schools can set up zoom tours or give families the option of virtually visiting the classroom.
 - Parents can also schedule digital parent meetings with teachers by calling or e-mailing the main office.
- o **Cleaning:**
 - Teachers and operations staff will sanitize high-touch surfaces (i.e. door handles) throughout the day.
 - Classrooms will be cleaned and disinfected every evening.

B. Hybrid Learning Vision

- For the past few months, we’ve been planning for what instruction would look like in the fall. Given the current ambiguity around COVID-19 and public health policies, we believe that a hybrid learning model will best maximize both the health and safety of our community as well as scholar learning.
- Here are a few key elements of this hybrid model:
 - o **Live Instruction**
 - When we surveyed MS families in the spring, 56% commented that we should move to live “synchronous” instruction (while only 19% preferred to continue with the “asynchronous” videos). One parent wrote, “With the video, it’s not the same as the teacher being there showing step by step and also helping when the child is unsure. With video, my son wasn’t focused or paying as close attention as when there is live instruction.”
 - For this reason, scholars will receive daily, live instruction across all content areas where teachers will be delivering lessons in real time over Zoom. Instruction will still be video recorded through Zoom so any absent scholars could “make up” the missed learning.
 - To facilitate live instruction, we are reducing class sizes to our typical homeroom model (with ~30 scholars per cohort).
 - o **Simultaneous Remote and In-person Learning:**

- In each geography, there will be a mix of scholars learning in school and scholars learning at home remotely. This mix is why this is called a “hybrid” model.
- This means that each cohort (or homeroom) of ~30 scholars will have some “remote” and some “in person” scholars, all learning simultaneously and in real time.²
- An “in person” teacher will be teaching lessons live and through Zoom. Our “remote” scholars will be learning and engaging in content through Zoom (over Gallery View) and Google Classroom. Our “in person” scholars will be physically in school but also learning with their “remote” peers and their in person teacher through Zoom (also over Gallery View) and Google Classroom. This will create a classroom feel where all scholars can see each other.
- We believe that this arrangement will allow all scholars – those who are remote and in person – to receive the same high-quality teaching and learning. It also allows for flexibility in case any groups of scholars need to transition quickly from hybrid to remote.

o **A Modified School Day**

- The Hybrid Learning Plan has to balance significant complexities to be able to provide students with what they need while balancing state / federal mandates while ensuring our educators are setup to deliver on the plan with quality.
- To meet these interests, the school day for remote and in-person students will be similar. This means that the length of the day will be 7.5 hours, as dictated by the in-person day
- This modified school day will allow for the following:
 - A daily Advisory block to foster connection, support the social and emotional wellbeing of scholars and support with academic goal-setting
 - A full 90-minute block each day for ELA and math class. This will allow us to support scholar learning and meet legal mandates for our scholars with special needs.
 - A daily enrichment block for scholars to pursue non-academic talents and passions (i.e. art, physical education, drama, dance). The need for non-academic offerings was among the most frequent feedback we received from our families.
 - At least 60-minutes of academic interventions to support any scholars who are struggling.

o **Screen Time**

- Over the past few months, we’ve grappled with the amount of screen time that scholars will have during the hybrid learning model. This has been a hot button topic with leaders, educators, and leaders expressing perspectives on both sides of this issue. Given the realities of so many students learning from home without access to a printer there are not many alternatives to learning through a screen. Here is what we’re planning to do to mitigate concerns about excessive screen time while still ensuring robust learning for our students:
 - After reviewing the research on the impact of screen time in digital learning environments, we’ve learned that the amount of screen time itself isn’t the critical issue. Rather, what is more important is how active students are during their screen time.
 - o Research on screen time was compiled by the Accelerator and is linked [here](#).
 - o Here’s one illustrative comment: *“It’s not how long we’re using screens that really matters; it’s how we’re using them and what’s happening in our brains in response,” says [Michael] Rich, director of the Center on Media and Child Health at Boston Children’s Hospital, associate professor of pediatrics at Harvard Medical School, and associate professor of social and behavioral sciences at the Harvard T.H. Chan School of Public Health.*”
 - With that in mind, we will be designing lessons that will be highly engaging with multiple opportunities for student voice.

² Currently, we are anticipating that as many as 80-90% of our CT/RI scholars could be in school and up to 50% of our NY scholars could be in school. This depends on family choice, school capacity and state / public health guidelines. For our CT / RI schools -- depending on the number of in-person scholars -- we may have homeroom cohorts that are entirely in-person.

- In our longer 90-minute blocks, we are structuring in stretch breaks to let kids rest their eyes and stretch their bodies.
- We are ensuring that students have at least 5 (and more often 10) minutes between classes and we are developing movement recommendations for those times.
- Our lesson designers and teachers will be finding asynchronous opportunities in at least one lesson / week to avoid using the "screen" and finding other ways to drive instruction.
- We are looking into other ways to mitigate the impact of screen time - e.g. we are exploring whether certain students might be assisted by using blue light glasses.

C. Socio-emotional Support

- As named above, our scholars' socio-emotional health is at the forefront of our plans. Over the past few months, we've seen an increase in anxiety and stress caused by the pandemic, the inability to interact with friends and the recent upheavals caused by racial violence. We are encouraged that 80% of our families shared in May that they were satisfied with the social and emotional support schools provided to their children. Even with that, we know that socio-emotional health needs to be prioritized.
- Here are a few elements of our plan to provide socio-emotional support:
 - o Advisory
 - Our middle school day will begin with an Advisory meeting. In a world of digital learning, opportunities for human connection are more important than ever. Advisory is a time to foster connection on two key levels: peer-to-peer and staff to student. Through strategic design of the advisory program, thoughtful student group composition and intentional advisor assignments, we will create a program that supports the social/emotional wellbeing of our scholars, while also helping to build habits that will allow students to meet the challenges of learning in a digital classroom environment.
 - o On-site support
 - At every school, we will have a school social worker or specialist, who will be trained in recognizing signs of distress and helping students develop healthy coping strategies.
 - In addition, we are tentatively planning for some of our middle schools to partner with an expert outside organization (Ramapo for Children) to receive training on how best to support scholars dealing with trauma.

5c. Assessment

Since we don't have 2020 state test data to use at the start of 4th grade, we will administer STAR Reading at BOY for our 4th graders, as well as MAP Math for our 3rd and 4th graders. The data from STAR will be helpful in determining where to start STEP testing scholars. We think this will be particularly helpful after not testing scholars at EOY. This creates vertical alignment in testing. Scholars already take STAR in 3rd grade as well as 5th – 12th grades. Just as we have historically used this for the 3rd grade pre-test for student achievement measures (SAMs), for 20-21 will also use this for the 4th grade SAMs pre-test. We are confident that this is a strong test to use in the imperfect world where we do not have state data as a pre-test. STAR is a low lift assessment that schools are already familiar with administering & scholars are already familiar with taking. MAP is an externally vetted assessment, and the data can be used to provide baseline data for scholar learning/growth. Many schools have previously opted into taking MAP Math at BOY already. Schools and scholars are already familiar with the assessment.

As we did in the spring, we will utilize Achievement First's proprietary Illuminate online assessment platform to build and administer IAs and Shared Assessments. When remote, Shared and Interim Assessments will be open-note and relatively short (45-60 min). We'll strive to design items that are not easily looked up or searched online, and adopt other secure online testing practices. We know that this will result in some differences in how we analyze and use the data from prior years. We will provide resources to train teachers and students on how to use Illuminate. School leaders and Network Support teams such as Academic Operations and Systems and Data will continue to collaborate to develop strong assessment security practices. Students testing online will receive the same accommodations for testing as they would in person. For IAs and Shared Assessments, data will be immediately available in Illuminate to review. Tableau reports will be available on the day following data submission.

Grading/Report Cards

We are aligning our distance learning assessments to our live assessments as much as possible so that grading and report cards are fair, accurate, equitable and reflective of each scholars' performance. When taking a quiz or assessment, teachers will set the following expectations for all scholars:

- All scholars should have their cameras on and be UNmuted
- Teachers should have Hapara up and be monitoring scholar work
- Assessments should be taken in Illuminate
- Work should be shown on paper and shared with teachers

Scholars should also be showing their work on a daily basis. Achievement First schools and teachers will have broad discretion on how to do this, and there are a variety of tools that can be used:

- Scholars can take pictures of their work and upload it to Google Classroom

- Scholars can take pictures of their work and text pictures to their teacher
- Scholars can complete work in nearpod, where it can easily be monitored by teachers
- Scholars can complete a google form or google assignment

We recommend that schools align on a consistent method for sharing written work and train scholars and families on this expectation as part of their dress rehearsal.

5d. At-Risk Populations

Following is a directory of the assurances and implementation plans regarding serving at-risk populations during the remote and hybrid models..

District Resources/Website	
<ul style="list-style-type: none"> • Paraprofessional Guidance • Guidance on In-person Related Services • DOE COVID Special Education InfoHub 	
Special Education Area	District Communication
IEP Meetings & Evaluations (Revaluations or Triennial Reviews)	<ul style="list-style-type: none"> • CSEs are moving forward with IEP Meetings via teleconference. • Committees on Special Education (CSEs) are shifting to a remote practice. CSEs will remain connected and engaged with their evaluation and IEP process, • While the Committees on Special Education are temporarily closed or have limited access you can get direct support from a CSE staff member by contacting them over email. Please find the contact information here. • CSEs are moving forward with evaluations via teleconference on a case by case basis.
Initial Reviews	<ul style="list-style-type: none"> • If all evaluations have been conducted prior to closures, CSEs are moving forward with reviews via teleconference.
Related Services	<p>All related services will be provided remotely while schools are remote. When scholars live in the building, parents can request live related services or continue with teletherapy with the exception of paraprofessionals. If a scholar has a paraprofessional service and is live in the building the para will provide those services live.</p> <ul style="list-style-type: none"> • <u>Consent</u> -All providers must get consent prior to providing

	<p>services to scholars via teletherapy using the DOE Parental Consent Form.</p> <ul style="list-style-type: none"> • <u>Tech Support</u> - If the provider has any issues with the platform they should use this Tech Support Request Form provided by the DOE to request technical support during your set-up and delivery of your Tele-therapy Session(s). This form may be used by DOE and Non-DOE Related Service Providers
Special Education Programming	<p>We are going to provide ICT, small groups/SETSS, 1:1, and/or specially-designed instruction & accommodation to support digital learning for scholars for disabilities in addition to related services. Below is the high level way in which we will deliver these supports across our schools and academy levels</p> <ul style="list-style-type: none"> • <u>Accommodated Work/Specialized Instruction:</u> <ul style="list-style-type: none"> ○ Lessons are co-planned between co-teachers considering scholars specific needs and mandated accommodations. <ul style="list-style-type: none"> ■ Planning and Examples across contents ○ Content Teacher + Learning Specialist for Math/ELA intellectually prepare together for upcoming lessons to determine scholar groupings and accommodated work/specialized support. Using this protocol. ○ Team Special Services will share training and share turnkey able specialized instruction and accommodations training for teachers. <ul style="list-style-type: none"> ■ UDL Nearpod (code: QALRD) ■ Specialized Instruction and Accommodations Scope and Sequence • <u>Daily Intervention Time:</u> <ul style="list-style-type: none"> ○ Reviewing the work from the day and providing feedback 1:1 ○ Running an additional small group intervention on course content ○ Running a small group reading or math intervention to support scholars foundational needs. <ul style="list-style-type: none"> ■ Guided Reading Intervention Guidance and Toolkit both in Live and Remote ○ Re-teaching or pre-teaching the lessons from today or tomorrow.
Child Find and RTI (Academic)	<p>3x a year we will review relevant data to determine scholars' progress and need for further support or intervention.</p> <ul style="list-style-type: none"> • <u>Identification:</u> At the start of the year we will assess all scholars on a universal screener and the provide secondary

	<p>screeners as needed to determine our need for support and intervention, especially given the school closures at the end of the year.</p> <ul style="list-style-type: none"> ○ Determining Intervention Needs ● Monitoring: We will monitor progress throughout the year by re-assessing, analyzing, and planning for further support using various data sets: <ul style="list-style-type: none"> ○ Interim Assessments Data ○ Universal Screener Data & Secondary Screeners (STAR, F&P, and STEP Assessments) ○ Grades/GPA ○ Attendance & Engagement in Synchronous and Asynchronous work ● Programming: Schools will work with their network support teams to determine the appropriate programming based on the data and will put them in place after each review of data.
Child Find & RTI (Behavior) + Intervention Plans	<p>3x a year we will review relevant data to determine scholars' progress and need for further support or intervention.</p> <ul style="list-style-type: none"> ● Identification: At the start of the year we will ensure that all mandated BIPs have been revised and put into place in the remote setting. We will monitor data around attendance and engagement in class as well as parent/teachers input to determine scholars who need more support. This will also include observations of scholars in the remote synchronous classes and review of classwork completed. <ul style="list-style-type: none"> ○ BIP Guidance in Remote ● Monitoring: We will monitor progress throughout the year by re-assessing, analyzing, and planning for further support using various data sets: <ul style="list-style-type: none"> ○ Attendance ○ Engagement in Synchronous and Asynchronous work ● Programming: Schools will implement a tiered support for scholars who need further support in remote instruction by partnering with our social workers and families.
504 Plans	<ul style="list-style-type: none"> ● Hold 504 Reviews as planned via teleconference. ● Implementation of the 504 Plan will occur just as implementation of IEPs occurs. ● School teams will review each plan and determine if any remote adjustments are needed, contact the family for any adjustments, and plan for implementation. ● School teams will be in constant communication with families and will monitor scholar needs, if a need is present they will flag the Special Services Leader to meet with the family and initiate a 504 Plan if needed.

Family Communication	<p>Communication will be shared in the family's home language and via email.</p> <ul style="list-style-type: none"> • Families will receive regular progress reporting at the same frequency as their general education peers on their IEP goals. • Families will also get contact information on all related services being provided as well as provider contact information. • Families will receive communication of all changes in services/supports or initiation of interventions.
ELL	<ul style="list-style-type: none"> • We will continue to identify scholars using the home language survey and NYC guidance on further assessed to identify scholars via remote in addition to working with families to understand their scholar's needs during remote. • Our goal during closure is that our ELL/MLL scholars have the same access to curriculum and educational opportunities. • We will continue to translate all documents for students who are ELs and will offer the option of translation via phone for families around school decisions. • ELL/MLLs with disabilities will continue to receive their supports during the school day. The vast majority of our ELL/MLLs are educated in co-taught classrooms and we are continuing to provide these supports, whether in person or online. • ELL/MLLs interventions will continue to be provided by teachers whether in-person or online. • We are currently planning to provide training for teachers and leaders for supporting ELL/MLLs.

Attendance Playbook

School Year 2020 – 2021



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Attendance at AF Schools

Achievement First is committed to ensuring that the scholars in our charge are safely cared for and that they are able to access the education we provide and to which they are entitled. Research shows that attendance is a critical element for making sure that students are successful during and after their school career. A research study that tracked students from kindergarten through high school linked with poor attendance beginning in kindergarten with the risk of later dropout patterns.¹ For example, young elementary school students who miss an average of two school days per month often fall behind in reading and struggle to complete their education and move to college and career opportunities later in life.²

We cannot fulfill our mission to provide excellent and equitable education to all scholars without remaining focused on attendance. Given the extraordinary circumstances in 20-21 of the COVID-19 epidemic and the likelihood that our schools will have to run different mixes of in person and remote instruction depending on local circumstances, **it is as critical as ever that we have a high bar for student attendance so that our scholars do not fall behind on their education.** We must take specific care to ensure that our most vulnerable students—students with special needs; students with health challenges; and students who may not have secure housing, consistent internet access, or food to eat—have our schools as stable supports during this difficult time.

How do we support scholars and their families with our attendance policies when so much else is uncertain? Our priorities are to provide as much clarity and consistency as we can so students, staff, and families know what to expect. Towards that end, our policy is grounded in the following principles:

- Health and safety are our central principles. We do not want kids to come to school if they are sick. Our attendance policy will give families the benefit of the doubt about scholar illness in a way it hasn't in the past and avoid encouraging sick scholars to come to school.
- Our attendance system will track if scholars are in each class they are asked to attend live each day, whether that class is in person or remote.
- Our attendance system will not track if scholars completed assignments for asynchronous instruction. For example, students may be expected to complete asynchronous work by a deadline, but if they fail to do so that will be reflected in their grades and not their attendance.
- Where possible, attendance policies will be the same for scholars who are in person and those who are remote.
- It must be clear to everyone which scholars are expected to be in person versus remote on each school day.
- We must be able to switch scholars back and forth between in person and remote instruction without disrupting their records.
- We must have strong and consistent policies for escalating attendance issues, differentiated for in person and remote students.

Winning on attendance is a team effort that requires ongoing attendance from all staff within a school. If there is a gap in attendance tracking, follow up, or escalation with one staff member, then the entire school's attendance system is at risk of missing students who need our support. As in prior years, our plan for the 20-21 school year has four stages.

Stage 1: Setting the Foundation	Stage 2: Starting Strong	Stage 3: Staying Strong Through Winter	Stage 4: Finishing Strong
July – FDOS	FDOS – October	November – February	March – June
Core Focus Areas: <ul style="list-style-type: none">• Define in-person VS remote learning groups	Core Focus Areas: <ul style="list-style-type: none">• Problem solve challenges with in-person VS remote groups	Core Focus Areas: <ul style="list-style-type: none">• Problem solve attendance challenges	Core Focus Areas: <ul style="list-style-type: none">• Clear <i>Finish Strong</i> attendance plan• Attendance during and after EOY testing

¹ [Why Attendance Matters – GreatSchools](#)

² [The Importance of School Attendance – AbsencesAddUp](#)

<ul style="list-style-type: none"> • Attendance stepback meeting and contingency planning • Staff summer PD 	<ul style="list-style-type: none"> • Clear FDOS attendance plan • Intervention meetings • Adjust attendance plans as school situation shifts 	<ul style="list-style-type: none"> • Ongoing changes to in-person VS remote groups • Targeted winter plan 	<ul style="list-style-type: none"> • Attendance system debrief
<p>Key Components:</p> <ul style="list-style-type: none"> • Summer communication about in-person VS remote learning and COVID-related procedures • Scheduling and systems setup • Attendance team kickoff 	<p>Key Components:</p> <ul style="list-style-type: none"> • Building strong, authentic partnership with families • Effective daily calls • Purposeful attendance team meeting • Capturing learning from BOY bumps in the road as part of our contingency planning if school models change 	<p>Key Components:</p> <ul style="list-style-type: none"> • Consistent attendance communication with families • Attendance celebrations for the COVID-19 environment 	

Deadlines and Action Steps

Deadline	Action
8/13	<ul style="list-style-type: none"> Schedule attendance stepback meeting to debrief SY19-20 Schedule Attendance Team Meeting Kickoff, to be completed before Attendance PD for all staff. Schedule Attendance session at Staff Summer PD to be completed before FDOS.
8/20	<ul style="list-style-type: none"> Include attendance expectations in summer communications. Adjust processes and documentation for the coming school year to account for changes for the 20-21 school year, including contingency plans for if the school has to shift into and out of all-remote instruction during the school year
8/27	<ul style="list-style-type: none"> Complete stepback+kickoff meetings for the attendance (including finalizing R&R for attendance escalations) and staff summer PD. Verify that Infinite Campus setup for schedules, rosters, and attendance allows teachers to begin taking attendance on FDOS.
9/10	<ul style="list-style-type: none"> Intervention meetings must start by the second week of school (assumes 9.1 start date)
10/1	<ul style="list-style-type: none"> Schedule Stage 3 Planning and Alignment Meeting to occur before EOM.
2/4	<ul style="list-style-type: none"> Schedule Stage 4 Planning and Alignment Meeting to occur before EOM.
LDOS	<ul style="list-style-type: none"> Publish EOY communications to families.

Rather than submit your Attendance Playbook to a central location, you'll check in with your RDO about the content. (Your RDO may ask you to share your version, though.) Before your check in, your RDO will share what they'll be walking through with you.

Attendance System Overview by Academy Level

Academy Level	Attendance System Overview
Elementary	<ul style="list-style-type: none"> AF elementary schools run concurrent live and remote school, not a hybrid model like MS/HS Some scholars will be live, especially in K-2. Schools will take and code attendance once a day in the morning advisory block, similar to pre-COVID attendance Other scholars will be remote. Learning is synchronous through 1:55pm, with some asynchronous elements afterwards. Daily attendance will still be taken and coded in the morning based on attendance in the remote morning advisory block. For remote scholars, there will be a 2nd uncoded attendance check after lunch. 'Uncoded' here means that teachers will mark scholars as absent or present, but no attendance codes will be applied. Similar to the process for morning attendance, teachers will see a prompt for their post-lunch section when they log into Infinite Campus to take attendance in the post-lunch block. A video explaining this process for elementary classrooms is here.

	<ul style="list-style-type: none"> ○ Schools don't need to take attendance a second time on half-days, because there isn't an extended lunch break. • Attendance calls should be made in the morning to the families of any scholars who missed morning advisory. Schools should also make attendance calls for any scholars who were present in morning advisory but missed the afternoon attendance check the prior day. • If a school has to switch to all-remote learning, all ES scholars will switch to the remote schedule. • Because we know our youngest scholars are most likely to struggle with accessing live remote learning, we will re-evaluate the 'attendance not based on wellness checks' policy if and when this happens. • Because the ES model has separate live and remote schedules, it is the most likely to involve changes to scholar schedules if we have to switch.
Middle and High	<ul style="list-style-type: none"> • AF middle schools are running a hybrid schedule: a mix of in person and remote scholars in a section with specific #s determined by state guidance and scholar needs. All scholars in a section learn from the same synchronous online teacher. In person scholars have a 2nd teacher in the room with them to assist. • Morning advisory/homeroom and core courses will be synchronous. Daily attendance will be taken and coded based on the advisory block. Additional uncoded attendance will be taken in each synchronous learning period in Infinite Campus, not a separate tracker. Similar to the process for morning attendance, teachers will see a prompt for each of their synchronous learning sections for the day when they log into Infinite Campus. A video explaining how this process looks for blended remote/in person classrooms is here. • Attendance calls should be made in the morning to the families of any scholars who missed morning advisory. Schools should also make attendance calls for any scholars who were present in morning advisory but missed one or more post-advisory courses the prior day. • The MS schedule has asynchronous intervention and enrichment blocks in the afternoon, which we won't take per-period attendance for. • If a school has to switch to all-remote learning, all scholars will operate as remote scholars. • Because the hybrid model combines in person and remote scholars in the same sections, this should involve no or minimal changes to scholar schedules.

Attendance Coding Considerations for 20-21

The unusual circumstances of the 20-21 school year require that schools apply careful, consistent attendance coding so that we can identify trends in which scholars are struggling to access school and why. A full technical writeup of our general attendance guidance is available on [the AF Help Center](#). We will also run trainings for schools on attendance coding concerns specific to the 20-21 school year in August 2020. DSOs, attendance teams, and staff members who own coding attendance each day should review the changes we're highlighting for 20-21 below, and [submit a ticket whenever they need clarification on an attendance coding point](#).

Question or Concern	20-21 Approach
We have traditionally tried to get as many scholars in the building as possible unless they were seriously ill. How will we avoid incentivizing scholars to come in when sick or displaying symptoms?	<p>Throughout this document, we are shifting our approach from a compliance mindset that emphasizes getting as many scholars in the building as possible to drive academic performance to a care-for-the-whole-person mindset that emphasizes scholar safety. We've rewritten our guidance such that:</p> <ul style="list-style-type: none"> • All absences for illness are considered excused. Schools should still work to get a doctor's note or written documentation where possible, but that note is not required to excuse the absence.

	<ul style="list-style-type: none"> • More broadly, all schools should use excused attendance codes where appropriate and work to consistently apply the most specific code available for each situation. Schools should give families the benefit of the doubt when deciding which codes to use. • Schools should plan to redesign their previous incentive systems as shared celebrations to avoid encouraging scholars to come in sick. <ul style="list-style-type: none"> ○ Attendance celebrations should focus on groups or the entire school, and individual scholars should not be excluded from celebrations. ○ Attendance celebrations should be for periods of time and not individual days, focusing on specific terms or periods of the year (month of October, end of quarter 1, etc.) ○ Attendance celebrations should not involve foods like pizza that are served communally or bringing different classes of scholars together, to avoid promoting the spread of disease. ○ Excused absences should not count against eligibility for attendance celebrations.
How are students who are supposed to be in person but attending remotely coded?	We added a new attendance code, 'AXRe: Attended Remote When Assigned to In-Person' for this scenario. When a scholar who is supposed to be in person attends remotely, they should mark the scholar absent with a comment that they attended remotely, and Ops will code scholars with AXRe based on that note. AXRe is an exempt absence, meaning it will not count against the school or scholar for ADA% purposes. The goal of this code is to log which scholars are failing to attend school in person, not to capture which scholars are sick. Scholars who are too sick with a non-COVID illness to attend school in person should rest, rather than attend school remotely and be coded as an excused absence for illness.. Scholars who are asked to stay home because of COVID symptoms but who are well enough to attend school should be assigned to remote learning, not marked with this code long-term.
Is there a separate absence code for COVID or suspected COVID symptoms that can be reported separately from the illness code?	No—COVID-related absences should be logged under the normal excused absence code. Nor should COVID-related information be entered in the notes on an absence, as those notes are visible to staff in in the school building who do not need to know this private health information. By federal law, staff members who are not the nurse, the person responsible for communicating with families, or involved in making decisions related to scholar health must not be sent any more detail about scholar's health-related absences other than that they are out sick. Schools should plan to communicate about any cases or suspected cases of COVID with only key staff to protect scholars' privacy, and follow their nurse's guidance on the correct way to log and report this information. This guidance also applies to non-COVID illnesses like chickenpox, hand foot and mouth disease, etc.
What codes should be used when students stay at home due to family member sickness or quarantine?	If the absence is explicitly due to sickness or self-quarantine, these scholars should be flagged for the DSO and any staff who are responsible for tracking which scholars are expected to stay home from quarantine. If those staff confirm that a scholar should attend remotely for the duration of quarantine, these staff should be reassigned to remote instruction (instructions) and attendance taken as remote scholars instead. If they attend remote instruction, they are present. If they are too sick for remote instruction, the normal illness absence code should be used.
What codes should be used when remote scholars struggle with technology?	The '(A/T/E)ETe: Technology Issues' codes for absences, tardies, and early dismissals were added in spring 2020 to support remote instruction but used inconsistently between schools. Because we can't adjust our technology support plans for families if we don't know where technology issues are most common, it is important for schools to track these codes consistently. Technology issues are inclusive of chromebooks not working, not having arrived, or families not knowing how to use the technology.

	Schools should have a communication plan for how teachers or families inform the ops team member doing coding that a technology issue was responsible for a scholar's attendance issue, and a follow up plan for resolving known technology issues.
How many minutes does a remote scholar need to be 'live' in class to count as present? What if they don't turn their cameras on despite being required?	There is no hard and fast AF policy for how many minutes in a period a scholar must attend or be on camera to count as 'present' because we are only now building our capacity to track attendance per period to begin with. While we recommend marking any scholars who do not attend at least half of a period as absent or tardy for that period, scholars and families are also working through difficult and uncertain situations and we should plan to try to understand each situation and give families a lot of grace on a case by case basis.
<p>Under what circumstances would we change a scholar's attendance from 'present' to 'absent' if they miss:</p> <ul style="list-style-type: none"> • (ES) the afternoon attendance check? • (MS/HS) some or all of their classes after morning advisory? <p>Similarly, if a scholar is present for advisor but misses a class later in the day, is that an early dismissal? What about scholars who only miss periods in the middle of the day?</p>	<p>The rule of thumb is that we treat these situations the same way we would if we were all in person:</p> <ul style="list-style-type: none"> • Scholars who are marked present in advisory will remain marked present for the day for the most part. The only situation where the present mark should be changed to absent is if the scholar attended morning advisory and then missed every period afterwards. • Scholars who miss class just at the end of the day wouldn't be marked as an early dismissal unless someone signed them out. • A scholar who doesn't start attending class until 2nd period would be coded as a tardy. <p>However, schools should not stop at marking a scholar absent for their post-advisory classes because that is unlikely to change their behavior alone. The most important mitigation step schools should take when scholars miss class is making sure that the person making attendance calls includes them in their morning attendance calls. We want to make sure the scholar has support with any technology, responsibility, or health issues that are causing them to miss classes.</p>

Stage 1: Setting the Foundation

July – FDOS

By setting a strong foundation for the school year to come, we are preparing our school to boldly and thoughtfully tackle the challenge of encouraging strong attendance in a school year with so much uncertainty due to COVID-19 and hybrid learning. We do this via reflecting, planning, and communicating.

Core Focus Areas

Define in-person VS remote learning groups	10
Attendance stepback meeting and contingency planning	10
Staff summer PD.....	13

Key Components

Summer communication about in-person VS remote learning and COVID-related procedures	14
Scheduling and systems setup	15
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BOY communication	17

Attendance stepback meeting and contingency planning

CFS	Details
<p>The agenda allows the team to reflect on this school year and prepare for a strong start next school year.</p>	<ul style="list-style-type: none"> • Pre-work is published ahead of time to facilitate pre-thinking and to maximize collaboration time during meeting. • The agenda includes: <ul style="list-style-type: none"> ○ Attendance Leader Self-Assessment (This will be revised once new attendance goals are set) ○ Attendance Goals: Current Data; What's standing in our way? (Also to be revised once new attendance goals are set.) ○ Next year: R&R, Differentiated Live VS Remote Systems and Escalation Protocol ○ Accountability Structures, including new accountability structures for expectation that MS/HS teachers take attendance every period ○ Next Steps • All current and future Attendance Team Members are present.
<p>R&R and Differentiated Escalation Protocol are established for the coming SY.</p>	<ul style="list-style-type: none"> • Attendance system R&R for all members of the Attendance Team and all school staff is defined. • Plans for high attendance on Red Flag Days are established. <ul style="list-style-type: none"> ○ Red Flag day plans are differentiated for live VS remote instruction ○ Repeated To Dos to proactively communicate about each Red Flag Day (Robocalls, flyers, family newsletters, in-class reminders) ○ Additional support for attendance calls on Red Flag Days. • Plans for following up with remote scholars who miss part of the day are established. <ul style="list-style-type: none"> ○ R&R for daily attendance calls includes a role for identifying scholars who missed classes the prior day after attending morning advisory and including them in the call list. ○ Scholars who missed classes the prior day after attending morning advisory are included in the attendance call list for the school to check in with families about why scholars are missing class and how to make sure they attend all classes moving forward. • Plans for communicating with families who temporarily have to switch to remote instruction because of an illness or quarantine are established <ul style="list-style-type: none"> ○ R&R for daily attendance calls includes a role for identifying scholars who are assigned to be in person but are attending remotely that day, including a protocol for teachers to inform the Ops team when a scholar is 'absent' from in-person instruction but present on Zoom ○ At BOY, on red flag days, or during other days when a large number of scholars are staying home because of symptoms of illness, the list of calls to make may be longer than normal. The R&R for daily calls should identify additional staff members to help with calls on these heavier days so the primary person is not overwhelmed. • Schedule of attendance celebrations is finalized <ul style="list-style-type: none"> ○ Incentive system is overhauled from previous years to avoid giving sick scholars a reason to come into school by eliminating individual and short-term incentives and replacing them with long term shared celebrations. ○ Attendance celebrations should be based on attendance of larger groups over a period of time—for example, celebrating school-wide attendance for the month of October or a specific grade's Q1 attendance. Celebrations for individual days and sections should be avoided.

	<ul style="list-style-type: none"> ○ Attendance celebrations should not be contingent whether scholars are in person or remote. Specific scholars should not be excluded from celebrations. ○ Attendance celebrations should emphasize the safety and community benefits of attending school consistently whether in person or remote, rather than focusing on academic benefits or specific material rewards. The goal of any attendance events is to celebrate the collective accomplishment of the school in being a strong learning community in difficult times. ○ We strongly recommend basing attendance celebrations on avoiding unexcused absences, and not hold excused absences against scholars or classrooms when determining if a celebration threshold is met. This is different than previous years, and a change we believe is necessary to avoid incentivizing coming in sick. ○ Attendance celebrations should be overhauled from prior years to reflect that many scholars are not physically in the building. ○ System is communicated to families and scholars in advance. ○ Attendance celebration periods are based on important parts of the school's calendar (F6W, testing, beginning of a new live VS remote cycle, etc.), and recognize scholars in both the in-person and remote contexts. <ul style="list-style-type: none"> ● Includes follow up protocol for staff errors in attendance, especially if scholars are marked absent by mistake. A clear R&R should be in place for who will contact and apologize to parents if attendance is taken wrong, especially if it creates confusion about where scholars are. ● Escalation R&R, thresholds, and actions are differentiated for live VS remote scholars. <ul style="list-style-type: none"> ○ Tool template finalized. ○ R&R includes who will own flagging scholars to attendance team and updating the report with comments; R&R puts special emphasis on who will flag students who are only attending remote instruction for part of the day and skipping some classes, and what the follow up will be in that scenario. ○ Escalation follow up planning and call scripts are revised to reflect the shift from a compliance-minded "you need to be in school for performance" mindset to a health-focused "we want to make sure you're doing OK and are able to access school every day" mindset ● High level attendance data is public. Scholars and groups with strong attendance and/or improved attendance are named and celebrated. ● Detailed attendance data including the reasons for absences is not public. Attendance emails and celebrations do not share any details about scholars' health. This applies to scholars who are out for COVID as well as any other health reasons. In practice, this means attendance emails should include information about the attendance code-level of detail (scholar is sick, scholar has technology issues, etc.) but cannot include information about what illness a scholar has (flu, family member with a contagious disease, etc.)
Staff/family communications R&R is finalized.	<ul style="list-style-type: none"> ● How and when to communicate to staff members is finalized. <ul style="list-style-type: none"> ○ Summer PD, including pre-work ○ Data report templates and communication protocols ○ A plan is in place to ensure that no information about scholar's specific health reasons for absences is shared with anyone but the school's nurse and any staff who own making or entering determinations about which scholars are live VS remote. Staff members who are not the nurse or involved in making decisions

	<p>related to scholar health must not be sent any more detail about scholar's health-related absences other than that they are out sick.</p> <ul style="list-style-type: none"> How and when to communicate to scholars and families is finalized. <ul style="list-style-type: none"> Communication about parent preferences for in person VS remote learning, scholar assignments to those groups, and any changes in expectations. EOY/summer communications for returning families Enrollment/summer communication for new families Frequently absent and/or tardy scholars (before BOY) Back to School Night BOY Ongoing plan to reinforce policies and hype attendance throughout school year Follow up communication for remote scholars who attend morning advisory but miss classes later in the day Follow up communication for any scholars who are mistakenly marked absent when they are present Ownership of all communications is finalized.
Ongoing Attendance Team Check In dates and content are finalized.	<ul style="list-style-type: none"> A schedule for ongoing Attendance Team check ins is established, including more frequent meetings during FDOS and F6W and in the first two weeks of each 2-month In Person VS Remote learning window. A template agenda for Attendance Team Meetings is finalized. R&R for team meetings (including pre-work distribution) is finalized.
Attendance Team is firmly committed to winning on attendance goals for coming SY.	<ul style="list-style-type: none"> There is a plan to ensure everyone is held accountable to their R&R.
Contingency plans are in place for the attendance team structure and R&R	<ul style="list-style-type: none"> Attendance team has a project plan in place for how team R&R and attendance structures will change if a shift from hybrid to all-remote instruction becomes necessary, including: <ul style="list-style-type: none"> How will families be informed? Are there changes to the schedule and rosters that will result as a result of this shift? If so, who will update scholar records to indicate the shift and who will inform the LT of the work required and timeline involved before records are corrected to the point attendance can be taken? How will staff R&R and accountability for attendance in each section (and for MS/HS, period of the day) shift? How will the school confirm that all scholars have the technology needed for remote instruction, and get that technology to anyone who needs it? In the first two weeks after a shift to all-remote instruction, how will the school monitor attendance to make sure all scholars are successfully making the transition?

Pre-COVID Exemplars/Resources (to be replaced):

- Exemplar: [AF Brownsville Middle School Attendance Step Back and Planning Meeting](#)
- Template: [Attendance Step Back and Planning Meeting](#)
- Template: [Attendance Expectations One Pager](#)
- Resource: [Attendance Messaging Dos and Don'ts](#) (From [Attendance Works](#))

Define in-person VS remote learning groups

CFS	Details
The school has a clear plan to identify which scholars will be	<ul style="list-style-type: none"> School has mechanism in place to for parents to name preference for in-person or remote school for their scholar.

in person at the beginning of the year and which will be remote.	<ul style="list-style-type: none"> School has system in place to assign scholars to in-person or remote school based on parent preference and following state guidelines for class size, use of space, social distancing and eligibility for remote schooling. School has transition plan in place for scholars who must switch from in person to remote schooling mid-window, and vice versa, including a clear R&R for how to communicate this with staff and families.
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Staff summer PD

CFS	Details
All staff are clear on why attendance is important.	<ul style="list-style-type: none"> Staff are grounded in key attendance facts: <ul style="list-style-type: none"> We have a moral and legal imperative to ensure that all scholars are attending school regularly, whether live or remote. In addition to the academic implications, strong attendance practices are more important than ever in the COVID era for making sure our scholars are safe and supported. The first month of school predicts annual attendance and will set the tone for whether families feel like they are receiving the education we promise them. Missing 2 days of school per month equates to missing 12% of the school year. ES/MS/HS rationale for attendance. School-specific context and rationale for attendance push, grounded in data (e.g. making sure remote scholars are in school each period, making sure student achievement or culture data versus attendance data for previous year, etc.).
All staff are clear on how COVID- and health-related school procedures will affect attendance.	<ul style="list-style-type: none"> All staff are clear on the COVID symptoms that may indicate that a scholar (or staff member) should stay home per CDC guidance. AF schools will follow state and city-specific guidance for symptom screening according to the 20-21 AF Emergency Response plan. All staff are clear on the procedure by which families will inform the school if a scholar has been exposed to COVID-19, displays symptoms, or is diagnosed as positive, and the criteria for how and when a scholar (or staff member) will be switched to remote instruction as a result. AF schools will follow state and city-specific guidance for quarantine duration and staff and family notification.
All staff are clear on the school's attendance goal.	<ul style="list-style-type: none"> Clearly name school's specific attendance goals and ground in why this number is important.
All staff understand how the attendance system will progress over the school year.	<ul style="list-style-type: none"> Name the 4 stages of our annual attendance plan, when they occur, and the core focus areas.
All staff know the role of the Attendance Team and their personal role in the attendance system.	<ul style="list-style-type: none"> Name Attendance Team members and their roles. <ul style="list-style-type: none"> ES: Emphasize teacher role in taking attendance for remote scholars after lunch. MS/HS: Emphasize teacher role in taking attendance each period. Review R&R for every staff member (Ops, LT, instructional staff, social worker, etc.). <ul style="list-style-type: none"> If applicable, name how this may shift over the course of the school year. Review communication structures in place for staff, scholars, and families. <ul style="list-style-type: none"> Given the increased frequency of taking attendance this year, the school's attendance R&R should anticipate the possibility of errors in marking who is absent. We recommend staff member R&Rs

	explicitly name that the staff member who marks a scholar absent by mistake be the one who makes the call and apology home if the error isn't caught before attendance calls are made.
All staff are committed to being all in on attendance.	<ul style="list-style-type: none"> • Build whole school investment. • All staff are aligned to the rationale of needing timely and accurate attendance throughout the day, emphasizing that the stakes of knowing that are scholars are in class and safe are higher than ever in the COVID era. • Staff have an opportunity to reflect on their commitment to scholar attendance to ground them in their personal why.
All staff are trained on their attendance systems responsibilities before FDOS.	<ul style="list-style-type: none"> • Teacher systems training includes dedicated time to walk them through taking attendance in Infinite Campus. <ul style="list-style-type: none"> ○ ES: This training covers taking attendance during morning advisory, and again in the first period after lunch for remote scholars. A teacher-facing video for taking attendance in more than one throughout the day are available here. ○ MS/HS: This training covers how to take attendance in each period throughout the day. A teacher-facing video for taking attendance in multiple periods throughout the day are available here. ○ All grades: <ul style="list-style-type: none"> ▪ Advisory teachers are clear on the distinction between taking attendance and logging meals served for breakfast and lunch for in-person scholars. ▪ Advisory teachers are clear on the protocol for scholars who are scheduled to attend in person but attend remotely: these scholars should be marked absent with a comment that they're attending remotely, and the Ops team will code these scholars as AXRe: attending remotely. • Attendance team members in charge of calling families and coding attendance attend or review network trainings on family communication and attendance systems. <ul style="list-style-type: none"> ○ All attendance team members are aligned on the new 20-21 practice of reviewing the prior day's attendance after lunch (ES)/for each period (MS/HS) as part of the attendance call process.

Pre-COVID Exemplars/Resources (to be replaced):

- Exemplar: [AF North Brooklyn Prep ES Summer PD PPT](#)
- Exemplar: [AF Apollo ES PPT](#)
- Exemplar: AF East Brooklyn [HS BOY PPT](#), [Q1 PPT](#), [Q2 PPT](#)
- Exemplar: AF East New York MS [Summer PD PPT](#), [Handout](#)
- Template: [Summer PD PPT](#)
- Resource: [DSO June 2019 Cohort Staff Attendance PD](#)

Summer communication about in-person VS remote learning and COVID-related procedures

CFS	Details
Important dates and expectations are communicated with families during the summer.	<ul style="list-style-type: none"> • As named under the section under defining in-person VS remote learning groups, school has plan and mechanism in place to gather parent preference, assign scholars to in-person VS remote learning, and communicate decisions back to families. • School sends families communication for in-person VS remote attendance expectations.

	<ul style="list-style-type: none"> ○ For in person scholars, this should include any information about staggered start times, temperature and health checks that would lead a scholar to be sent home, and any requirements for masks or other equipment. ○ For remote scholars, this should include information about which periods and classes scholars are expected to be live on Zoom for, and how to flag the school about any technology issues ○ All communication should include an introduction summarizing the changes from prior years and from the spring—an outline of the changes in this playbook is available in the appendix ● School calendar clearly communicates the two-month in-person VS remote attendance increments. Scholars who are selected for in-person school will attend in two-month increments. ● Any families that need to switch from remote learning to in-person learning (or vice versa) due to extenuating circumstances will engage with their schools directly.
Clear guidelines are set with families about when to keep scholars home if they become sick and for how long.	<ul style="list-style-type: none"> ● School communication with families clearly identifies the symptoms that may indicate a scholar has COVID-19 per the 20-21 AF Emergency Response Plan. ● All family are clear on the procedure by which families will inform the school if a scholar has been exposed to COVID-19, displays symptoms, or is diagnosed as positive, and the criteria for how and when a scholar (or staff member) will be switched to remote instruction as a result. AF schools will follow state and city-specific guidance for quarantine duration and staff and family notification.

Scheduling and systems setup

CFS	Details
School schedule and attendance courses are accurately represented in Infinite Campus	<ul style="list-style-type: none"> ● Infinite Campus is set up to reflect school's full period schedule, including names and start and end times for each period in the day and any Friday A/B schedules. <ul style="list-style-type: none"> ○ Each school's advisory period should be named 'Advisory'—this will be the period we code daily attendance in and will be pulled for MDC auditing purposes. ○ Guidance on creating a period schedule is archived here. ● All sections are assigned to periods that meet at the correct specific time of day. <ul style="list-style-type: none"> ○ ES: Because remote sections meet separately with different students than in-person sections, remote sections should be entered in IC separate from in-person sections. ○ MS/HS: Because in-person and remote scholars are taught together in hybrid sections, each hybrid section should be a single section in IC. Each scholar's in-person or remote status will be tracked separately through their Program enrollment, covered below. ● All sections are assigned to the teachers that are responsible for attendance and grading for that section. ● All synchronous learning courses are marked as attendance courses in Infinite Campus and rostered by FDOS. No asynchronous learning courses are marked as attendance courses.
The school has marked every scholar's Infinite Campus record with their in person VS remote learning status.	<ul style="list-style-type: none"> ● 100% of scholars are enrolled in either the Live or Remote program option in Infinite Campus, following these instructions. ● All program enrollments have non-overlapping start and end dates.

Attendance team kickoff

CFS	Details
Important dates and expectations are always published with the school calendar.	<ul style="list-style-type: none"> Always include the following when copies of the school calendar are shared (EOY, summer communications, BOY event, etc.): <ul style="list-style-type: none"> Live VS remote instruction windows, and decision making timelines for switching scholars between live and remote instruction Important BOY dates (FDOS), extended (≥ 2 days) school breaks, and changes to the standard school week (non-holidays school is closed, abnormal early dismissals, etc.). Days when the school calendar differs from the host district. Confirm when your school <i>is open</i> and when your school will <i>be on break</i>. Additional information that may impact attendance (e.g. transportation start date, half days during FDOS, etc.). Copies are always available in the Main Office or on the school's website throughout the school year.
EOY Check Out documentation and summer mailings reinforce important school calendar dates.	<ul style="list-style-type: none"> The school calendar is published at least once before the last week of school. At least one summer mailing includes an additional copy of the school calendar.
When families flag a potential to not meet attendance expectations, it is addressed immediately.	<ul style="list-style-type: none"> Proactively problem solve to avoid, or overcome, hurdles to meeting attendance expectations. Directly address if a potential extended absence for vacation or at BOY is flagged. Specific dates of absence are documented for reference during future attendance calls.
The school engages in a conversation with families with a high number of AF absences.	<ul style="list-style-type: none"> Conversations are data driven and scheduled to occur either before the end of the school year or before the start of the new school year. Communications with families are warm and empathetic yet serious and urgent. The communication is framed as a proactive measure to support the family. The team is able to determine what held the scholar back from attending school by asking questions and seeking to understand. The team, in partnership with family/scholar, is able to problem solve to proactively plan for coming school year. All participants agree on next steps for the scholar, the family, and the school. As appropriate, scenario planning is included.
The school engages in an expectations-setting conversation with all remote families.	<ul style="list-style-type: none"> The school has specific back-to-school-night and BOY touchpoints with remote families, either as a group or with individual families that had a high number of AF absences for remote learning in the spring. The conversation is warm and empathetic but serious and urgent about the expectations for remote learning. Everyone should be clear that scholars are expected to log into each synchronous learning session on time and that they follow the school's guidance on use of the camera, microphone, screen shares, and how to submit assignments digitally. The process for seeking technical support must also be clear. The communication is re-usable so it can be sent to families whose scholars have to switch to remote learning, either as part of the 2-month cycle or in response to health concerns. The communication is framed as a proactive measure to support families, and names that both families and school staff are doing their best to navigate a novel rules and procedures due to remote learning and the pandemic.

Pre-COVID Exemplars/Resources (to be replaced):

- Template: [End of Year Checklist](#)
- Exemplar: [AF North Brooklyn Prep ES Calendar and Cover Letter](#)
- Resource: [Summer Mailing Language](#)
- Resource: Summer Mailing Flyers (from [Attendance Works](#))
 - All Scholars: [English](#), [Spanish](#)
 - ES: [English](#), [Spanish](#)
 - MS/HS: [English](#), [Spanish](#)

BOY communication

CFS	Details
There is a pre-FDOS contact plan in place.	<ul style="list-style-type: none"> • 100% of families are contacted to confirm attendance and remote VS in person status for FDOS. • Love contact is made with all scholars with 10+ absences the previous school year. <ul style="list-style-type: none"> ○ The staff member best suited to contact the family is strategically chosen. Attendance expectations, especially for FDOS, are reinforced. • Conversation emphasizes the importance of attendance but is <i>also</i> about building relationships and ensuring the family is prepared for FDOS. <ul style="list-style-type: none"> ○ Conversation checks in with families about their concerns for the upcoming school year, including but not limited to COVID-19 and related issues, and lets them know the school's thinking and plans for those concerns. ○ For example, "We are excited to see you and committed to making sure school is as safe as we can make it this year. Do you have everything you need – transportation information, a full uniform and masks, Chromebook and internet access (for remote scholars), etc? Did you get your packet in the mail? Do you have any questions?" • Staff confirms the scholar will be present on FDOS by explicitly asking the family/scholar, "[DATE] is the first day of school. Our doors open/scholars are expected to log in at [TIME] and dismissal is at [TIME]. Is there any reason why your scholar won't be at school/online for school that day?"
Teacher-lead content reinforces attendance expectations.	<ul style="list-style-type: none"> • Differentiated rationale for attendance expectations for in person VS remote learning is clear and includes academic and non-academic reasoning. • Red Flag Days are highlighted.
Important dates and expectations are republished with the school calendar.	<ul style="list-style-type: none"> • School calendar clearly communicates the two-month in-person VS remote attendance increments. Scholars who are selected for in-person school will attend in two-month increments. • Includes rationale for strong attendance on Red Flag Days and names and reviews revised attendance celebration system, given that the school doesn't want to encourage scholars to attend school live when sick. • Always include the following when copies of the school calendar are shared (EOY, summer communications, BOY event, etc.): <ul style="list-style-type: none"> ○ Important BOY dates (FDOS), live/remote instruction windows, extended (≥ 2 days) school breaks, and changes to the standard school week (non-holidays school is closed, abnormal early dismissals, etc.). ○ Days when the school calendar differs from the host district. Confirm when your school <i>is open</i> and when your school will <i>be on break</i>.

	<ul style="list-style-type: none"> ○ Additional information that may impact attendance (e.g. transportation start date, half days during FDOS, etc.).
Staff escalates any attendance flags to Ops.	<ul style="list-style-type: none"> • Ops has a clear R&R and procedure in place to log which scholars are in-person VS remote and how to switch them back and forth as needed. 100% of scholars must be enrolled in either the Live or Remote program option in Infinite Campus each day (instructions). • Ops has a clear R&R and procedure for redirecting scholars who are Remote who arrive at school in person—these scholars must be sent home to attend school remotely, and the school should have a designated holding area for scholars who are waiting for pickup in case they have symptoms. • Ops has a procedure in place to document these flags and to follow up with families.
Ops team follows up with all no-shows and families whose scholars arrive for the opposite of their Live VS Remote assignment to confirm enrollment and attendance at FDOS.	<ul style="list-style-type: none"> • All families who don't attend the FDOS receive a call within 24 hours, and no later than the day after FDOS. • All scholars who were expected to attend remotely and attend in person, or vice versa, receive a call within 24 hours and no later than the day after FDOS. The aim of the call is to confirm the family's preference—the school should aim to honor families' preference for remote instruction where we are legally allowed to do so, and to honor families' preference for in-person instruction as long as scholars are healthy and the school has an in person seat available. • There is an escalation process in place if a family indicates they will not enroll and/or they will not be able to attend FDOS. • There is an escalation protocol in place if a family is unhappy with or does not follow their Live VS Remote placement and the school cannot accommodate their preference.

Pre-COVID Exemplars/Resources (to be replaced):

- Exemplar: [AF Crown Heights MS Back To School Night PPT](#)

Stage 2: Starting Strong

FDOS – October

How we start the year sets the tone for the coming months. Families and schools face a steep learning curve this year to adapt to the demands of social distancing, staggered schedules, and hybrid learning. When we start strong out of the gate, we set scholars and families up for success and we are better positioned to reach our attendance goals.



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Clear FDOS Plan

CFS	Details
<p>The daily attendance system (including R&R) is finalized and communicated before FDOS.</p>	<ul style="list-style-type: none"> • Key timestamps are defined: <ul style="list-style-type: none"> ○ When scholars are considered Tardy, differentiated for remote VS in person scholars if their schedules differ. ○ When attendance calls begin. (No later than 8:30AM.) ○ When daily attendance data based on morning advisory must be updated in IC. (No later than 10AM.) ○ MS/HS: When per-period attendance based on attendance in synchronous courses must be updated in IC. (Preferably by the end of the period, but no later than 5PM.) ○ When the attendance email is distributed to the school team. ○ When the second round of phone calls begins. • R&R for everyone (including scholars and families) is defined and communicated. • Anyone making attendance calls is trained on R&R, making effective calls, and how to accurately code in IC. For MS/HS, this must include checking the prior day's per-period attendance. There is structured practice before FDOS. • All materials required (breakfast bars, iPads, etc.) are purchased/prepared before FDOS. <ul style="list-style-type: none"> ○ The materials plan should follow all COVID-specific hygiene requirements to minimize physical contact and avoid having scholars touch common surfaces. This means that shared tardy or hall passes, shared iPads, etc. should not be used, and that regular cleaning is planned for spaces and surfaces that multiple scholars are in throughout the day. ○ Schools should reference the PPE planning document as part of their attendance materials planning. • All components of the attendance system begin Day 1 (daily calls, daily emails, IC data entry, etc.). • There is an alternative plan in place for in person scholars if the internet or phones are down, including: <ul style="list-style-type: none"> ○ How teachers should report attendance ○ How attendance phone calls will be made, and notes will be documented ○ How attendance should be updated throughout the day ○ How attendance data will be reported out • There is a separate alternate plan in place for remote scholars if the internet or phones are down, including: <ul style="list-style-type: none"> ○ Specific R&R for in person VS remote staff members ○ Adjusted timeline for what counts as tardy if the school's technology fails. ○ How attendance will be corrected and reconciled after internet access is restored. ○ How attendance and other communication will be made to families. • There is a system in place to track known future absences (e.g. if a scholar must be absent for vacation, suspension, family court, etc.) and enter them into Infinite Campus ahead of time, to avoid day-of errors.
<p>The Attendance system is adjusted for FDOS, for the beginning of each 2-month live VS remote window, and F6W.</p>	<ul style="list-style-type: none"> • Additional supports are in place during Weeks 0 – 2 at FDOS and during the beginning of each 2-month In Person VS Remote instructional window assuming a greater number of calls will be made. • Additional communications for Red Flag Days during F6W are scheduled.

	<ul style="list-style-type: none"> Attendance celebrations during each window are in place and communicated in advance. Attendance celebrations and communication around them should be created with an eye towards avoiding encouraging families to come in when sick based on the planning from the attendance stepback meeting at BOY, and activities such as pizza parties that require eating from common food should be avoided. The Attendance Team meets at least once a week. The Attendance Owner leads a step back session by Week 3 of school and in week 3 of each 2-month in person VS remote learning window to determine any necessary revisions to the Attendance System and flag concerns for families who are struggling with in person VS remote expectations.
Escalation structures are in place and are adhered to.	<ul style="list-style-type: none"> A potential scholar withdrawal is immediately escalated to the DSO and Student Enrollment Owner. Use of escalation procedures and tracking system begins no later than Week 3 and contains data from FDOS. Cases where families intend to stay at the school but are struggling with in-person or remote attendance are escalated to the DSO to evaluate what supports are needed, including but not limited to evaluating if switching between remote and in person is possible and would help.
Daily attendance protocol is followed.	<ul style="list-style-type: none"> Daily attendance calls follow the CFS. Calls are logged in IC with key information regarding reason for absence. <ul style="list-style-type: none"> For MS/HS, calls should also be made to scholars who were present for advisory on the prior school day but who were absent for classes later in the day. Daily attendance email is sent out by 10AM and includes: <ul style="list-style-type: none"> School wide daily attendance % School wide YTD attendance % Daily attendance % by grade (optional: by advisory; optional: weekly attendance %) Absent scholars and reason for absence. <ul style="list-style-type: none"> No information about scholar's specific health reasons for absences should be shared with anyone but the school's nurse and any staff who own making or entering determinations about which scholars are live VS remote. Staff members who are not the nurse or involved in making decisions related to scholar health must not be sent any more detail about scholar's health-related absences other than that they are out sick—this means that no specific health-related information should be entered in the comments for these absences, nor should those comments be included in the daily attendance email. In practice, this means that the attendance email can say that a scholar is out for being sick, or for technology reasons, or for a religious observation, etc. It can't give private information about what a scholar may be sick with. Scholars who were absent after morning advisory the day before and the reason for their absence <ul style="list-style-type: none"> It is not the expectation to fully code the attendance taken after morning advisory. However, the attendance email should list scholars who missed classes after morning advisory and the reasons given for them being out. Tardy scholars, time of arrival, and reason for their tardy Actions required as follow up
A clear tardy arrival system is in place.	<ul style="list-style-type: none"> A clear system, including R&R, intakes tardy scholars and ensures they transition to class as quick as possible. A successful tardy system prioritizes

	<p>scholar safety and knowing where scholars are. We recognize that it's also important to minimize disruptions to classrooms and teaching, but we must place safety first.</p> <ul style="list-style-type: none"> • A plan is in place to ensure tardy scholars follow the same social distancing procedures as other scholars, including staggering entry into the building, marking off space so they don't congregate near the designated location for the staff member managing the tardy arrival window, maintaining distance in hallways, and staggering entrance into classrooms where possible. • One staff member remains at a designated location for the duration of the tardy arrival window. (Additional support is scheduled based upon school schedule / weather.) <ul style="list-style-type: none"> ○ COVID-related hygiene procedures are followed for tardy scholars, including avoiding use of any common sign in books, iPads, etc. Anything that scholars and families must touch on the way to class is cleaned regularly throughout the day. ○ The staff member at the designated location for tardy arrivals sign scholars in with time and reason for lateness, which are both recorded in IC. Families should not be asked to sign themselves in with commonly used pens or iPads. ○ Ops troubleshoots any challenges for arriving on time. ○ Follow up with the school/family occurs if no reason is given. • Staff emphasize importance of arriving on time using a warm demanding tone with the scholar/family. • Staff remind scholars to turn in any late homework. For hygiene reasons, scholars should not be asked to turn in late homework all in one physical location, and physical copies of homework should be avoided whenever possible in favor of digital assignments. • Optional: Provide scholars with a breakfast option, and complete uniform check. • Scholars are sent to class, and the school has a system for letting teachers and hall monitors know a late scholar is coming. <ul style="list-style-type: none"> ○ Scholars should not receive a commonly used late pass if it requires passing papers back and forth. If schools do use late passes, these should be pre-printed, pre-cut, and disposable to avoid having to pass papers back and forth. ○ The school should have a system for how teachers should direct scholars who arrive late without a late pass. Our priority is that the teacher and the main office be on the same page about whether a scholar has arrived at school, and when. If scholars are not allowed to enter classrooms late without a late pass, then the school's system should account for how scholars can obtain a late pass while minimizing the number of people they come into contact with. For example, depending on the school's layout it may make more sense for each hallway monitor to be able to distribute late passes and inform the office than to have scholars travel one or more floors to the main office to get a pass.
<p>An accountability system is in place to ensure follow-through on R&R.</p>	<ul style="list-style-type: none"> • DSO observes and coaches daily attendance calls. • R&R and communications for follow up with staff that enter attendance inaccurately is established and executed on with fidelity. <ul style="list-style-type: none"> ○ In the case that a family is contacted about an 'absent' scholar who is really present, we recommend the staff member who made the initial mistake be responsible for making a follow up apology call. ○ MS/HS: R&R and communications for follow up with staff that do not enter per-period attendance or do so inaccurately is established and executed on.

<p>A clear early dismissal system is in place.</p>	<ul style="list-style-type: none"> • Main Office receives notice of early dismissal directly from family. Scholar is encouraged to stay when possible and reasonable to do so. • A sign out system exists for the family/scholar to indicate the time of dismissal and reason. <ul style="list-style-type: none"> ○ For hygiene reasons, an in person staff member should ask for and complete this information in lieu of asking families to fill out info on a common notebook or iPad. ○ Even if a scholar is remote, we still ask a parent to inform us if they plan for the scholar to stop attending remote classes before the end of the day and track those early dismissals. • Early dismissals (including time and reason) are recorded daily in IC. • System ensures scholar can access classwork/homework online.
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Pre-COVID Exemplars/Resources (to be replaced):

- Resource: [Minute-by-Minute for Attendance Process](#)
- Resource: [Ready for FDOS Top 10 overview](#)

Intentional Intervention Meetings

CFS	Details
R&R of Escalation System is clear.	<ul style="list-style-type: none"> R&R includes ownership of: <ul style="list-style-type: none"> Flagging scholars to the Attendance Team Ensuring family/scholar follow-up occurs Updating the Escalation Report with notes from follow-up Updating scholars' In Person or Remote status in Infinite Campus and flagging staff about changes, as needed. Frequency and types of communications are clear.
Pre-work is completed by the staff member.	<ul style="list-style-type: none"> Staff member has a comprehensive overview of the scholar's attendance, academic, and culture data. Staff member has an overview of any family health or technology access concerns and In Person vs Remote preference. Staff member has an overview of content from previous conversations and intervention meetings.
The meeting is grounded in purpose, data, and a concern for scholar well being.	<ul style="list-style-type: none"> The purpose of the meeting – a commitment to the scholar – is clearly stated. Rationale for AF's attendance policy (being at school and on time every day) is provided. Scholar's attendance data is presented, and the impact of scholar's attendance (on academics, culture, etc.) is named. Identify any trends based upon data (absent/tardy on specific days or for specific reasons, pattern of absence before breaks, etc.). Identify and seek to understand any health or other well being concerns that are affecting attendance.
The intention of the meeting is to determine root cause for attendance issues.	<ul style="list-style-type: none"> Root cause of attendance issues is determined. School staff partner with families to determine resolutions.
The family, scholar, and school commit to resolutions and partnership.	<ul style="list-style-type: none"> School staff and families agree on support plan for scholar. All agree on timeframe for follow up meeting. Follow-up meeting scheduled.
Next steps are clear.	<ul style="list-style-type: none"> The family, scholar, and school know what will happen once attendance improves. There is a support plan in place if the family, scholar, or school cannot fulfil their commitment. The conversation, including next steps, are documented and communicated out as appropriate. If attendance issues are found to be related to health concerns, technology access, or concerns with in person VS remote instruction, a follow up conversation is planned for the end of the current 2-month in-person VS remote learning window to problem solve for addressing those issues ahead of the next window.
Conversations and resolutions are documented.	<ul style="list-style-type: none"> Content covered during an escalation call/meeting is documented: <ul style="list-style-type: none"> Who was part of the conversation (from school, from family) When the conversation occurred Resolutions/commitments of family and school Any additional follow-ups/next steps required

Pre-COVID Exemplars/Resources (to be replaced):

- Template: [Intervention Meeting Template](#)
- Resource: [Intervention Protocol/Script](#)
- Resource: [Intervention Meeting Project Plan](#)
- Resource: [Intervention Meeting Sample Agenda](#)

- Resource: [Intervention Letter for Chronically Absent/Tardy Scholar](#)

Effective Daily Calls

CFS	Details
Morning attendance data is complete and followed up on by 10AM.	<ul style="list-style-type: none"> • Daily attendance data based on morning advisory is logged in IC by 10AM. • MS/HS: Teachers are recommended to enter all per-period attendance by the end of the period. If extenuating circumstances prevent this, all per-period attendance should be entered by 5PM.
Staff member determines why scholar is absent and, as appropriate, helps family troubleshoot.	<ul style="list-style-type: none"> • Tone is warm but firm and expresses urgency. • Communication balances empathy and care with, as appropriate, intention of having the scholar come in. • Based upon the reason for the absence, the school determines how they can best partner with the family/scholar, including: <ul style="list-style-type: none"> ○ Troubleshooting technology access ○ Addressing health or safety concerns ○ Transportation and/or childcare issue troubleshooting ○ Effective morning routines and/or ways to increase scholar responsibility ○ Early morning wakeup calls ○ Reminder alarms or communication for later periods in the day for remote scholars ○ Travel buddies, if appropriate masking and social distancing is maintained
Conversation is grounded in data.	<ul style="list-style-type: none"> • Share attendance data and information about impact on academics (scholar will miss a weekly quiz or prep for a test) • Include scholar-specific information (current attendance data, grades, culture data, etc.). <ul style="list-style-type: none"> ○ For Tardy scholars, identify impact on 1st Period grades.
Conversation names and is sensitive to COVID-19 context and difficulties of in person or remote instruction, as appropriate for each family.	<ul style="list-style-type: none"> • Communication balances empathy for the health concerns and technology issues presented by COVID-19 and hybrid learning with our attendance rationale that education is as important now as ever. • Family is fully informed of the steps we're taking to keep everyone safe. • If the scholar or someone in their household or classroom has been sick, explain AF policy for how individual classrooms are kept separate and will be quarantined if someone tests positive. Emphasize that scholars are not expected to come to school sick. • Clarify that absences due to sickness or technology are considered excused.
Conversation evaluates whether sick scholars may have COVID-19 and whether a class quarantine must be triggered.	<ul style="list-style-type: none"> • If a scholar is sick, a system and protocol are in place to ask about their symptoms and any symptoms of people in their household, per the 20-21 AF Emergency Response plan. • Scholars with non-COVID illnesses or mild symptoms that the family and school have no reason to suspect is COVID specifically (because of lack of exposure, other family members don't come down with anything serious, etc.) should be asked to remain home until they are symptom free for 48 hours (without fever-reducing or other medications). The school and family should evaluate whether it's appropriate for the scholar to take sick days as excused absences during this timeframe, or plan for a temporary switch to remote instruction per the school's policies. • If a scholar or someone in their household is displaying serious symptoms, the school will require them to get tested and help connect them with testing resources. Regardless of the family's answer, these cases should be

	<p>escalated to and monitored by the attendance team and DSO in case a COVID-19 diagnosis is made or other scholars or staff members in the classroom become ill.</p> <ul style="list-style-type: none"> • All staff are clear on the procedure by which families will inform the school if a scholar has been exposed to COVID-19, displays symptoms, or is diagnosed as positive, and the criteria for how and when a scholar (or staff member) will be switched to remote instruction as a result. AF schools will follow state and city-specific guidance for quarantine duration and staff and family notification.
Confirm when scholar will return as appropriate.	<ul style="list-style-type: none"> • If a scholar is sick or injured, the date when the scholar is expected to return to attending class is documented, as is whether they will attend in person or remotely. If attending remotely, confirm that this is correctly logged in Infinite Campus. • If a scholar or classroom is quarantined, document the transition to remote learning in Infinite Campus, including the date for when they are expected to return to in person instruction. • The anticipated arrival time is documented in IC. • A follow-up call is made if the scholar does not attend class at the designated time/date and in the designated format. The call is driven by care and concern.
School continues to reach out to family until contact is made.	<ul style="list-style-type: none"> • If a live conversation with a parent/guardian does not occur, a message is left and a text message is sent. • Texts, emails, and phone calls to emergency contacts are made. • Continuous follow-up occurs if parent does not communicate with the school. <ul style="list-style-type: none"> ○ A second call is made before 12PM. ○ A final communication is made by 5PM.
There is schoolwide communication for scholars on extended leave of absence.	<ul style="list-style-type: none"> • Recovery timeline is confirmed to determine how to best support scholar, and what homebound education services, including remote learning as appropriate, must be provided. • Teachers, LT, Ops, Social Worker, and all other staff that needs to be aware of the scholar's situation are informed of their absence and anticipated time and modality (live VS remote) of return. No specific health information about scholars should be shared with anyone but the nurse and staff who are responsible for making the determination for live VS remote instruction or triggering a class-wide quarantine.

Pre-COVID Exemplars/Resources (to be replaced):

- Resource: [Observation and Feedback for Attendance Calls](#)
- Resource: [Daily Calls Note Catcher](#)
- Resource: Attendance Call Webinars
 - 2018: [Attendance Call Webinar PPT](#) and [Recorded Webinar](#)
 - 2017: [Attendance Call Webinar PPT](#) and [Recorded Webinar](#)

Purposeful Attendance Team Meeting

CFS	Details
A complete and strong team is fully present.	<ul style="list-style-type: none"> • Team meeting R&R (facilitator, notetaker, timekeeper) is assigned in advance. • A strong attendance team includes: <ul style="list-style-type: none"> ○ DSO: As the attendance leader, holds the vision and overall knowledge of where we are and where we need to go; follows up with team members on next steps before the next meeting ○ Dean of Students/School Culture: Has knowledge of scholars' academics and behavioral data to make connection to attendance; also has direct connections to teachers ○ Social Worker: Has knowledge of scholars' social-emotional wellbeing and can be a support to families ○ SSM or OC: Has knowledge of daily attendance communication with families ○ School nurse: Has knowledge of scholars' specific health circumstances and rules regarding the sharing that information. • Team members are fully invested and are committed to whatever it takes to help every child access school safely and consistently, thinking beyond the attendance data to ground conversations in concern for scholar wellbeing. • The team has committed to shared norms (holding each other accountable, be present and on time, etc.). • Notes are taken in a shared document so all participants can see updates in real time.
The meeting is driven by a purposeful agenda.	<ul style="list-style-type: none"> • Pre-work is sent at least 48 hours in advance and included in the agenda. • Agenda sent 48 hours in advance to team and included in invite. • Agenda has a consistent structure and clear timestamps and includes: <ul style="list-style-type: none"> ○ Celebrations: Overall school, Individual scholar, Sub-groups, etc. ○ Calendar Lookahead: In person VS remote learning windows, Red Flag Days, Proactive communications scheduled, etc. ○ Data analysis: Essential questions based upon data, to drive thinking and problem solving. This data should consistently be disaggregated by in person VS remote instruction. ○ Next Steps and Ownership
The meeting is grounded in, and driven by, data.	<ul style="list-style-type: none"> • School makes use of recommended network data reports: <ul style="list-style-type: none"> ○ Annual YTD attendance data ○ Daily attendance data ○ MS/HS: Per period attendance data • Scholar attendance data is readily available and linked in agenda. • Data review includes progress to goal, trend analysis, and individual scholar data. (For example, previous 2 weeks' ADA, progress to monthly goal, updates to intervention tracker, top 10 chronically absent scholars, scholars right below the absent or tardy triggers, etc.) <ul style="list-style-type: none"> ○ Data review should also track prevalence of absences due to illness, and flag if any classrooms have clusters of sickness due to absence—if so, the school should follow up with families to investigate if there may be an undiagnosed COVID-19 cluster.
The content and conversation is scholar and family focused.	<ul style="list-style-type: none"> • All scholars and families are spoken of with love and respect. • Meetings are solutions-focused and prioritize partnership with families and school staff (homeroom teacher, goals coach, LT, etc.). • Problem-solving beyond the basic escalation protocol, including sensitivity to family health concerns, confusion with in person VS remote learning dates and protocols, and problems with technology access

There are clear next steps that will have an impact.	<ul style="list-style-type: none"> • Next steps are calendared and included in the following meeting’s agenda for follow-up. • A system for real-time accountability and follow-up is in place.
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Pre-COVID Exemplars/Resources (to be replaced):

- Template: [Attendance Team Meeting Template](#)

Stage 3: Staying Strong Through Winter

November – February

In a normal school year, winter weather and cold and flu season can present challenges to getting children to school. In the 20-21 school year, we anticipate that due to COVID-19 spread that some classrooms, schools, or even entire regions may have to switch between in-person and remote instruction. This means it's even more important to invest scholars and families in the importance of good attendance and reassure them that we have concrete protocols and planning for how to go between different school models and keep scholars and their families as safe and healthy as we can.



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Problem-Solve Attendance Challenges

CFS	Details
Attendance Team Meetings include pre-work and carved out time to problem-solve attendance challenges.	<ul style="list-style-type: none"> Pre-work requires Attendance Team Meeting members to: <ul style="list-style-type: none"> Review current attendance data to identify patterns across individual scholars' attendance data and patterns across cohorts (advisory/grade/school-wide), especially data related to scholar illness within and across sections as part of monitoring if there may be un-diagnosed clusters of COVID-19. Proactively name anticipated attendance challenges given school calendar, the 2 month in-person VS remote instruction cycle, weather, and any other reasons that may cause low attendance. The bulk of the Attendance Team Meeting agenda is focused on how to proactively address anticipated issues <i>and</i> addresses patterns already present for cohorts and individual scholars.
Patterns are identified for: <ol style="list-style-type: none"> Large cohorts Small cohorts Individual students 	<ul style="list-style-type: none"> School makes use of recommended network data reports: <ul style="list-style-type: none"> Annual YTD attendance data Daily attendance data MS/HS: Per period attendance data Identify trends across cohorts: large (school, grade), small (classroom/advisory), and for individual students. Identify trends based upon: <ul style="list-style-type: none"> ADA% Absences and tardies per student No reason/no response absences Absences due to illness Absences due to technology access Absences/tardies at the start of each 2 month in-person VS remote review cycle, especially for scholars who switch modalities Day of the week Red Flag Days (and attendance rates based upon type of RFD – e.g. day before versus after extended weekend) Inclement weather
The team prioritizes existing attendance challenges to tackle.	<ul style="list-style-type: none"> Identify patterns or anomalies based upon data breakouts. Based upon cohort trends identified, the team answers: <ul style="list-style-type: none"> Are there spikes in absences due to illness in specific sections that may indicate an undiagnosed cluster of COVID-19? Are there scholars who are logging many absences due to technology access that indicate the need for an intervention or potential switch to in-person instruction? Are there grades or classrooms where remote scholars are absent during specific classes or periods, indicating the need for an intervention to make sure scholars aren't skipping class? Are there specific cohorts (advisory, grade) that are outside the average? Is there a certain time period (period, day, time of year, etc.) where attendance dips? What is or is not happening to cause this? Is there a specific cohort you can make incremental change with? What 1 – 2 action steps must be taken? Based upon individual student trends, the team answers: <ul style="list-style-type: none"> Which kids are outside the average? What do we know about why? What is or is not happening to cause this? Which specific kids can you make incremental change with?

	<ul style="list-style-type: none"> ○ What 1 – 2 action steps must be taken? Would we consider a change to the in-person VS remote assignment for this scholar?
Engage in authentic problem solving conversations that stretch each other's thinking.	<ul style="list-style-type: none"> • Determine the root cause of the attendance problem. (Consider: What is behind it? What's causing it? What is going on at a core level?) • Find multiple solutions to the problem. <ul style="list-style-type: none"> ○ Think innovatively and think outside of the box. Find as many alternative solutions to the problem as you can. ○ At the same time, we must prioritize the health of and safety of our scholars and staff—consider the likelihood of your intervention encouraging a family to send a scholar to school while sick, and actively contingency plan on how to avoid creating that incentive. • Choose the solution that will work best. Consider what the risks are and how they can be managed. Plan to allocate or obtain the necessary resources for your plan.
The team determines an attendance celebration and communication plan to proactively address anticipated attendance issues.	<ul style="list-style-type: none"> • The team identifies anticipated attendance challenges (due to Red Flag Days, switches between remote and in-person instruction inclement weather, community events including health concerns; based upon patterns; etc.). • The team plans attendance celebrations and communication with an eye towards not encouraging families to attend school while sick. • There is a plan in place to measure the impact of attendance celebrations communications and flag if they're encouraging families to come to school while sick.
A contingency plan is in place for if the school has to switch to all-remote learning.	<ul style="list-style-type: none"> • Attendance team has a project plan in place for how team R&R and attendance structures will change if a shift from hybrid to all-remote instruction becomes necessary, including: <ul style="list-style-type: none"> ○ How will families be informed? ○ Who will update scholar records to indicate that they have all switched to remote learning? ○ Are there any changes to the school's schedule in the remote learning context that have to be implemented in our systems? ○ How will staff R&R and accountability for attendance in each section (and for MS/HS, period of the day) shift? ○ How will the school confirm that all scholars have the technology needed for remote instruction, and get that technology to anyone who needs it? ○ In the first two weeks after a shift to all-remote instruction, how will the school monitor attendance to make sure all scholars are successfully making the transition?
R&R for next steps is defined, and there is an accountability system in place.	<ul style="list-style-type: none"> • There is a clear action required for each cohort and/or scholar, and a clear owner named. • An accountability system ensures the action was implemented <i>and</i> the impact is tracked.

Pre-COVID Exemplars/Resources (to be replaced):

- Resource: [Common reasons and solutions for absenteeism](#)
- Resource: Attendance Tableau (in Appendix)

Targeted Winter Plan

CFS	Details
<p>R&R and a timeline for communications is mapped out.</p>	<ul style="list-style-type: none"> • Communications include targeted individual communication and automated methods (voice blaze, text, etc.). • R&R for who is to create communications and publish includes both pre-scheduled communications and ad hoc (for example, in response to an inclement weather event or widespread non-COVID illness). • Proactive communications are written for families to remind them of COVID-related hygiene practices and the school's plan for responding to any active cases. Parents are encouraged to keep scholars showing symptoms of illness home. • Proactive communications are written and pre-scheduled to reduce absences due to inclement weather and travel outside of school vacation days. • Proactive communications are written and pre-scheduled to reduce absences on Red Flag Days.
<p>There is a process to receive and communicate information about weather events.</p>	<ul style="list-style-type: none"> • There is a process to <i>receive</i> communications about inclement weather and possible school closures. <ul style="list-style-type: none"> ○ CT: Sign up for weather alerts here. Sign up for the district alerts (Hartford Public Schools in Hartford County, New Haven schools in New Haven county, and Bridgeport schools in Fairfield count). ○ NY: Review the guidance on following NYC DOE closures. ○ RI: Sign up for weather alerts here. (Follow Providence public schools.) • There is a procedure in place to <i>notify</i> families and staff about any school closures or delayed openings. • There is a procedure in place to confirm with families that school is open. <ul style="list-style-type: none"> ○ Day before: A written communication is sent home to all families confirming school will be open. ○ Day before: A communication is sent to staff with a reminder of inclement weather protocol (arrival begins early, etc.). ○ Night before: A voice blaze, text, and/or email is sent home confirming school will be open.
<p>There is a process to receive and communicate information about COVID-related quarantines, school closures, or a shift to remote learning.</p>	<ul style="list-style-type: none"> • There is a process to <i>receive</i> communications about local cases and possible school closures—we anticipate any closures or shifts to remote learning will also be published in the weather-related resources above. <ul style="list-style-type: none"> ○ CT: Sign up for the district alerts (Hartford Public Schools in Hartford County, New Haven schools in New Haven county, and Bridgeport schools in Fairfield count) and follow CSDE COVID-19 resources for schools. ○ NY: Review the guidance on following NYC DOE closures. ○ RI: Follow RIDE guidance for COVID-19. • There is a procedure in place to <i>notify</i> families and staff about any school closures, quarantines of specific classrooms, or shifts to remote learning. • There is a procedure in place to confirm with families if school is closing for in-person instruction or a specific classroom is being quarantined. <ul style="list-style-type: none"> ○ ASAP and no later than the day before: A written communication is sent home to all families confirming that a classroom or the school is shifting to remote learning. ○ ASAP and no later than the day before: A written communication is sent home to all staff confirming that a classroom or the school is

	<p>shifting to remote learning, and referring them to guidance for their R&R in that scenario.</p> <ul style="list-style-type: none"> • Night before: A voice blaze, text, and/or email is sent home to affected families confirming that a classroom or the entire school is shifting to remote learning.
There is a standard Day Of inclement weather plan to follow.	<ul style="list-style-type: none"> • Additional coverage scheduled to support answering phones before/during arrival, for attendance calls, and for tardy scholars. • Texts are sent and calls are made to scholars who have historically missed school on inclement weather days to confirm school is in session. <ul style="list-style-type: none"> ○ “Hi Mr./Ms. X! I just wanted to confirm school WILL be open today and we’re excited to see Y! If you need anything this morning, please don’t hesitate to reach out to me. Safe travels!” • Staff report to morning posts early to begin arrival early. At arrival, greeter(s) should shout out scholars for arriving on time and braving the weather. • Attendance calls begin as early as possible and emphasize getting to school – and doing so safely. • R&R for distribution of any communications is clear and followed.
There is a standard Day Of quarantine or school shift-to-remote plan to follow.	<ul style="list-style-type: none"> • Additional coverage scheduled to support answering phones before/during arrival, for attendance calls, and for tardy scholars. • If the school is closed and staff cannot access the main office, set up call forwarding and remote voicemail for the main office so you can continue to take calls and answer questions. • Texts are sent and calls are made to families who have historically missed mass communication to let them know that their scholar or the school is attending remotely today, when they are expected to attend their first class, check in on what families need, and share any information the school has on an anticipated return date. • Staff report to a remote morning meeting to get updated on the school’s status and any changes to their schedule or anticipated R&R. • Attendance calls begin as early as possible and emphasize getting online for school and problem solving any technology issues. • R&R for distribution of any communications is clear and followed.
Set up resources to help scholars stay healthy.	<ul style="list-style-type: none"> • Make additional purchases for seasonal needs (e.g. tissues, hand sanitizer, liquid absorbent, etc.). • Distribute flu vaccine and COVID testing information. (Consider partnering with a community organization to set up a temporary clinic.) • Ensure all scholars with nebulizer / asthma inhaler have a 504 on file and medication available at school. • Ensure all scholars have their own water bottles that they do not share. • Ensure all scholars have access to a second uniform in case of accident/sickness.

Pre-COVID Exemplars/Resources (to be replaced):

- Resource: [AF Inclement Weather Attendance Prep Plan](#) (Includes the Achievement First School Closure Policy)

Winter Communications

CFS	Details
R&R for writing and distributing communications is defined.	<ul style="list-style-type: none"> It is clear who is responsible for crafting and distributing every communication.
Proactive communications are distributed before the start of the season and intermittently throughout.	<ul style="list-style-type: none"> Content of each communication is pre-determined. Communications include: <ul style="list-style-type: none"> AF COVID health and hygiene guidelines, expectations for hybrid and remote learning, and answers to frequently asked questions. AF School Closure Policy How to stay healthy (Flu season preventative measures; Allergy season) When to stay home (COVID symptoms and timelines for how long to plan for remote learning if scholars are displaying symptoms or exposed to someone with COVID) Transportation expectations (information to know about school-provided transportation; what to keep in mind when taking public transportation, driving to school, etc.) Red Flag Days and Vacation, including attendance expectations Attendance celebrations Encouragement for scholars to bring water bottles to school
Groups of scholars are recognized for their attendance.	<ul style="list-style-type: none"> Publications and public recognition celebrate attendance wins, including individual and group growth. Celebrations are reviewed and calibrated to avoid encouraging scholars to attend school when sick.

Pre-COVID Exemplars/Resources (to be replaced):

- Template: [Flu season notice](#)
- Template: [Inclement Weather and Thanksgiving notice](#)
- Template: [Inclement Weather and December Vacation notice](#)
- Template: [Inclement Weather and February Vacation notice](#), [Allergy season](#)
- Template: [Holiday Attendance Letter](#), [Thanksgiving Attendance Letter](#)
- Template: Winter Weather Letter to Families [English](#), [Spanish](#)
- Resource: [Holiday Robocall Script](#), [Winter Weather Robocall Script](#)
- Resource: Promoting Good Attendance All Winter Long flyer [English](#), [Spanish](#)

Winter Attendance Celebrations

CFS	Details
R&R for attendance celebrations is defined.	<ul style="list-style-type: none"> • It is clear who is responsible for executing on planned attendance celebrations. We recommend DSOs review all attendance celebration project plans to ensure they avoid any incentives that may contribute to the spread of illness (parties with scholars outside of one's 'pod', shared foods like pizza, etc.). • Attendance celebrations should be based on attendance of larger groups over a period of time—for example, celebrating school-wide attendance for the month of October or a specific grade's Q1 attendance. Celebrations for individual days and sections should be avoided. • All celebrations should be based on avoiding unexcused absences—excused absences like for sickness should not count against the threshold for celebrations. • Attendance celebrations should be overhauled from prior years to reflect that many scholars are not physically in the building.
Attendance celebrations are pre-scheduled and pre-communicated to scholars and families.	<ul style="list-style-type: none"> • Attendance celebrations should be scheduled for longer periods of time. We recommend celebrating attendance for specific months, in person VS remote 2-month windows, or marking periods (Winter term or Q3) • Attendance celebrations should be overhauled from prior years to reflect that many scholars are not physically in the building. For example, a dress down celebration may look different for remote VS in person scholars. • Attendance celebrations should be shared in multiple publications (individual flyers home to families, family newsletter entries, voice blazes, public signage, and classroom announcements). • Communications consistently emphasize the need to stay home when sick, the school's policy for remote learning, and that sickness-related absences are excused and will not count against scholars' eligibility for celebrations.
Attendance celebrations are emphasize the safety and community benefits of attending school consistently whether in person or remote, rather than focusing on academic benefits or specific material rewards	<ul style="list-style-type: none"> • Attendance celebrations are: <ul style="list-style-type: none"> ○ Designed to celebrate the collective accomplishment of the school in continuing to be a learning community in difficult times ○ Differentiated for in person VS remote scholars where necessary ○ Designed to celebrate all scholars as members of the school community regardless of if they're in person or remote ○ Communicated in a way that is inclusive of scholars who cannot attend in person or remote on a specific day ○ Not competitive between individual scholars or sections

Pre-COVID Exemplars/Resources (to be replaced):

Stage 4: Finishing Strong

March – June

While this stage is even less certain than the ones before it because of the unknown nature of how COVID-19 will progress and what vaccines or treatments will become available, we must still prepare for a strong finish to the school year. This starts by working hard to ensure kids are in school during the weeks *before* any EOY testing begins. It also includes attendance during and following testing, through the end of the school year.



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Clear *Finish Strong* Attendance Plan

CFS	Details
R&R is reevaluated and strengthened to finish the year strong.	<ul style="list-style-type: none"> • Changes to R&R are clearly defined and communicated. • Anyone new to making attendance calls to families/scholars engages in structured practice in order to make an effective call, and is trained how to accurately code in IC. • All staff who will be making attendance calls the following school year have the opportunity to practice and receive real-time feedback on call effectiveness.
The attendance system is adjusted for last 3.5 months of school.	<ul style="list-style-type: none"> • Key timestamps are revised, if necessary (particularly on testing days): <ul style="list-style-type: none"> ○ When scholars are considered Tardy. ○ When attendance calls begin. (No later than 8:30AM.) ○ When all data must be updated in IC. (No later than 10AM.) ○ MS/HS: When teachers must be finished with per-period attendance (preferably by end of period, no later than 5PM) ○ When the attendance email is distributed to the school team. ○ When the second round of phone calls begins. • Testing day attendance plans are differentiated for in-person VS remote instruction. • Testing day contingency plans are made proactively in case scholars are quarantined or out sick on testing days, including rescheduled testing and makeup testing. • Additional supports are in place on testing days and the last 4 weeks assuming a greater number of calls will be made. • Coverage plans are in place to support attendance calls and tardy arrival during testing if Operations staff must focus on testing duties. • Additional communications for Red Flag Days are scheduled.
Effective daily calls and purposeful Attendance Team meetings continue.	<ul style="list-style-type: none"> • CFS from Stage 2: Starting Strong for Effective Daily Calls and Purposeful Attendance Team Meetings are followed. • There is a system in place to implement feedback based upon observations and data.
The accountability system is reevaluated.	<ul style="list-style-type: none"> • The accountability system is reevaluated to account for the increase/change in workflow during testing/EOY to ensure responsibilities are executed. • Sustainable R&R and communications procedure for follow up with staff is executed on with fidelity.

Pre-COVID Exemplars/Resources (to be replaced):

- Exemplar: [Finish Strong Attendance Memo to Families](#)

Attendance Pre-Testing and Through EOY

CFS	Details
Attendance efforts during the weeks leading up to state testing align with – and are integrated in to – Crescendo.	<ul style="list-style-type: none"> • If not part of the Attendance Team, the Crescendo owner attends the Stage 4 planning meeting and subsequent Attendance Team meetings to ensure efforts and communications are aligned and differentiated for in-person VS remote scholars. • The culmination celebration for Crescendo/state testing includes attendance as a criteria.
There is a clear system in place to reinforce attendance expectations and proactively communicate attendance incentives.	<ul style="list-style-type: none"> • R&R for creation and distribution of these communications is defined. • Communications include written information sent home to scholars, written information displayed throughout the school, verbal communication in person with scholars, and verbal communication home to families.
Scholars are publicly celebrated for their attendance during these periods.	<ul style="list-style-type: none"> • Attendance celebrations are designed to highlight the year's accomplishments, while still avoiding celebrations (cross-'pod' parties, communal food like pizza) that may contribute to the spread of COVID-19 or other diseases.

Pre-COVID Exemplars/Resources (to be replaced):

- Exemplar: [Testing Dates flyer](#)

Appendix

Included in the Appendix are key references and resources required for attendance systems.



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Frequently Asked Questions

Question or Concern	20-21 Approach
Will daily attendance/tardies be calculated and factored into the PID system?	Yes, based primarily on attendance during morning advisory. As a reminder, absences cannot be the sole factor in a retention decision, but for scholars with other PID factors like failing grades, attendance will continue to be inform PID decision making.
Will attendance/tardies be calculated for every class during the day?	Yes for middle and high schools. Elementary schools will only have 2 attendance touchpoints, one in morning advisory for all scholars and one immediately after lunch for remote scholars only. In each case, only the morning advisory attendance is summed and used for reporting and accountability purposes.
When will in person VS remote scholars receive attendance calls about absences?	Both in person and remote scholars will get a same-day call about absences based on morning advisory attendance. Remote scholars will additionally get a call the next day if they attend morning advisory but miss classes later in the day.
What should we do if a scholar who is scheduled to attend school in person attends remotely instead?	The teacher should mark these scholars absent and include a comment that they attended remotely. Ops will code these scholars with the exempt absence code AXRe, which will keep a record that the scholar attended remotely without counting the absence towards their total.
If scholars have temperatures check above 100, will those absences be excused?	Yes-- all illness-related absences will be considered excused so as to avoid encouraging scholars to come in sick. We are still finalizing guidance on when a scholar who is sent home in the morning with a fever is expected to attend remote instruction, but do not expect to ask anyone who is sick to attend school.
If you are unable to be present but always complete the work, should you receive credit for the work?	<p>Yes. Attendance marks and accountability should be separate from grading marks and accountability. A scholar who is absent should still be given an opportunity to complete homework, and a scholar's attendance should not be contingent on the completion of an assignment.</p> <p>The main caveat here is for classwork or assessments due during live instruction. Different schools have different grading policies, but a school is not obliged to give a scholar who misses a class the opportunity to make up assignments completed during that class time. We recommend schools do extend this opportunity where appropriate (within a specific window, for excused absences, etc.), but also recognize that it is appropriate for a scholar who consistently misses class because of responsibility issues to miss the opportunity to turn in some kinds of work.</p>
If a scholar doesn't complete the work expected during the class period, can we mark them absent?	No—if a scholar doesn't complete work, it should affect their grades, not their attendance. We understand that this feels less clear cut for remote learning than when scholars are in person. However, we are drawing a distinction between attendance and grades in order to keep our expectations clear for scholars and families, and when considering alternative policies determined that they ultimately ended up making our expectations less clear

Should attendance or being present be counted towards grades?	Not directly—as called out above, attendance marks and accountability should be separate from grading marks and accountability. But on a similar note as the above, schools may decide that it is appropriate to give participation grades for classwork completed during class that a scholar who was not in class may not be able to make up.
During remote learning, how do we know if a scholar is present if their camera is off and they don't actively participate? Should we take points off their grade?	During remote instruction we expect cameras to be on and that scholars actively participate. There is no hard and fast AF policy for how many minutes in a period a scholar must be on camera to count as 'present'. While we recommend marking any scholars who do not participate according to our expectations for at least half of a period as absent or tardy for that period, scholars and families are also working through difficult and uncertain situations and we should plan to try to understand each situation and give families a lot of grace on a case by case basis.
There will essentially be two work deadlines for scholars on many days, for example one for classwork and one for homework. Managing the makeup and late work may be overwhelming for teachers. Can we set a policy that we only accept homework for makeup/late work unless a scholar is absent from class?	It is appropriate for a school to set a makeup and late work policy for classwork or homework that is sensitive to whether a scholar was absent that day. Schools may wish to further differentiate their plan based on the kind or timing of absence—for example, a scholar may only be allowed to make up classwork originally given during an excused absence, or may be required to complete missing classwork on the first school day they're present again. Schools should develop policies that suit their academic goals, are sustainable for teachers to implement, and understandable for scholars to work towards. Those policies are outside of the scope of the attendance playbook, and schools should consult their academy level's grading guidance when developing their approach.
What will change if we shift to being all remote or all in person?	<p>If all scholars shift to an in person model, we will likely shift our attendance policies to closely reflect those from previous school years, including a move away from the technology attendance codes and remote learning contingencies throughout this document. At the middle and high school levels, however, we would likely continue to emphasize per-period attendance to capitalize on our shift to holding scholars accountable for skipping class.</p> <p>If all scholars shift to a remote model, all scholars will follow the attendance policies outlined in this document that apply to remote learning scholars. This would reduce the amount of planning we need to do around hygiene, quarantine, and managing arrival and dismissal, but make our guidance on per-period attendance and technology issues even more pressing.</p>

Key Online Resources

Many Minds

Page	Content
Many Minds DSO Readiness Hub Attendance Page	Includes: <ul style="list-style-type: none"> • Red Flag Day / Incentive workbook • Additional resources
ZenDesk Help Center page on attendance	Includes: <ul style="list-style-type: none"> • How to input, update, and monitor attendance data in IC • Attendance Coding Policies

Tableau Reports

Report
Daily Attendance Report <ul style="list-style-type: none">• Same-day absences and tardies, attendance trigger data, daily attendance by advisory, raw data export• Report needs revised video walkthrough (add by attendance report training on 8.18)• Updated at 10AM
Annual YTD Attendance Data <ul style="list-style-type: none">• Schoolwide attendance data, student summary to date, EOY Projections, ADA Projections (Absences available and needed ADA%)• Recorded tour of this report• Updated overnight
MS/HS: Per-period attendance data <ul style="list-style-type: none">• Comparison of total daily attendance and % of scholars who attended school for a specific # of periods throughout the day• Course-specific attendance data• Needs video walkthrough (add by attendance report training on 8.18)

Attendance Leadership Self-Assessment – To be updated after attendance goals are rewritten for 20-21

The below lists core competencies for a strong attendance leader and the underlying mindsets that must be in place. Rate yourself on a scale of 1 – 4 on each competency below. (1: Not yet there; 2: Emerging leader; 3: Proficient leader; 4: Exemplar leader)

Core Competencies	Mindsets	Self-Assessment Rating
Believe It Is Possible and It Matters	<p>I believe 97%+ ADA is possible and is within our control as a school for both in-person and remote schooling.</p> <p>I can envision the day when 97%+ ADA is reached even when others may not see it <i>yet</i>.</p> <p>I know that ultimately it is not about the <i>number</i>; it is about my deep personal conviction of why our kids need to be in school.</p>	
Have a Strong Vision and Plan <i>Strive For Excellence.</i>	<p>I have a strong vision and plan for how to get my school to our attendance goals.</p> <p>I use Network Support's Attendance Playbook to help guide my plan's creation, and I make necessary changes/additions to fit the context of my school.</p> <p>I make sure my school implements our school-specific Attendance Playbook with fidelity.</p> <p>Our attendance playbook lives, breathes, and evolves as scholar attendance challenges evolve.</p>	
Inspire. Mobilize. Coach. <i>Choose Joy. Care for the Whole Person.</i>	<p>I own attendance, and I do some of the work myself. However, I know that in order to win on attendance, the majority of my work is <i>leading</i> and <i>leading through</i> others.</p> <p>I consider myself an influential attendance leader. I am able to mobilize and inspire people to tackle tough attendance challenges and thrive. I am skilled at coaching others to shift mindsets and behaviors regarding scholar attendance.</p> <p>I present high quality attendance PDs to all staff over the summer and throughout the school year that reaffirm our belief on why winning on attendance matters and that (re)inspires all staff to action.</p> <p>I coach my Operations Team on strong attendance phone calls and other tactics in the Playbook throughout the school year.</p> <p>I am proud of my school's attendance team. The work we do meets, and potentially exceeds, the CFS.</p> <p>As the attendance leader, I know the importance of telling the story of our journey towards improvement and doing right by kids. I'm known to talk a lot about attendance. I share inspiring attendance stories formally and informally.</p> <p>I consistently express gratitude to my team for the work we're doing to win on attendance.</p> <p>I have built a strong relationship with every staff person in my school and I leverage the relationships to improve scholar attendance.</p>	
Build Strong, Authentic Partnerships with Families <i>Care for the Whole Person.</i>	<p>I deeply believe that families are true partners or equals in our scholar's education.</p> <p>When interacting with families, I am deeply present and actively listen to truly understand what the underlying challenges the family may be facing. I ask questions when necessary to come to that place of understanding.</p> <p>I am very effective at daily phone calls and intervention phone calls. Families know that when I push, it's because I genuinely care for their children. They know that I care because I have built a great relationship with them and their children.</p> <p>I am very effective at running intervention/recommitment meetings. I can have</p>	

	<p>difficult conversations with families in a way that strengthens rather than compromises my relationship with the family. I send posi-notes home to families. I text families great news.</p> <p>I love our kids! I know all of our scholars who struggle with attendance and I use every opportunity to help them improve- hi fives in the hallways, special lunch with a scholar, etc.</p>	
Embrace Challenges.	<p>I rise above challenges and difficult circumstances in my school. I am empowered, not victimized, by any challenging context of my school.</p> <p>I reframe challenging attendance situations to help open up more possibilities for solutions. Where others see dead ends, I see new learning opportunities for myself, my school, and our families.</p> <p>I tackle tough challenges with grit and optimism. I truly believe that there is no such thing as, "We've exhausted all solutions."</p> <p>I am prepared to cope with uncertainties and setbacks because I recognize progress is not always linear. This is a journey.</p> <p>I take full ownership and responsibility of meeting the attendance goal even when challenges appear out of my control.</p>	
Consistently Monitor Progress and Acts on Data	<p>I know my school's attendance data inside and out. I consistently monitor progress towards our vision.</p> <p>I read the daily attendance email to make sure every absent scholar has a good reason to be absent and that we reached 100% live calls.</p> <p>I analyze data cut across different timelines (weekly, monthly) and cohorts (by class, grade, individual scholar) and look at correlation to academic and behavior data.</p> <p>I instill in my team a continuous improvement mindset based on data deep dive.</p> <p>I am always planned at least 6 weeks ahead (Red Flag Days plan, anticipated challenges based on previous year, proactive communications to families, etc.).</p>	
Self-Awareness <i>Go Further Together.</i>	<p>I am self-aware of where I am as an attendance leader of my school. I know my strengths and my growth areas.</p> <p>I am aware of where my mindsets are strong and where they are preventing me from being the attendance leader I need to be.</p> <p>Just like this is a journey for many of our scholars and families that struggle with attendance, becoming a stronger attendance leader is also a journey for me and I am ready for my next level of learning.</p> <p>I am ready to create my learning plan and I am looking forward to getting better together with my fellow DSOs and NS Operations Team.</p>	

Escalation Thresholds

FDOS – F6W	W7 – February	March – EOY	Escalation
5 Tardies	10 Tardies		Check-In Call by [insert name/role] <ul style="list-style-type: none"> Call separately from regular attendance calls to remind family of attendance policies and to share scholar tardy data. Troubleshoot arrival issues.
2 AF Absences	3 AF Absences	6 AF Absences	Intervention Call by [insert name/role] <ul style="list-style-type: none"> Call separately from regular attendance calls.
3 AF Absences	6 AF Absences	8 AF Absences	In-Person Intervention Meeting with [insert name/role] <ul style="list-style-type: none"> Name impact of attendance on scholar's growth and community. Identify core issues impacting scholar's attendance, and troubleshoot with family to resolve/mitigate. Both family and school commit to adhering to attendance expectations and partnering to ensure attendance improves.
6 AF Absences	8 AF Absences		In-Person Intervention meeting with [insert name/role; must include LT member] <ul style="list-style-type: none"> Name impact of attendance on scholar's growth and community. As appropriate, name PID status due to attendance. Identify core issues impacting scholar's attendance, and troubleshoot with family to resolve/mitigate. Both family and school commit to adhering to attendance expectations and partnering to ensure attendance improves.
3+ Consecutive Absences OR 3+ Absences in the Last 10 School Days OR 5+ Absences in the Last 20 School Days			In-Person Intervention meeting with [insert name/role; must include Academic Dean] <ul style="list-style-type: none"> Name impact of attendance on scholar's growth and community. As appropriate, name PID status due to attendance. Identify core issues impacting scholar's attendance, and troubleshoot with family to resolve/mitigate. Both family and school commit to adhering to attendance expectations and partnering to ensure attendance improves.
8 AF Absences	10 AF Absences	10 AF Absences	
10+ AF Absences	13 AF Absences	13 AF Absences	In-Person Intervention meeting with [insert name/role; must include Principal] <ul style="list-style-type: none"> Name impact of attendance on scholar's growth and community. As appropriate, name PID status due to attendance. Identify core issues impacting scholar's attendance, and troubleshoot with family to resolve/mitigate. Both family and school commit to adhering to attendance expectations and partnering to ensure attendance improves.

Additional Resources

[Attendance Matters COVID-19 Playbook](#)

In **Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the Covid Era**, we explain more than two dozen effective interventions for absenteeism, identify the problem they solve, summarize supporting research, offer modifications for Covid concerns, and highlight schools or school districts that have used the strategy successfully. The list isn't exhaustive, but it represents a substantial sample of the leading work and latest thinking on improving attendance.

<https://www.greatschools.org/gk/articles/school-attendance-issues/>

A 2008 study tracked students from kindergarten through high school and found dropout patterns were linked with poor attendance, beginning in kindergarten. As early as kindergarten, behavioral differences are apparent between those who go on to graduate and those who drop out, with dropouts missing an average of 124 days by eighth grade.

<http://absencesaddup.org/importance-of-school-attendance/>

When students are absent for fewer days, their grades and reading skills often improve, they feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future. But when kids are absent for an average of just two days of school per month, it can have a negative impact. These absences can affect kids as early as Kindergarten; **early elementary students who miss an average of two school days per month often have difficulty keeping up with their peers academically and tend to fall behind in reading.** But when students are able to read on grade level by the end of third grade, which is when kids transition from *learning to read* to *reading to learn*, they are three to four times more likely to graduate high school and attend college, post-graduate, or professional development classes than their peers who struggle with reading.

<https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates. Differences in absentee rates were observed as early as kindergarten, and **students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. In eighth grade, this pattern was even more apparent and, by ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation.**

<https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>

Absences early in a scholar's academic career correlate with reading difficulties and poor attendance patterns in later years. Effects of poor attendance are particularly pronounced among low-income children; unfortunately, they're also four times more likely to be chronically absent. Some face challenges with health, transportation or housing that contribute to absences. **Attendance rates are better in schools where parents feel welcomed and engaged and where they trust their children are safe.**

<https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>

10 fast facts about school attendance, with additional reading resources.

Inspiration:

- [Attendance Rap Video](#)
- [Teachers Talking About Attendance](#)

Websites:

- www.Attendanceworks.org
- www.Absencesaddup.org
- <https://www.everystudentpresent.org/>

Key Differences from Prior Attendance Playbooks

Difference	Description
Compliance mindset	Previous attendance playbooks emphasized the need for consistent high quality attendance practices to drive up scholar attendance with an eye towards attendance as a key academic performance indicator. The 20-21 playbook has been rewritten throughout to emphasize attendance as a way to ensure scholars' wellbeing and access to learning.
Shift in our approach to excused attendance codes	The use of excused attendance codes for things like scholar illness and religious observations was previously up to a school's discretion. In 20-21, all schools are expected to use excused attendance codes where appropriate.
Documentation split between Attendance Playbook and AF Help Center	Previous attendance playbooks were aimed at DSOs and attendance owners to build their attendance system, while the practical how-to concerns about attendance coding and systems access were documented separately on the AF Help Center. Because of the shifts to fundamental parts of our process and the structure of school, more detailed systems coding guidance was added to this guide.
Attendance incentives and getting scholars in the building	Previous attendance playbooks emphasized attendance incentives and encouraging schools to do whatever it took to get scholars into the building, including pushing families to send scholars to school if their symptoms weren't severe. The 20-21 playbook downplays attendance incentives and emphasizes the importance of not encouraging scholars to attend school when sick. Attendance incentives should be re-planned as celebrations of strong attendance for the school, and avoid practices that would encourage sick scholars to attend (excluding individual scholars based on excused absences, basing celebrations on specific sections' attendance, etc.)
Flexible guidance for flexible schedule models	Previous attendance playbooks operated on the assumption of a common mostly-identical annual calendar between schools running mostly-similar models. Because of the uncertainty as of July 2020, the 20-21 playbook makes references throughout to practices that may need to be different for remote VS in person learning, and staggered schedules.
Increased emphasis on privacy of health information	Previous attendance playbooks emphasized the importance of all staff being invested in their roles in the attendance process, including transparency about which scholars are out and the reasons why. For 20-21, our states are putting greater and higher-stakes emphasis on the importance of keeping confidential health information private, so the playbook highlights this as a necessary change to our internal attendance communication.

Achievement First Operational Parameters and Safety Precautions 2020-21 School Year

Updated 8/5/2020

Please note that there are pieces of these safety parameters that are still being finalized, as you will see in the document below. We are sharing early with the transparency that we are not at the 100% version yet. If you have any questions please reach out to your RDO and co-VPs of operations.

Overview

In order to be ready for the launch of the 2020-21 school year, AF schools need to prepare to implement safety guidance to increase scholar and staff well being and decrease potential spread of the coronavirus.

The below precautions are based off of the guidance provided by the [New York State Department of Health](#), the [Connecticut State Departments of Education and Public Health](#), the [Rhode Island Department of Health](#), and the [CDC](#).

Our mitigation approach to spreading COVID-19 in our school communities is to layer multiple safety approaches and minimize exposure between individuals. The guidelines below are based on our focus on staff and student safety, and going above and beyond what the baseline requirements are within the very real resource constraints we are facing.

If you have any questions please reach out to your RDO, Amelia Hanley and/or Tsehaia Brown.

Facilities and Classroom Set up	
Topic	Precaution
Classroom spacing & Set-up	<ul style="list-style-type: none">• The Classroom Capacity sheet shows the maximum number of scholars that can fit in each of our spaces while maintaining at least 6 feet of space between desks (and assuming one teacher). DSOs are testing the assumptions in here and should update the classroom capacity sheet accordingly.• Even for larger spaces, the maximum number of scholars in one space is 15 (for all regions).• Remove all furniture outside of student desks and teacher desks to account for spacing to the extent possible.• Desks must all face the same direction.• Remove rugs from all classrooms.• Remove all soft/plush furniture (couches, pillows, bean bag chairs, etc.)• Remove all trash can lids to make trash receptacles “no touch”.

Storage of belongings	<ul style="list-style-type: none"> • All materials will be stored on/under student's chair or desk. • Lockers, cubbies, and hooks will not be used. • All personal belongings must go home with scholar each day.
Ventilation	<ul style="list-style-type: none"> • Windows must stay open in order to increase air circulation in classrooms with windows. In case of cold weather, scholars/staff should dress in layers. Scholars must be allowed to keep sweatshirts and jackets on as needed. • To the extent possible and where it doesn't cause a safety concern, main doors and classroom doors to buildings should remain open. • Window A/C units increase ventilation and must be used in conjunction with keeping windows open to increase airflow. • HVAC systems will be properly maintained (on-schedule preventative maintenance, manufacturer recommended filtration changes) • For buildings with central air systems, schools must work with service providers to increase ventilation rates, keep systems running longer, improve central air filtration to the MERV-13 or the highest compatible with the system. • For our private buildings, schools should work with Team Facilities and their on-site facilities staff to ensure proper ventilation systems are implemented. • For our co-located buildings, the DOE will provide policies and procedures, and schools should quickly escalate any ongoing concerns to their RDO/co-VP of School Operations. • <i><Coming by 8/14> A more detailed document from Team Facilities outlining the cleaning and ventilation requirements. For more detailed information about Team Facilities' approach to ventilation and cleaning.</i>
Hallway / Stairwell Transitions	<ul style="list-style-type: none"> • Schools must minimize transitions in the building. Scholars should stay in the same classroom throughout the day and have teachers within the same grade level transition between rooms. • For transitions that must occur (arrival, dismissal, recess, PE), schools must designate hallways to be one-directional so groups of students/staff are not passing each other in the hallway and stair-wells. Schools may use directional signage accordingly. • Scholars must be spaced 6 feet apart during transitions, pending space constraints. If hallways/stair-wells are not long enough to maintain 6 feet of distance, scholars should be a minimum of 3 feet apart and the transition must be completed in less than 10 minutes. • Schools must install signage marking 6 feet of feet in all common areas and classrooms. More detailed ordering/signage information is included in the 8/6 Ops Blast.
PE, Music, Dance, and	<ul style="list-style-type: none"> • Any classes that require movement, increased voice projection, or wind instrument playing must plan for 14 feet of distance between scholars.

other specials that require projection and/or movement	<ul style="list-style-type: none"> ○ PE instruction should focus on lessons where scholars do not need to come in contact with each other. ● If these classes occur indoors, the space where the class occurs (i.e. gymnasium) must be cleaned and disinfected between uses according to the guidance provided by Team Facilities and/or the NYC DOE <links coming by 8/14>. ● Schools must minimize the use of shared supplies for these classes. If shared supplies are used, teachers must clean shared supplies with disinfectant wipes between uses. ● Schools are encouraged to use outdoor space for these classes if outdoor space and weather permits.
Recess	<ul style="list-style-type: none"> ● Recess can and should happen outdoors, weather permitting. ● Schools must stagger recess schedules to minimize the number of pods having recess at the same time. ● Scholars in the same class must maintain 6 feet of distance during recess. ● If being used, playground and other equipment must be disinfected between recess periods. ● If the gymnasium or other shared spaces are being used for PE, the space must be cleaned and disinfected in between use. ● If more than one pod is using the same outdoor space for recess at the same time: <ul style="list-style-type: none"> ○ Classes may be separated by at least 14 feet of distance. ○ Playground equipment is off limits.
Teacher Work Rooms	<ul style="list-style-type: none"> ● Schools must stagger TWR use by grade level, and set capacity limits for the number of individuals who can access the room based on 12 feet of social distance. ● Staff members must not linger in the TWR. Eating meals and planning in the TWR is prohibited. This all should take place in their individual classrooms/offices. ● Common appliances (including but not limited to refrigerators, toasters, microwaves, coffee machines, water machines, and copy machines) must have sanitizer bottles and disinfectant wipes next to them, with clear instructions printed on each appliance for staff to wipe down machines and sanitize hands both before and after use. Each staff member must wipe down appliances before/after using them. ● Staff members must be encouraged to limit use of high-touch, non-essential appliances and materials (i.e. bring in your own coffee and water, bring lunch in a cooler bag vs. using the fridge, limit use of microwave) ● Masks must be worn whenever in the building, including TWRs. ● Remove all trash can lids to make trash receptacles “no touch”.

School Wide Systems

Topic	Precaution
Arrival System	<p><u>Staggered and extended arrival times</u></p> <ul style="list-style-type: none"> ● The arrival system must include the following: <ul style="list-style-type: none"> ○ Socially distanced arrival lines with clear markings on the sidewalk for 6 feet of spacing. ○ Staff members assigned to monitor arrival lines and encourage social distancing. ○ Staggered, 10 minute arrival windows for no more than 60 scholars arriving at the same 10 minute period (assumes 10 seconds for each scholar's arrival). ○ For scholars who are accompanied by family members, schools must have a separate place for family members to stand at least 6 feet away from the arrival line. ○ Staffing with proper PPE (masks, face shields, gloves, gowns) for staff members to perform temperature checks for all scholars (more on symptom/temperature checks below). ○ Schools must use all entrances available to run arrival in order to minimize exposure. This may mean staffing multiple points of entrance. ○ Scholars, staff, and visitors must use hand sanitizer upon building entry. No-touch hand sanitizer stations will be placed in building entrances and refilled regularly. ○ Scholars must store personal belongings in backpacks. Backpacks must be stored on the back of or under chairs in the classroom. ○ No one will be permitted to enter buildings without an appropriate face covering unless the school has medical documentation from the individual's health care provider. Staff and scholars who cannot wear a face covering due to medical purposes must inform the school's DSO before in-person instruction begins. ● <u>Scholar Symptom/Temperature Checks</u> <ul style="list-style-type: none"> ○ Scholars/families will do a remote symptom/risk screening before leaving for school. NS is working on what system/app to use to easily track this for families and staff. <ul style="list-style-type: none"> ■ Remote symptom screening will include questions about any of the core symptoms of COVID-19, as well as whether the scholar/staff member has been in contact with anyone who has tested positive or visited a state/country where rates are high and individuals are asked to quarantine. ○ Schools also must perform temperature checks for all scholars before they enter the building. Anyone who has a temperature of 100.0 F must either be sent home (if a guardian/family member is present) or sent to the nurse's office. If the nurse is not onsite, scholar must be sent home or brought to the

	<p>isolation room (if guardian is not with scholar).</p> <ul style="list-style-type: none"> ○ All staff members taking scholar temperatures or monitoring arrival must be wearing appropriate face coverings, face shields, gloves, and gowns. Schools must provide these. <ul style="list-style-type: none"> ● <u>Staff Symptom Checks:</u> <ul style="list-style-type: none"> ○ Staff members will be required to do a remote symptom/risk screening before leaving for school. NS is working on what system/app to use to easily track this for families and staff. <ul style="list-style-type: none"> ■ Remote symptom screening will include questions about any of the core symptoms of COVID-19, as well as whether the scholar/staff member has been in contact with anyone who has tested positive or visited a state/country where rates are high and individuals are asked to quarantine. ○ Any staff member who reports feeling one or more symptoms of COVID-19, travel to one of the restricted areas in the last 14 days, or exposure to anyone who has tested positive will be required to stay home. ○ Staff members must complete the daily symptom/risk screening before entering the building each day. ○ Given employee privacy concerns, staff will not have their temperatures taken at the door of the building upon arrival. <p><u>Greetings:</u></p> <ul style="list-style-type: none"> ● Develop no-touch warm greetings to buildings and classrooms (a wave vs. a high five/hand-shake). <p><u>Tardy System:</u></p> <ul style="list-style-type: none"> ● All scholars/staff members arriving late must adhere to the symptom/risk screening and temperature checks as outlined above. ● Staff performing temperature checks for tardy scholars must be provided with the PPE described above. ● Schools must develop a no-touch system for scholars who are arriving late with families not entering the building. <p><u>Bussing:</u></p> <ul style="list-style-type: none"> ● Bussing arrival should follow similar arrival guidelines to non-bussing arrival. Consider using a separate door for bussing arrival if possible. ● Team School Ops is continuing to work with our transportation providers to confirm service and safety measures while riding the school bus.
Dismissal System	<p><u>Staggered Dismissal Times</u></p> <ul style="list-style-type: none"> ● Stagger dismissal times so that no more than one pod is in a stairwell/hallway at the same time. Specific times of stagger will depend on the nuances of each building. ● Schools must maximize the number of exits in use during dismissal.

	<ul style="list-style-type: none"> • Indoor dismissal (where families enter the building) is prohibited. • Minimize the chance for scholars in different classes to be in the same bus dismissal lines. • For schools who dismiss to a parent/guardian/approved pick-up: <ul style="list-style-type: none"> ○ Schools that have access to larger outdoor spaces should utilize them for outdoor, no-touch dismissal. Students in the same pod must maintain 6 feet of distance. Students in different pods must maintain 12 feet of social distance. ○ Schools that do not have access to larger outdoor spaces for dismissal should extend the dismissal window and implement an at-door pick up system (using walkie-talkies/parent notification that they have arrived, etc.)
Early Dismissal	<ul style="list-style-type: none"> • Family members will not be permitted in the building for early pick-up. <i>Our visitor policy will be published by 8/14 and will include more information about families entering buildings.</i> • Families must call ahead to alert the main office of the need to pick up a scholar early, and text/call when they arrive. • A staff member within that scholar's grade/pod must escort the scholar outside to meet their family member.
Late Pickup	<ul style="list-style-type: none"> • In order to minimize exposure across pods, teachers must remain with their pod during outside dismissal for at least 15 minutes after the dismissal window closes. • If there are still scholars who have not been picked up after 15 minutes, one LT member must wait outside with remaining scholars. 14 feet of distance must be maintained for scholars in different pods.
Meals (Breakfast, lunch, snack)	<ul style="list-style-type: none"> • All meals will be served in classrooms. • Specifics of meal procurement/delivery and tracking will be determined by region and vendor. Team School Operations is working with each region to finalize food service for both in person and remote scholars. • Meals will likely be grab and go/plated (no serving utensils), and all scholars should be able to eat their meal with limited if any adult contact. • Any adult who distributes meals should wear gloves and masks, and wash hands with soap and water before/after meal distribution. If soap and water is not available, use hand sanitizer that is at least 70% alcohol. • Scholars must clean up after themselves when they are finished. Schools should work with custodians to empty trash bins in classrooms following meal times. • Eliminate communal snack bins; snack system becomes one teacher, with gloves, passing snacks out to each scholar.
Scholar	<ul style="list-style-type: none"> • Anyone who is experiencing at least 1 symptom, has been in close

Attendance	<p>contact with a positive case, or who has traveled to a location that the school's state has mandated a quarantine for, must stay home. Specific length of time scholar must remain home will be included in the updated COVID-19 Emergency Operations Plan, which will be available by 8/14.</p> <ul style="list-style-type: none"> • All details of scholar attendance for the coming school year can be found in AF's 2020-21 Attendance Playbook. • <i>AF NS is finalizing our updated in-person COVID-19 Emergency Operations Plan, which will be finalized by 8/14</i> and include protocols for scholars/staff exhibiting symptoms, scholars/staff who test positive, isolation rooms, communication protocols, and other pertinent information.
Daily routines - hand washing	<ul style="list-style-type: none"> • At a minimum, staff and students must wash their hands with soap and water before and after meals, and after recess. When washing with soap and water isn't possible, use an alcohol-based sanitizer that contains at least 70% alcohol. • Team Facilities is working on providing clear, physical barriers between sinks in all scholar bathrooms. If barriers are unavailable, scholars must maintain 6 feet of distance between each other while washing hands. • Scholars/staff should use sanitizer throughout the day and increased sanitizer stations/pumps will be installed throughout all buildings. Sanitizer stations will be installed throughout the building, and schools will have back-up pump bottles per classroom/office.
Bathrooms	<ul style="list-style-type: none"> • The number of bathrooms per building varies significantly. In order to minimize the number of scholars from different homerooms/grade levels using the same bathroom, consider the following (implementation is going to depend on building-specifics and state/district guidance); <ul style="list-style-type: none"> ○ Assign bathrooms per grade level/hallway. ○ Determine maximum capacity of bathrooms with 6 feet of spacing between people, and ensure no more than that maximum number are using the bathroom at once. Post signage about capacity and if staffing permits, have staff members monitor bathroom usage. ○ Consider building 'bathroom time' into schedules for each homeroom and encourage most scholars to use bathroom at that time. ○ Increase teaching and accountability for hand-washing after bathroom use. ○ 6 feet of social distance should be maintained in bathrooms. ○ Masks should be worn in bathrooms and throughout the building. • <i>AF NS is finalizing our policies around facilities cleanliness and ventilation. More detailed information will be available by 8/14.</i>

	<ul style="list-style-type: none"> Remove all trash can lids to make trash receptacles “no touch”.
Nurse Visits	<ul style="list-style-type: none"> Scholars must wear masks at all times while in the building, including while traveling to the nurse’s office. For most schools, scholars in grades 3-12, scholars can go to nurse’s office independently. If co-located buildings prefer an escort, follow K-2 guidance. Schools should work with their assigned nurse to develop a protocol before sending kids to the nurse’s office. For K - 2, someone on a grade level’s pod (ops/LT/culture team is included) should bring the scholar to the nurse. All staff members escorting scholars to the nurse should wear a mask, gloves, and a face shield or goggles. <i>AF NS is finalizing our updated in-person COVID-19 Emergency Operations Plan, which will be available by 8/14</i> and include protocols for scholars/staff exhibiting symptoms, scholars/staff who test positive, isolation rooms, communication protocols, and other pertinent information.
General Safety	
PPE requirements	<p><u>Masks:</u></p> <ul style="list-style-type: none"> Everyone in the school buildings must wear appropriate face coverings at all times. Schools will provide 2 reusable face coverings for in-person scholars and 1 reusable face covering for staff members. Schools will also have disposable masks on-site for emergencies and to be used for staff members who travel between pods. <i>AF NS is finalizing our mask policy, which will be available by 8/14 and include protocols for scholars who struggle to wear a mask.</i> <p><u>Gloves:</u></p> <ul style="list-style-type: none"> Staff members should use gloves when materials, food, etc. needs to be passed out to kids, when taking scholar temperatures, and when escorting scholars to the nurse’s office or isolation room Gloves should be used once and disposed of after use. Hands should be sanitized after use. Schools will provide gloves to in-person staff members. <p><u>Face-shields/goggles:</u></p> <ul style="list-style-type: none"> Eye-covering will be provided for staff members with arrival and dismissal posts, and any staff member traveling across pods (i.e. specials teachers, social workers, etc).
Cleaning, disinfecting	<p><u>High-touch items:</u></p> <ul style="list-style-type: none"> Staff members must clean/disinfect any high touch items in their classroom/office throughout the day and between uses. This includes

	<p>door knobs, light switches, and any classroom items that must be shared between students.</p> <ul style="list-style-type: none"> • Staff members will be trained on how to clean these items effectively. <p><u>Daily classroom/building cleaning:</u></p> <ul style="list-style-type: none"> • In both our private buildings and our co-located buildings, janitorial staff will be expected to meet the CDC standards of daily cleaning and disinfecting. • <i>AF NS is finalizing our policies around facilities cleanliness and ventilation. More detailed information will be available by 8/14.</i> <p><u>Rooms/areas where someone with the virus has been:</u></p> <ul style="list-style-type: none"> • Classroom/office should close for at least 48 hours. • After 24 hours, the custodial team must clean/disinfect the room. • Contact-tracing teams from the local Department of Health will inform whether the classroom may reopen after 48 hours or remain closed for 14 days. Achievement First will follow the guidance of our local health officials on contact tracing and length of classroom/building closure.
Isolated room for scholars with symptoms	<ul style="list-style-type: none"> • In the case that a scholar shows signs of the virus during the day, schools will need a designated room for scholars to wait in until they are able to be picked up. • <i>AF NS is finalizing our updated in-person COVID-19 Emergency Operations Plan, which will be available by 8/14</i> and include protocols for scholars/staff exhibiting symptoms, scholars/staff who test positive, isolation rooms, communication protocols, and other pertinent information.
Materials	
Individualized Supplies for scholars	<ul style="list-style-type: none"> • Every scholar should have an individualized set of supplies - exact items depend on grade (see the link to the left for more details). • Supplies should travel to and from school in the scholar's backpack. • Supplies that cannot be individualized for students (electric pencil sharpeners, etc.) should be disinfected after each use. • No stuffed animals or plush materials in classrooms, unless a scholar with an IEP relies on a plush toy for sensory needs. In this case it should be stored in the scholar's backpack.
1:1 Chromebooks for all scholars	<ul style="list-style-type: none"> • Each scholar is assigned a chromebook for the start of the school year. • Chromebooks must be labeled with scholar's name and cannot be shared between scholars. • All scholars that attend in-person school must travel with their chromebooks and chargers in their backpacks.
Water bottles	<ul style="list-style-type: none"> • All scholars must bring their own water bottle to school daily. Schools should have back-up bottles for scholars who are unable to bring their

	<p>own.</p> <ul style="list-style-type: none"> • If a school has no-touch fill up stations, scholars may refill their water bottles at the fountains. • We are working with our facilities teams and the DOE to ensure that water fountains without no-touch capabilities will be turned off. • Schools without no-touch refill stations should encourage families to send scholars with a large bottle of water, and have back-up water bottles as needed.
Special events, field trips, and visitors	
Field Trips	<ul style="list-style-type: none"> • In-person field trips are prohibited until further notice. • Schools may plan virtual field-trips. • Achievement First staff members may not plan any in-person activities, meetings, or get-togethers to occur with scholars or staff members.
Assemblies	<ul style="list-style-type: none"> • Whole school assemblies and celebrations must shift to Zoom/virtual. • In-person celebrations may continue if within specific classroom.
After-School activities	<ul style="list-style-type: none"> • In-person after-school programs are prohibited, including athletics, regardless of decisions made by our host districts. • Schools can and should plan on offering virtual enrichment or tutoring activities for scholars. • External after-school programs TBD until further guidance is released, but will likely be prohibited.
Visitors	<ul style="list-style-type: none"> • Visitors, including family members, are restricted from the building unless an in-person meeting is deemed absolutely essential and cannot occur via video or phone call. • <i>AF NS is finalizing our visitor policy, and more detailed information will be available by 8/14.</i>
Staff and Scholar Training	
Training kids and adults	<p><u>Asynchronous All-Staff training will be available in mid-August, and include:</u></p> <ul style="list-style-type: none"> • Proper usage of a face covering/mask • Recognizing the symptoms of COVID-19 • Social distancing in classrooms and throughout the school building • Proper hand hygiene • Proper coughing/sneezing hygiene • Surface Cleaning procedures, including during meal times • Visitor policy • Daily symptom check training <p><u>School-Based training for in-person staff:</u></p> <ul style="list-style-type: none"> • Because every building is different, schools will be responsible for

	<p>training staff members on revised in-person common picture systems (arrival, dismissal, lunch, etc.) using these safety parameters as guidance.</p> <p><u>Scholar training: Teachers will need to teach and reinforce safety procedures with scholars and families, including:</u></p> <ul style="list-style-type: none"> • Proper usage of a face covering/mask • Telling an adult if you are not feeling well • Social distancing in classrooms and throughout the school building • Proper hand hygiene • Proper coughing/sneezing hygiene • Common picture systems in classrooms
Miscellaneous/Other	
Sudden Closure Guidance	<ul style="list-style-type: none"> • <i>AF NS is finalizing our updated in-person COVID-19 Emergency Operations Plan, which will be available by 8/14</i> and include protocols for scholars/staff exhibiting symptoms, scholars/staff who test positive, isolation rooms, communication protocols, and other pertinent information.
Related Services	<ul style="list-style-type: none"> • Teletherapy for Speech, PT, OT, and Counseling will be offered for any scholar who is remote. • If a scholar is live, we recommend providing services via teletherapy so long as it's beneficial and meets the scholars' needs. • If a scholar is live, and the scholar only benefits from therapy live (e.g. PT or unique scholar need) then we should ensure that we find ways to provide it live by working with a provider/agency. • Paraprofessionals will be able to provide live or remote services to students depending on where the scholar is. Before the para can provide services consent must be obtained by the family. • All PPE for therapists and paras will be provided by their agency directly to the provider.
In-person Staff Meetings	<ul style="list-style-type: none"> • For all staff meetings, whether 1:1 coaching meetings or whole-school PD, schools should default to Zoom meetings wherever possible, even if all staff members attending the meeting are in the same building. • If using Zoom is not possible (possible examples: teacher has a coaching meeting with a dean, but scholars are in the teacher's classroom; confidential meeting needs to take place, but staff member does not have a private place to participate in a zoom meeting, etc), in-person meetings may only happen if the following conditions are met: <ul style="list-style-type: none"> ○ If staff who are meeting are assigned to the same grade level, meetings may happen in person if 6 feet of distance can be maintained.

	<ul style="list-style-type: none">○ If staff who are meeting are assigned to different grade levels, 12 feet of distance must be maintained.○ Staff must wipe down meeting space with disinfectant wipe after all meetings.● In-person PD for in-person systems and safety training:<ul style="list-style-type: none">○ In order for schools to be ready to safely welcome back scholars, schools will need to practice routines and safety procedures in person.○ Schools should plan on training staff on any classroom/grade-level specific routines in grade level groups while maintaining 6 feet of social distance.○ If all in-person staff must be trained on a specific system (i.e. arrival, dismissal) staff must maintain 12 feet between each grade level group, and use outdoor spaces for training wherever available.
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Contactless Chromebook Distribution Protocol

Overview

While most of this document is our suggested guidance that you should customize based on your school's needs, there are a number of non-negotiables that we have highlighted in purple throughout. **Please contact [Mel Oliveros](#) with questions!**

Steps	Actions
Choose Distribution Approach	<ul style="list-style-type: none">Choose your approach (CT/RI - outdoor, lobby, drive-thru, NY - outdoor only at DOE sites)Choose pickup location
Determine & Assign Pickup Schedule	<ul style="list-style-type: none">Determine pickup time windows/Determine who needs a CB & Assign time windows to familiesCommunicate pick-up schedule and logistics to familiesAssign staff to time windows/shifts and ensure there is a staff member trained in IncidentIQ in every shift
Ensure CB Stock is Ready	<ul style="list-style-type: none">Ensure that you know where your chromebooks are locatedRelocate CBs to a convenient location for easy shuttling to the pick-up area
Prep Your Site	<ul style="list-style-type: none">Prep materials needed for distribution & set up distribution areaArrange for any security
Distribute CBs	<ul style="list-style-type: none">Implement safety best practicesUse IncidentIQ to track checked out technology!

DETERMINE PICK-UP TIME WINDOWS

Use these resources to determine # of chromebooks that you will need to distribute before the first day of school:

- [Summary Table: # of scholars who need chromebooks, # of chromebooks available onsite](#)
- [Report that shows who has a chromebook already at your school](#)
- [Scholars who we have not been able to reach on the phone to enroll their AF Chromebooks](#) → these scholars have new chromebooks, but they need to be enrolled to get all of AF's settings (please confirm that the number indicated is the best # to call)
- [Use this report for exiting scholars with Chromebooks/Mifis to return](#) - report also shows other members of scholar's household

ASSIGN WINDOWS TO FAMILIES

Spread shifts out across 8/19 - 8/28. Families will tend to come at the very beginning or end of your windows, so please do not assign **more than 15 families per shift** (we suggest doing hour-long shifts to spread families out and avoid crowding). Each window will need to be staffed by at least three staff members ([see below](#)) to distribute machines safely - so take that into consideration when selecting your times.

Use your student list to determine how best to stagger families. Note that if a family has a scholar attending a different AF school, they will need to go to that other AF site to claim their machine. NY schools will also want to use this time to [collect machines from exiting scholars](#).

CHOOSE PICK-UP LOCATION

Location must allow for 6 feet of social distancing between families and staff and for lines to queue with 6 feet of distance between people on line. The location should also be as close to your school entrance as possible to make transporting the Chromebooks easier and to reduce the risk of theft.

FAMILY COMMUNICATION

Family communication should include:

- Scheduled Time Table + Exact Locations (which side of the building, how to enter/exit)
- A note reinforcing that we will only release chromebooks for scholars during their scheduled time. We are strictly adhering to the schedule to maintain safety for all along with a reminder to bring PPE and a bag for the Chromebook.
- Specific guidance for: exiting scholars (we will try to get as many chromebooks back from withdrawn scholars), damaged Chromebook protocol (e.g., they must return the charger and Chromebook before we will release a new Chromebook), and scholars in the same household but different school buildings (they will need to collect their chromebooks from that AF school).
- Families CANNOT participate in distribution if they :
 - Have been in any of the states and territories that meet the criteria for required quarantine in the last 14 days:
 - [NY List of Restricted States](#)
 - [CT List of Restricted States](#)
 - [RI List of Restricted States](#)
 - Experiencing any COVID-19 Symptoms ([click here for CDC Guidance + Symptom Checker](#))
 - Have been in contact with anyone with COVID: In the last two weeks, did they care for or have close contact with someone diagnosed with COVID-19?
- A link to [Remote Learning Site](#) for Chromebook Resources

SUGGESTED STAFFING PER SHIFT- 3 staff members

You must have at least three staff members per shift. There must always be ONE member of the school leadership team present to ensure safety measures are being followed:

- ❑ **Staff member #1:** Line Manager/Check-in → they will check families in (contactless), ensure families are there at the correct time, and confirm families have proper PPE and identification.
- ❑ **Staff member #2:** Chromebook Hand-off + Inventory Manager → this staff member will hand-off the chromebook and update the inventory with the scholar's name (**[must be a staff member trained on the new inventory system](#)**)
- ❑ **Staff member #3:** Chromebook Transport → will transport chromebooks from inside the building to the distribution area (for safety purposes, we recommend having only 10-15 chromebooks outside at any given time -- more info below)

Staffing all of these windows will be a significant time commitment and should not be solely an ops responsibility. Please work with your school teams to have staff sign-up for distribution windows.

Note:

- Staff who have requested accommodations should not be asked to support this process.
- Staff may not use this time to enter buildings and prep classrooms.
- Only the 3 staff members who have a shift are allowed to use the restrooms in the building.
- Staff cannot participate in distribution if they:
 - Have been in any of the states and territories that meet the criteria for required quarantine in the last 14 days ([NY List of Restricted States](#), [CT List of Restricted States](#), [RI List of Restricted States](#))
 - Experiencing any COVID-19 Symptoms ([click here for CDC Guidance + Symptom Checker](#))
 - Have been in contact with anyone with COVID in the past two weeks

ENSURE THAT CHROMEBOOK STOCK IS READY

- Ensure that you know where the new chromebooks were stored when they were delivered last month. For NY, you may need to confirm with your custodian. The total number of brand new chromebooks for your school are in [this report](#).
- Relocate chromebooks needed for distribution (depending on # of expected pick-ups per day) near the entrance for easy transport. **If you begin running low at any point, please let your IT Associate know.**
 - Please make sure that chromebooks are paired with the correct charger
 - There are only two types of chargers for HP Chromebooks: the circular blue-tipped charger and the rectangular USB-C charger.

SUGGESTED SET-UP/MATERIALS

- Simple Printed Signs in English and Spanish that say, “Masks Required” and “Maintain Social Distance/6-feet”
- Painters Tape to mark queue spots and make arrows to indicate traffic flow
- Distribution Setup:
 - 2-3 long tables outside - one for check-in, one for actual hand-off, another surface for materials.
 - [Plastic Bins/Tubs](#) for Contactless CB Handoff - should be sanitized every handoff. NOTE: We do not place chromebooks in Ziploc Bags → there is a risk of overheating if the machine isn't properly powered off.
 - Surface Cleaner/Clorox Wipes/Gloves/Hand Sanitizer
 - Large Bins/Dolly to transport items from inside to outside
- Supplies for Families
 - Extra boxes of masks for families without proper PPE
 - Printed login cards for scholars (specifically new to AF scholars who do not know their AF Login Credentials -- [see Ops Blast from Last Week](#)). Printed sheet can contain the [scholar username, password](#) and the link to the AF Remote Learning (remoteteaching.achievementfirst.org/tech).
 - Extra Plastic Bags ([preferably opaque](#)) for families who forget to bring a bag to carry materials home.
- For Check-in:
 - A printed list of scholars that have chromebooks to claim for the day. [Click here to generate lists](#).
 - Pieces of paper and pens/markers so parents can write their scholar's name down (pens should not be reused until they can be wiped down - so have a lot on hand)
- For Inventory Assignment
 - Inventory person should use their own computer or smartphone to access inventory system (no sharing of tech among staff)
 - [Any USB Barcode Scanner](#) to scan Chromebooks **or** Android/Apple Smartphone to access the inventory system app (this will be part of the training on 8/17 and 8/18)

LOGISTICS and SECURITY PREP

Before distribution day, ensure every staff member participating is aware of your school's specific process and rules. You know your communities best and should determine what of the below security measures are needed to keep families and staff safe as we distribute high-value items.

- No more than 15 chromebooks are outside the building at any given time -- keep the rest of the stock inside.
- Coordinate with building security to make sure they are aware that distribution is happening on given dates.
- Coordinate with staff at each co-located school so that they are aware of our intention to distribute devices on or near school property (such as a sidewalk or a parking lot).
- Notify local precincts that we will be distributing laptops at each location for awareness. We are determining what it would cost to hire a private security guard at each distribution site.
- Set-up a sign in front of the distribution area indicating that the distribution is for Achievement First scholars only.

ACTUAL DISTRIBUTION

Staff must wear masks (nose and mouth covered) and the entire process must be contactless. This means:

- Keep 6 feet distance at all times (signs + mark spots with tape)
- There will be no direct materials exchange (chromebooks will be placed inside a bin on a table, the staff member steps away, the family takes the chromebook from the bin, and then the staff member sanitizes the bins after exchange)

To ensure that the process is as fast as possible, the Technology Acceptable Use Agreement will be sent to families via email to sign (instead of having them sign paper/on a laptop onsite).

FAQs

Are the chromebooks ready for distribution at my school?

All new chromebooks delivered last month for your school are ready for distribution (these are already set-up and enrolled with AF settings)- these chromebooks have a barcode that looks like this on the back (see photo). [Click here](#) for the exact quantity of new chromebooks available at your school + the number of scholars that still require machines (based on current IC enrollment).

Most schools have older working chromebooks scattered throughout their building. These were the machines that weren't distributed back in March. They may be distributed if they are working and under warranty. Warranty information can easily be looked up in the new inventory system (we will train ops staff to do this).

- CT/RI: Since we had access to our sites, these older chromebooks should already be set-aside along with your new CBs.
- NY Schools: We will make sure you have enough chromebooks to distribute based on inventory numbers. We will transport additional chromebooks to your school if you do not have sufficient machines.



How will brand new scholars learn how to use their chromebooks?

Team IT and S&D are preparing text guides and videos in both English and Spanish geared specifically for families and scholars who have not used a Chromebook in the past - a true beginner's guide! All guides & videos will be linked in the [AF Remote Learning Site \(remotelearning.achievementfirst.org/tech\)](https://remotelearning.achievementfirst.org/tech) by the week of 8/17. This site is linked in the family communication template below.

What about my scholars who have unenrolled chromebooks

We have about 1500 scholars who have AF chromebooks that are not enrolled and do not currently have AF settings. Our IT phone bankers are still working hard to contact all families who received these machines. For a list of scholars that we haven't been able to contact yet, please [click here](#). These scholars should not be getting chromebooks during distribution day, but we need to confirm their contact details so we can walk them through the enrollment process.

What about scholars who do not have internet access at home?

We will **NOT** be distributing Mifis along with Chromebooks. Families were asked about internet access via the regional family surveys. Families who indicate that they do not have reliable access to high speed wireless internet will first be asked to consider the free or low cost internet options in their region. Click here for [NY](#) | [CT](#) | [RI](#) internet resources. If none of the cable providers are an option, AF will ship the student a MiFi.

Ops Blast: Collect Exiting Student Technology

Review and execute technology drop off process only for scholars who are not returning to any AF school in 20-21. This can start ASAP in CT and RI. If a scholar is returning to another AF school (ex. ES to MS, MS to HS, transfer to another AF school), we will not collect their tech. As much as possible, execute a hands-free return process.

These two resources will help you track what scholars need to return and what they actually return:

- **RESOURCE 1:** Use this Tableau Report ([Households tab of the Shipping Tableau Report](#)) to determine what tech needs to be returned.
 - This report shows the # of Chromebooks and Mifis checked out per scholar and allows searching of scholars by “Last Name, First Name” and also shows scholars who live in the same household, in case they want to return tech for multiple exiting scholars to one AF site. The withdrawal date field will reflect changes in IC as it is updated (report will refresh daily).
- **RESOURCE 2:** Schools have the option to use [this google sheet](#) to track what is returned during collection (this is the same tracker some schools used back in March for CB distribution). Since we want the return process to be as quick as possible, we only ask for schools to record **which scholars participate in the return process + the type and number of technology items they return.**
 - There is no need to track serial numbers during the collection process. Team IT will be doing a detailed inventory of returned technology and compare it to the pre-lockdown school inventory to determine how many Chromebooks are required to get your school to 1:1.
 - **Ensure each Chromebook and Mifi is returned with its matching charger.** If a charger is not returned, please just add a note to whatever tracking document you are using.
 - Once the items being returned has recorded, it should be placed in a bin or box. The bins should be placed in a room untouched (to air out/get rid of any surface viruses, etc.) until IT is in school buildings. **School staff should not look through them, sort, clean, or use them** until IT has processed them. Please select a room that you can lock/secure and won't be accessed by any staff member until IT is in the building.

Question	Answer
What is the current process / direction to get Chromebook and MiFi's back from non-returning scholars (this includes both exiting scholars and graduating seniors)?	<p><CT/RI> See below for information on in-person drop off process and resources above.</p> <p><NY> We are still waiting for official state and DOE guidance regarding scholar access to our buildings.</p> <ul style="list-style-type: none"> ● We are hoping that a similar process as CT and RI is possible. ● Team IT is also working with Team School Ops to explore other solutions, such as using AF-owned buildings as drop off locations or setting up drop off sites at certain Brooklyn neighborhoods. Stay tuned for more info.
How about scholars that already left the state? Can we mail them return boxes?	Team IT will not be facilitating this process for Chromebooks that can't be returned in person, because Chromebooks are relatively inexpensive, compared to the cost of the box (\$50/box). If your school wants to discuss sending boxes, please send an IT ticket and we can walk you through the process and cost.
What happens to the Chromebooks we don't get back?	While we want 100% of our chrome books returned, we know that technology loss will happen. Team Finance and Team IT factored in some amount of loss and anticipate having enough supply to maintain a 1:1 environment.
What will happen to Chromebooks that leave our schools and go to other AF schools? How will we know if we're 1:1 for SY 20-21?	As part of summer tech readiness, Team IT will do a detailed inventory of returned Chromebooks + Chromebooks left in the buildings and compare it to each school's original inventory pre-lockdown. The goal is 1:1 – each scholar will have an assigned AF Chromebook. In the back-end, there are financial adjustments that need to happen (i.e., if a MS is receiving X amount of ES Chromebooks, we will do a financial transfer so that the MS “pays” for the ES Chromebooks and the ES will use that money to “pay” the replacement Chromebooks). We will be discussing this in detail with each DSO in upcoming monthly IT meetings.

Ops Blast: Sharing Student Login Details with Families

On Friday, August 21st, we will be updating the passwords for AF student email accounts with the generic “af123...” password (typically ES scholars). **Students will be unable to access their AF online resources and materials with their old password after this date.**

Why is this change being made? This security update will lessen issues of student account misuse and hacking by providing elementary students with unique passwords instead of the universal “af123...”.

- **MS/HS:** There will be **NO CHANGE** to passwords for students who already have a unique password
- **ES:** All EXISTING students with the generic password "af12345678" will get unique passwords starting on Friday 8/21
- All NEW students with complete IC 2020-21 enrollments will receive google accounts with unique passwords starting Friday 8/7
- [This report includes all email addresses and passwords for scholars, and updates nightly.](#)

<Action Required: by 8/28> Communicate this information to school staff and families. Create and distribute [login cards for students](#) with their updated login information from [Student Google Tableau](#) starting on the first day of school (or during in person chromebook distribution)

- The password information will be updated by Monday, August 24th. Schools can create updated login cards to mail/email to students and families during the week of August 24 - 28th.
- Team IT and Team Systems & Data are also working on adding scholar login credentials to Campus Parent, which would allow any guardian with Portal access in Infinite Campus to find the login credentials for their scholar at any time throughout the year. We hope to have it ready before BOY and will provide an update in next week's ops blast

If you have any questions or concerns about the policy, please submit an IT ticket [here](#).

OTHER RESOURCES

1. [Scholar Logins Tableau](#) → contains scholar usernames and passwords. As mentioned on the 8/6 Blast, passwords for
2. [Chromebook Inventory System Sign-up Sheet for Ops](#)

(Action Req'd ASAP) Prepare for In-Person Scholar Chromebook Distribution - starting 8/19

From: Mel Oliveros, Team IT

Owner: DSO, SSMs

<Also in the SL memo>

As mentioned last week, we have disabled our [technology request form](#) in preparation for in-person chromebook distribution. Some important headlines:

- **Scholar distribution may begin on 8/19.** Scholar distribution can only start AFTER staff members are trained on our new inventory system ([see last week's Ops Blast](#)). If you haven't signed up for one of the training sessions, [please use this sheet](#). Invites should already be in your inboxes :)
- We will **NOT** be distributing Mifis along with Chromebooks. Families were asked about internet access via the regional family surveys. Families who indicate that they do not have reliable access to high speed wireless internet will first be asked to consider the free or low cost internet options in their region. Click here for [NY](#) | [CT](#) | [RI](#) internet resources. If none of the cable providers are an option, AF will ship the student a MiFi.
- **CT/RI:** You may plan for curbside, drive-thru, or inside/lobby distribution since there are currently no building access restrictions for our CT/RI buildings.
- **NY:** Since access to buildings is still restricted, we can only do **OUTSIDE DISTRIBUTION** at our NY DOE sites (AF Endeavor K-8 and AF Brooklyn HS can choose to do lobby distribution).

Immediate Action Required:

- Indicate your school's preferred CB distribution start date [here](#). This will help Team IT allocate resources to ensure you have sufficient CB stock for distribution.
- Use the [Contactless Distribution Protocol](#) to develop your school-specific distribution plan. This document has detailed guidance on distribution materials, staffing, family communication, and other technology FAQs.

While most of the document is our suggested guidance that you should customize based on your school's needs, there are a number of non-negotiables that we have highlighted in purple throughout. An overview of what's in the protocol document:

Steps	Actions
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Choose Distribution Approach	<ul style="list-style-type: none"> ● Choose your approach (CT/RI - outdoor, lobby, drive-thru, NY - outdoor only at DOE sites) ● Choose pickup location
Determine & Assign Pickup Schedule	<ul style="list-style-type: none"> ● Determine pickup time windows/Determine who needs a CB & Assign time windows to families ● Communicate pick-up schedule and logistics to families ● Assign staff to time windows/shifts and ensure there is a staff member trained in IncidentIQ in every shift
Ensure CB Stock is Ready	<ul style="list-style-type: none"> ● Ensure that you know where your chromebooks are located ● Relocate CBs to a convenient location for easy shuttling to the pick-up area
Prep Your Site	<ul style="list-style-type: none"> ● Prep materials needed for distribution & set up distribution area ● Arrange for any security
Distribute CBs	<ul style="list-style-type: none"> ● Implement safety best practices ● Use IncidentIQ to track checked out technology!