

# BEDFORD STUYVESANT **NEW BEGINNINGS** CHARTER SCHOOL

## BSNBCS Plan for Remote learning

Excerpt from pages 10-14 of the  
BSNBCS School Reopening Plan published on July 30, 2020.

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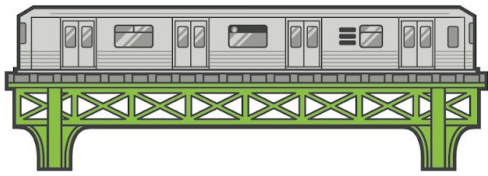
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### School Schedules

BSNBCS will conduct its school day with a staggered start and dismissal time for students in grades K-5 and in grades 6-8 to allow additional time for screening protocols prior to entry in the building. Students in grades K-5 will typically be attending school from 7:30am-3:30pm and students in grades 6-8 will attend school from 8:30am-4:30pm. Afterschool programming will be made available daily until 6pm. Changes to scheduling will be made periodically, as needed, to support student learning and health and safety for the duration of the pandemic. Staff can enter the building from 6:30am-7:30am daily, allowing for staggered arrival times each morning.

BSNBCS's facilities allow for sufficient space to accommodate every student and staff while maintaining 6 feet social distancing. Students whose parents choose remote instruction as their primary form of daily instruction will receive paper and electronic resources consistent with our continuity of learning plan. Students may receive instruction in-person or remotely, based on parent needs, student needs and health and safety mandates.

If local public health conditions make it unsafe to continue in-person operation of the school, partially or for the full school, BSNBCS will utilize distance learning to ensure daily instruction.



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## Attendance and Chronic Absenteeism

For students attending school daily, the Student Support Team will support student attendance and chronic absenteeism through effective parent engagement and communication. Attendance will be tracked in a data storage system provided by the school and entered into local and state attendance tracking systems, as mandated.

The same protocol for attendance tracking will be expanded if/when the school transitions to full-remote instruction, in case of worsening public health conditions. The Student Support Team will be available, in addition to classroom instructions, to ensure we have high student engagement for those who are engaged in remote learning.

## Technology and Connectivity

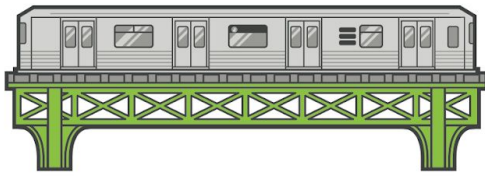
BSNBCS will virtually survey its families by providing questionnaires for online completion through emails, text messages, and other established family communication platforms. For families unable to complete a survey online due to a lack of access to internet, computer, or smart device, school staff will conduct the survey in person or over the phone to capture every student's technology access status. The survey will assess student's access to internet, internet-enabled devices, and whether the access to data is unlimited or not.

BSNBCS will work with governmental agencies and local internet providers to provide students and their families access to the internet via local public hotspots. If such access is not accessible at the place of residence of BSNBCS students, the school will support parents in accessing hotspot devices for use in conjunction with a chromebook or tablet to maintain student's access to instruction through digital platforms.

Students' need of receiving internet access or computing devices will be determined by their responses to the survey. If a family's access to technology changes over the course of the school year, they will be encouraged to update the school on their status so that they can receive access to any additional resources for equitable access to remote learning among all BSNBCS students.

All BSNBCS staff members have access to a laptop computer as part of their employment. If a staff member reports lack of home internet access, the school will support their efforts to be connected to the internet by referring them to local free internet provider platforms and traditional fee-for-service internet providers.

BSNBCS families will be offered the opportunity to choose full-time in person learning or remote learning. All students, whether attending full-time remote, full-time on-site, or in a hybrid model, will have multiple, developmentally-appropriate ways to demonstrate mastery of learning standards, as established by our continuity of learning plan.



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The School has provided and will provide surveys in July and August prior to the start of school about whether their child or children will return to school in person or engage in remote learning. Parents will be given the option of committing to remote instruction for the first quarter, with the ability to change to in-person instruction following the first quarter, mid-year and third-quarter based on student and family needs, to ensure effective planning and a flexible approach meeting the needs of all scholars and family situations.

Students participating in full-time or part-time on-site learning will be provided with the same diverse opportunities for demonstration of mastery as outlined in our school Charter. Students with special needs will be provided with opportunities to demonstrate mastery which are consistent with their Individual Educational Plan. Both remote and in-person students will be able to demonstrate mastery through digital media production (e.g., use of google suite tools, digital photography, etc). In both settings, students will be provided with physical work materials to support the acquisition of concepts that are part of their assigned curriculum. For remote learning students, these materials will be available for pick-up at the school or, as needed, sent directly to their place of residence.

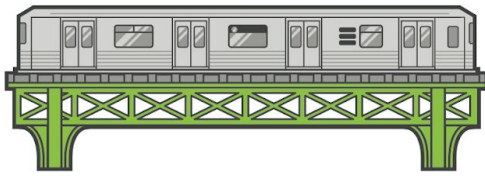
Students will have access to a computing device for use at school or, when appropriate, at home. This will allow for interaction between remote and on-site students within a cohort so they can benefit from learning materials simultaneously and are given the opportunity to collaborate in their learning. For learning projects with a product not easily translated to a digital platform (e.g., dioramas, science experiments, etc), remote-learning students will be asked to share images of their work through online platforms and discuss their projects with their assigned teachers in order to demonstrate mastery of learning.

## Teaching and Learning

BSNBCS has a continuity of learning plan for the 2020-2021 school year which includes in-person, remote, and hybrid models of instruction. This document is updated periodically and the latest iteration can be found at <http://bsnbcs.org/covid-19-resources/> This plan includes addressing learning loss from the Spring, instructional strategies, remote learning framework and the assurance that all students have access to high quality learning opportunities.

Consistent with the school's Charter, BSNBCS will provide an educational program that is aligned to the New York State Learning Standards and the standards set forth in the school's charter regardless of whether instruction is delivered in-person, remotely or in a hybrid model.

Remote learning will include access to videos, materials, documents and paper-based work, completed at home, in parallel with regular phone calls and video meetings with students. As appropriate for the grade level, students may engage in online tools such as Google Classroom,



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Raz kids, Class Dojo, iReady or other interactive tools. For students opting in remote learning, each will be assigned a teacher or school socio-emotional health specialist (e.g., Guidance Counselor, student support team member) to meaningfully connect with them on a consistent basis via substantive interaction. Students will be able to demonstrate active learning through digital engagement (e.g.; virtual classroom participation, submission of work), phone communication or via video-conference.

BSNBCS acknowledges that equity must be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities will be aligned with State standards and the BSNBCS Charter. It will include routine scheduled times for students to interact and seek feedback and support from their teachers.

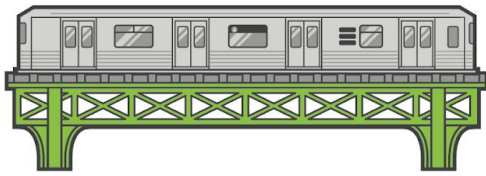
## Special Education

Consistent with its Charter and the Individuals with Disabilities Education Act, BSNBCS will ensure the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

BSNBCS will document the programs and services offered and provided to students with disabilities including Collaborative Team Teaching, Special Education Teacher Support Services and Related Services, as outlined in its Charter. Parents will receive regular communication on their child's needs and progress via their classroom teacher and special education teacher. School staff will provide updates regarding the Committee on Special Education (CSE) process, including annual, triennial and other updates to their child's IEP via in person meetings, emails or phone calls, as appropriate.

BSNBCS will collaborate with the CSE and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. BSNBCS will ensure meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

BSNBCS will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.



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## Bilingual Education and World Languages

BSNBCS will complete the English Language Learner (ELL) identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

BSNBCS will provide required instructional Units of Study, as outlined in the school's Charter, to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

BSNBCS ensures the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.