Beecher Road School
School Reopening Summary Update
August 4, 2020

Connecticut's Guiding Principles for Reopening

Allowing **all** students the opportunity to return **full time; per State mandate**

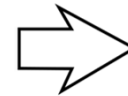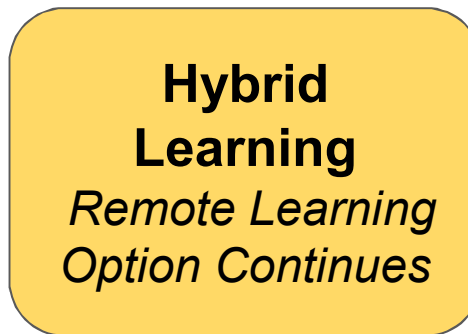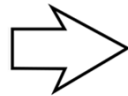Safeguarding the health and safety of students and staff

Monitoring the school, students, and staff for potential school cancelation in the event of COVID-19 spread

Emphasizing equity, access, and support to the students and communities emerging from this historic disruption

Fostering strong two-way communication between all stakeholders

Factoring into decisions about reopening the challenges to the physical safety, social-emotional well-being, and the mental health needs of our students when they are not in school

Three Plans Developed

In Person Learning
With Remote Learning Option

Hybrid Learning
Remote Learning Option Continues

Remote Learning For All

Plan 1: In Person Learning

Standard full time schedule - looks & feels different due to mitigation strategies
Learning environment more restrictive (less student contact, materials, small groups)
Masks required
Social Distancing will be maximized to the greatest extent possible
Additional time and resources will be provided for self-protective measures
Enhanced cleaning protocols will be employed
Lunch and transportation protocols will be changed
Modified health service protocols
Cohorting of groups will be balanced against educational needs
Plans to maintain EDay before and after school care
Initial Focus on Safety and Social Emotional Needs

PLAN 1: Remote Learning Option

Parent choice, medical need, etc.

Students learn at home based on parent choice, medical concerns, etc.

Enhanced Remote Learning Model

Students and parents engage in learning with materials and support from the school

Parent support required

Assists in making an eventual return to school

Synchronous and Asynchronous learning

PLAN 2: Hybrid Learning Model (Remote Learning Option Continues)

REDUCED SCHOOL POPULATION – As a result of surge in community spread in COVID-19, smaller groups of students attend school (alternating 50% of students).

An alternate school schedule to be used if the State of Connecticut and/or local health officials place limits on student access to school/busses due to surge of COVID-19 is listed below. When students are not in school, they are working at home.

A-B Days (Students go to school on alternate days)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of Students in school	Student Group B 50% of Students in school	A & B Groups Distance Learning	Student Group A 50% of Students in school	Student Group B 50% of Students in school

Group A: Last names A-K   Group B: Last names L-Z
Group A and B coordinates families with Amity for child care (Older students supervise younger at home)

PLAN 3: Full Remote Learning Model (All students)

Short term closures (2-5 days or 2 weeks) or Long term closure

Students in school engage in Enhanced Remote Learning Model with materials and support from the school

Classroom learning and instructional activities are shared through contact with the teacher with support from home

Enhanced Remote Learning model with a blend of synchronous and asynchronous learning

Model includes flex Fridays

Calendar and Transition Back To School

Focus on the safety and social-emotional well-being of students and staff

Current Calendar adjustments and minimum days to support transition, orientation and teacher PD and preparation

August 26-28 become Teacher PD/prep days

August 31 Minimum day for A-K ;   Sept 1 Minimum day for L-Z

Sept. 2-4 Minimum days for all students

Local districts making further calendar adjustments (Student start Sept 3 or 8)

Reopening Committee Work Update

Remote Learning Plan

Remote Learning Plan

Board of Education
August 4, 2020

What we learned…..

Survey feedback from all involved indicated:

   More live instruction --- particularly small group
      Increased feedback to students
   Emphasis on social emotional support
      Individual student check ins
   Tech support and professional development
   Consistency within grade levels and across grade levels
   Clear expectations for families
      Including limiting distractions for students

Remote Learning: What is it?

Remote, or Distance Learning, is a form of education where teachers and students are separated physically. Instruction happens through a variety of virtual platforms. At BRS these virtual platforms are primarily Google Classroom and Class Dojo. Other software programs or web-based sites are also used to support instruction, including Lexia, Raz Kids, Overdrive, Tumblebooks, Scholastic, Greg Tang etc.

Remote learning includes a blend of synchronous and asynchronous learning.

Synchronous learning involves teachers and students engaging in lessons or activities at the same time. This means that students would be expected to join a virtual classroom or meeting with an adult learner at a specified time in order to receive direct instruction. **Asynchronous learning** is independent and completed at the child's own time and based on the child's own schedule. Students can access resources at any time of the day.

      This presentation reflects the full remote learning plan when all students are learning remotely. The remote learning option offered during the in-person model is addressed later in the presentation.

Accountability and expectations

Contract for students, parents and teachers:

➜ Parents: provide appropriate workspace, limit interruptions, support technology usage
➜ Students: prepare for remote learning, give their best effort each day
➜ Teachers: daily live teaching, consistent student check-ins and communication about remote learning, ongoing feedback to students

Remote learning template   organized by day rather than content area. Possible student checklist provided daily via morning meeting/Google classroom

Sample of student contract

Student expectations:

1. I will get ready for school as if I am coming into the building.
2. I will have a quiet work space and all of my supplies and materials that I need for learning.
3. I will be responsible for logging into any meetings or lessons my teacher is giving.
4. I will follow all expectations my teacher shares with me. This could include muting my microphone when asked, sharing appropriately and asking for help when I need it.
5. I will complete all assignments on time. If I can't, I will talk to my teacher about this.
6. I will give my best effort each day.
7. I will be kind to my classmates, teachers and other adults.

Curriculum

Grade levels completed summer curriculum work in both Language Arts and Mathematics

Vertical conversations
Review of standards taught in-person and virtually
Review of current pacing and priority standards
New pacing developed for the 2020-2021 school year
Mathematics and LA curriculum leaders supported the work

Sample of summer curriculum work checklist

Every team should:

To do:	
☐ Engage in vertical conversations with the grade level below using the Curriculum Update tables provided. Include Math and ELA curriculum leaders in these conversations.	
☐ Reflect and review current pacing guide. Questions to consider: What units, topics or skills are priority? (utilize Achieve the Core Coherence Maps to identify priority standards). What units, topics or skills are not priority? What units topics or skills that are priority need to be reviewed or taught for the first time based on vertical conversations?	
☐ Develop a new pacing guide for 2020-2021 school year based on above information. Include the link to the new pacing guides here.	

Draft Sample Schedule

Emphasis on a blend of live and recorded lessons.

Opportunities for live student check-ins.

Opportunities for breaks throughout the day.

Flexibility for students, staff and families.

Different grade levels and MAG will look slightly different depending on age and developmental needs.

KEY	Green= live teaching time with teacher			Yellow= options for other live meets	
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Flex Friday**
8:35-8:55 20min	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Individual check-ins
8:55-9:10	MATH Video mini lesson	MATH Video mini lesson	MATH Video mini lesson	MATH Video mini lesson	Individual check-ins
9:10-9:50 40min	MATH Small groups	MATH Small groups	MATH Small groups	MATH Small groups	Individual check-ins
9:50-10:10	Snack break	Snack break	Snack break	Snack break	Individual check-ins
10:10-10:25	READING Watch recorded lesson	READING Watch recorded lesson	READING Watch recorded lesson	READING Watch recorded lesson	Individual check-ins
10:25-11:05 40min	READING Small groups	READING Small groups	READING Small groups	READING Small groups	Individual check-ins
11:05-12:05	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Individual check-ins
12:05-12:20	WRITING Watch recorded lesson	WRITING Watch recorded lesson	WRITING Watch recorded lesson	WRITING Watch recorded lesson	Teacher Lunch Break
12:20-1:00 40min	WRITING Small groups	WRITING Small groups	WRITING Small groups	WRITING Small groups	Teacher Lunch Break
1:00-1:20	Read aloud (live or recorded)	Read aloud (live or recorded)	Read aloud (live or recorded)	Read aloud (live or recorded)	Teacher Planning Time
1:20-1:30	Movement Break	Movement Break	Movement Break	Movement Break	Teacher Planning Time
1:30-2:30 60min	SPECIALS	SPECIALS	SPECIALS	SPECIALS	Teacher Planning Time
2:30-3:00	Recorded Science or SS	Recorded Science or SS	Recorded Science or SS	Recorded Science or SS	Teacher Planning Time
3:00-3:30	Feedback Delivery	Feedback Delivery	Feedback Delivery	Feedback Delivery	Teacher Planning Time

Other considerations

Emphasis on social-emotional needs: whole school, classrooms and individual students

Professional development (first 6 days of school and ongoing)

Technology needs

- Dedicated parent help desk for tech support
- Virtual classrooms

Material and technology distribution

Use of Teacher Assistants

Sample of one professional development day-- DRAFT

Day 1 Goals	Day 1 Needs	Delivery
Broad Overview of DL Format Accountability Expectations (including schedules) Communication Privacy & Legal	- Faculty: expectations, accountability - Faculty schedules: type/amount of teaching time we will be responsible for, how we should work with specialists, interventionists, etc. - Integration & Streamlining: can specialist curriculum be woven in? - Format: How will grade levels share the work of distance learning? - Communication: clear systems and expectations for communication with students and parents - Parents/Students: expectations (schedule, feedback, teacher working hours), accountability - Privacy rights & guidelines	Presentation from admin
Schedules for teaching and learning, for feedback, for specials	K-2 and 3-6	Grade level breakout sessions
Building the First 6 Weeks of Learning Online	Building community, K-2, 3-6 - CASEL Competencies - Habits of Mind - ISTE Standards	Presentation followed by grade level breakout sessions
Building the First 6 Weeks of Learning Online	Building student digital competency K-2, 3-6	Presentation followed by grade level breakout sessions

This is based on the model of starting school in full remote learning.

Summary: what's different?

Clarity of expectations: contract developed for parents and students

Live instruction provided daily   classroom teachers and specialists

Small group instruction to provide for differentiation

Built in time for teachers to provide consistent meaningful feedback

Parent help desk for technology needs

Professional development for all staff at the start of the year and ongoing

Processes and protocols developed in the spring have been refined

Remote learning option during the in-person model

What will be in place for a student who is opting out of in-person learning?

All students will be assigned a grade level specific teacher

Teachers will provide asynchronus and synchronus learning

Teachers will check in with students in small groups or 1:1 based on numbers

Teachers will utilize online platforms: Google classroom and Class Dojo

Tech support provided to parents via parent help desk

Teachers will communicate remote learning plans weekly, using a template that breaks the work down by day and subject

Challenges and limitations to remote learning option during in-person model

Responsibility for teacher planning and instruction is different

Students may enter and exit remote learning

Amount of synchronous teaching time

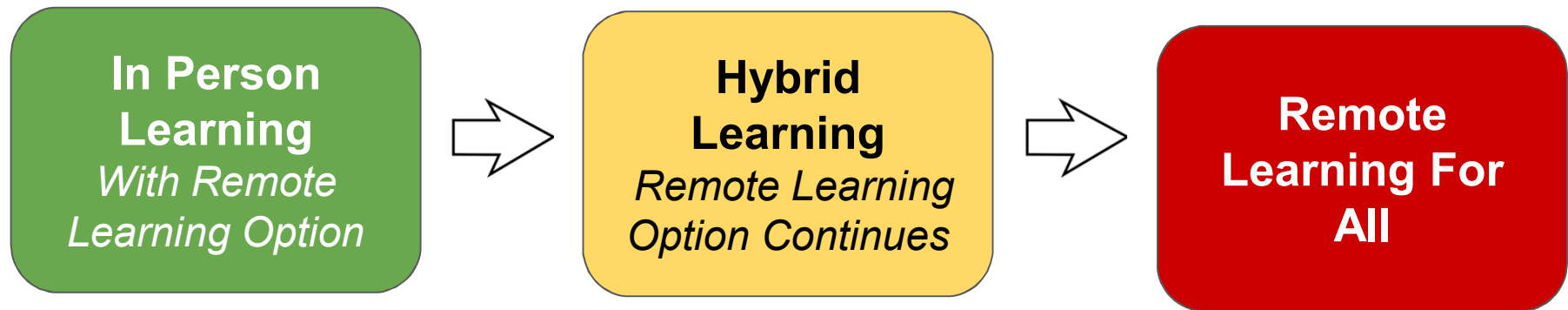   Use of videos or other resources may be different

Number of 1:1 or small group check-ins

Feedback provided may be lessened/different

Quantity and frequency of specialists lessons will be lessened

Others?

Current Reopening Status

⬇

In Person Learning *With Remote Learning Option*	➡	Hybrid Learning *Remote Learning Option Continues*	➡	Remote Learning For All

Reopening Considerations

Current status: Full In Person opening with Remote Option

Fluid information and direction from state

Districts watching trend data during month

State flexibilities - movement between full in person and hybrid

Full Remote Plan not part of the flexibility - requires waiver approval from state

Focus on:

    Health and safety

    Social Emotional and transition to academics

    Resources and staffing

Reopening Challenges

Time

Comprehensive planning

Staffing two programs

  In Person and Remote Option

Realistic expectations

Budget implications

Parent changes anticipated

  Considering minimum of one week notice of changes

Changing/timing/clarity of state guidance and processes

Next Steps

Provide update information to parents

Parent Survey - for parent decisions

- Do you plan on sending your child In Person/on site to BRS?
- Do you plan on having your child participate in the Remote Learning option?
- Do you plan on having your child ride the bus?
- One survey for every child

Reopening Committee sub groups continue work

- Operationalizing the full In Person plan
- Finalizing Remote Learning Model
- Work on Hybrid Model (rotating A and B groups)
- Protocols, Schedules and Procedures

Survey data, planning, staffing

Continued Communication

Thank you