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BCS Remote Learning Plan

As we move forward with our BCS reopening plans, we want to give families an outline of what to expect if they have chosen the Remote Learning option for their children. Parents who temporarily choose the remote learning option will be assigned a homeroom classroom teacher. The assigned teacher will be their in-person teacher should that student choose to return to BCS in-person during the school year.

Remote Learning Support

For remote learners, we are working with staff to provide some additional support based on staff availability. As we are able to create more concrete plans, staff will reach out to families and students with their availability and a tentative schedule. As with anything, these plans and schedules may change based on teachers' schedules, the needs of individual students or groups of students, and the plans for BCS as a whole.

Remote Learning Schedules

Students learning at home will follow the typical in-person school day while working remotely. Students will receive a weekly schedule of times when they are expected to log into lessons. The primary platform for live, synchronous lesson delivery will be our GoGardian system. Additionally, assignments will be posted to Google Classroom and all completed work should be submitted to Google Classroom. Examples of synchronous learning may include:

- whole class social-emotional lessons, morning meetings, and classroom circles.
- whole group mini lessons (during specific times from schedule)-not all day
- differentiated small group meeting sessions that are relevant for the remote learner (based on focus and need--also provided during specific scheduled times)
- participation in math and/or reading help center sessions during specified times
- individual sessions for differentiated support or acceleration based on the learner's needs

All synchronous lessons and activities will be recorded and posted to Google Classroom within 24 hours should a remote learner not be able to attend due to illness.

It is important to note that remote learners need to participate in at least 50% of the learning day to be counted in attendance. Assignments are expected to be completed by the start of the following school day to be counted as completed on time.

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Expectations for Families Engaging in Remote Learning

- All students and families are expected to maintain confidentiality and ensure that no lessons be videotaped, recorded, or shared in any way.

- Students are expected to be on time and present for the duration of all daily lessons and meetings as scheduled by the teacher. They are to keep their screen shared and be present in a common area of the home, not a bedroom.

- Students working remotely are expected to engage in class practices and routines, such as being on time for sessions, dressing as though they are physically at school, and following class expectations.

- Students working remotely are expected to engage in independent learning/practice synchronously or asynchronously, and are responsible for completing and submitting assignments on time (before the start of the next school day) through Google classroom.

- Families are expected to support students learning remotely by helping them tune in at scheduled times and assisting them in reaching out for help when they don't understand something. Ways to communicate with teachers include email, GoGuardian chats, and Google Classroom. We ask families to be flexible while these routines are worked out.

*Those families that would like additional work or assignments for their child can access many learning opportunities through the Connecticut State Department of Education (CSDE) Learning Hub. Any support with the learning hub can be accessed through your assigned Remote Learning Support Teacher.

Assessment:

- Students who are learning remotely will be assessed virtually by either the classroom teacher, remote learning support staff, special education teacher, reading/math specialist, reading/math aide or para educator (to inform instruction for small group differentiated instruction). It is the expectation of BCS that families will not aid a student in any academic manner during an assessment.

Obligations of Parents and Families

- Families continue to have a legal obligation to engage in public school education unless the children are receiving equivalent instruction elsewhere (such as through home-schooling or in non-public schools), as set forth in Connecticut General Statutes Section 10-184. Therefore, in collaboration with the school district, parents who decide to opt into voluntary temporary remote learning will also be expected to supervise and engage their children to fully and effectively access the remote learning programming that is offered through the public school district.

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- Patience and flexibility. While we are doing our best to ensure that all learners either in-person or remote receive the best possible education, teaching to both at the same time is a new endeavor and a huge challenge for our school and our staff. We ask that you keep open lines of communication and let us know if there is something that will improve the experience for your remote learner.

Please feel free to contact me via email treed-swale@bethany-ed.org or on my cell phone 860-933-2381 if you have any questions.

All the best,

Tom Reed-Swale