



The Brooklyn Schools



Distance Learning Plan

Special Thanks:

Brooklyn Public Schools would like to provide a special thank you to our colleagues from **Hebron Public Schools, Stonington Public Schools and Region 8** who provided their templates for our Distance Learning plan as well as the countless educators across the state and nation who assisted in the development of similar plans throughout our profession in the recent days.

The development and implementation of this plan was led by the administrative team. The Brooklyn Public School's plan was adapted from Hebron Public Schools. Stonington Public Schools and Region 8's plans.

Thank you to all of our dedicated families and community partners, our certified and non-certified staff, our office-staff, and the countless other individuals who have offered support, structure, and resources during our prolonged closure.

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Brooklyn Public Schools Distance Learning Plan

Monday through Thursday: 8:30am to 3:15pm - Direct instruction between students and teachers

Friday Office Hours: 8:30am to 12:00pm

- During office hours, teachers and support services will be available via Google Hangout, Zoom, or phone to support students and families with assistance on assignments, questions and concerns pertaining to distance learning. Teachers will provide information on how to access these hours.

Friday Professional Development: 12:30pm to 3:15pm Friday (Staff only online)

Goals:

Brooklyn Public Schools aims to provide high-quality learning experiences for all of our students. In the event of a widespread emergency situation requiring the closure of physical school buildings, distance learning provides the potential for continued support to minimize interruption to student progress. This document is designed to describe the actions and approach Brooklyn Public Schools will take during an extended closure. It does not detail specific emergency protocols. While every emergency situation is different, this Distance Learning plan is designed to provide a flexible structure of support for our families while we are all at home with guidelines that can be implemented in a variety of circumstances. To achieve this goal we will:

- Provide enhanced interim educational opportunities which support considerations for families and students
- Provide a means to maintain school connection with families and students and monitor their well-being
- Ensure continuity between classes and grade levels in a digital learning environment
- Continue instruction using many existing programs for students in partnership with families
- Provide a platform that allows flexible access for all students and families
- Preserve our instructional format focused on mini-lessons, practice, video conferencing, and providing high-quality actionable feedback to students

Brooklyn's Distance Learning Plan was designed based on the following assumptions or criteria:

1. **Mental Well-being:** During circumstances that require the closure of school, many families are experiencing hardships and significant interruption in their daily routines. Therefore, the mental well-being of our BPS community is the primary consideration for our efforts with individual students. Staff members have the flexibility to individualize the learning experiences to best meet the needs of our students and families.
2. **Work Day:** Staff will be working a full day to support student distance learning. All staff that are expected to work will be available by email or other form of acceptable electronic communication to support students, assist families, or reply to questions or requests.
3. **Grade level and department meetings:** will occur weekly, which will involve planning, collaborating, professional learning, and communication.
4. **Equity:** The lens of equity for students must be applied to decision making related to Brooklyn's Distance Learning plan. For example, not all students or staff have internet access at home. In addition, in some emergency situations internet access may not be working or be reliable. Our Distance Learning plan must provide options for students to learn online, through phone calls, or other available mediums. We must be creative and exhaust all possible avenues to engage all students in this plan.
5. **Instruction:** When planning instruction, educators will stick with the familiar:
 - a. While there are many creative and innovative ideas for Distance Learning, this plan relies on systems and structures that are already in place. Unfortunately, during a time of emergency, resources (time, funds, personnel, etc.) and support to implement new software or to try new ideas may be limited.
 - b. Flexibility is key! During emergency situations the Connecticut State Department of Education will provide ongoing guidance. Statutory requirements for the number of required school days (typically 180), special education laws, and other areas will be provided by the state or federal government. We must remember to be flexible in our thinking and our work as we must make modifications to our decisions and work as guidance is provided.
 - c. We look forward to learning from our Distance Learning experiences. We fully expect to have notable successes, anticipated road bumps and questions that are not expected.
6. **Student Contact:** Staff will be in contact with students electronically via means such as email, Google Classroom, Google Sites, Zoom, or personal cell phones. Should teachers choose to use their personal phone, teachers are strongly encouraged to utilize *67 or Google Hangouts to block their phone number and are strongly discouraged from texting with families.
7. **Re-Opening School:** The decision to reopen schools for instruction will be made based on recommendations from local and state authorities as well as close consultation with the Department of Public Health and Board of Education. The Superintendent will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when Brooklyn Public Schools might reopen for regular classes.
8. **Brooklyn Public Schools Distance Learning Approach:** begins with the assertion that the learning experiences that teachers design when school is in regular session cannot simply be replicated through our best efforts. In particular, the invaluable social interactions and discourse that occur naturally among students and between teachers and students cannot be recreated in the same way. Monitoring and adjusting instruction to meet individual needs is nearly impossible through distance learning. Consequently, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this Distance Learning Plan provides guidelines and insights about how Brooklyn's staff can leverage interim, remote educational opportunities for students to engage in while at home.

9. **One of Brooklyn’s goals is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.**
10. **Support Materials:** As teachers reflect on how to best develop their support materials, we encourage them to consider the following questions.
 - a. How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction (as appropriate), and feedback?
 - b. How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
 - c. What are the most important understandings and skills I can help my students develop at this time? How can I help my students construct their own understandings?
 - d. What are the authentic learning opportunities that have resulted from this emergency or crisis?
 - e. Where might my students’ curiosity and motivation open other new possibilities?
 - f. How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
 - g. How will I assess student learning in meaningful and authentic ways while providing students multiple opportunities to demonstrate mastery of learning?
 - h. How do we ensure we are sensitive to individual family situations? We can’t assume that families and/or staff are not under additional stressors. How do we ensure we are sensitive to diverse needs of our students?
11. **Priorities:** At the core of Brooklyn’s approach to Distance Learning is the belief we can think differently about our priorities when responding to challenging circumstances, and we will embrace new opportunities for students to learn in authentic, meaningful ways.
12. **Classroom Platforms:** beginning 9/2020
 - a. **Preschool- Kindergarten:** Google Sites
 - b. **Grade 1-Grade 8:** Google Classroom

Definitions: There are two models for online teaching and learning:

1. **Synchronous:** Students and teachers working together and interacting in a digital space concurrently.
2. **Asynchronous:** Teachers post direct instruction videos and learning materials online. Students engage with class materials and complete work at their own pace within a given one week interval

Priorities:

1. Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in DLP planning templates
2. Students will have both online and off-line learning activities
3. The primary tools for communication between teachers and families will be Zoom, Seesaw, Google Sites, or Google Classroom and parent provided email addresses
4. Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time
5. Teachers will provide learning conferences for students for Reading, Writing, and/or Mathematics
6. Teachers will collect a few pieces of student work per week and will provide feedback to students

Approximate Time Frames for Learning:

Content	Time	Online Platforms
Math	PreK: 5-10 minutes daily	
	K-2: 10-15 minutes daily 3-4: 20-25 minutes daily	ST Math, Khan Academy
	5-8: 20-25 minutes daily	Freckle Math, Khan Academy, Moby Max
ELA	PreK: 5-10 minutes daily	Abcmouse, Tumblebooks Jr.
	K-2: 10-15 minutes daily 3-4: 20-25 minutes daily	LexiaCore 5(K-2), abcyu, Tumblebooks (3-6), Tumblebooks Jr. (PreK-2), abcmouse (PreK-2), Epic, Raz Kids, Newsela, PebbleGo (K-2), PebbleGoNext (3-5), Scholastic
	5-8: 20-25 minutes daily	Freckle Reading, Reading Plus, No Red Ink, Newsela, Moby Max, Epic
Social Studies	K-4: Enrichment	Virtual Field Trips (Aligned to curriculum) Tasks/readings aligned to curriculum Brainpop (3-4) Brainpop Junior (K-2) (Aligned to curriculum)
	5-8: 20-25 minutes daily	Discovery Education Techbook
Science	PreK-4: Enrichment	Mystery Science (Aligned to curriculum) Mystery Doug (Aligned to curriculum) Brainpop (3-6) and Brainpop Junior (K-2) (Aligned to curriculum) Virtual Field Trips (Aligned to curriculum)
	5-8: 20-25 minutes daily	Discovery Education Techbook
STEM Library Art Music PE/Heath Spanish	K-4: Enrichment 5-8: 30 minutes per week	A range of activities that continue to support the current program and curriculum.

Total Distance Learning Time: (PreK) approximately 15 minutes/day, (K-2) approximately 30 minutes/day, (3-4) approximately 1-2 hours/day, (5-8) approximately 2-3 hours/day

Recommended Length of Sustained Attention: (PreK and K) 3-5 minutes, (1-2) 5-10 minutes, (3-5) 10-15 minutes, (6-8) 1 subject area or class

Further, we encourage teachers to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) as long as it is made clear to students and families that the work is **optional** and will not negatively impact a student’s grade and is not a requirement. Additional engagement is especially important for primary grades, where it is not developmentally appropriate to expect a student to attend to academic tasks or electronic platforms for a long period of time. Instead, students and families should be supported in having access to varied enrichment opportunities. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> • Reading, e.g., independent reading, listening to someone else read, audiobooks • Puzzles, Word Searches • Write a story or in a journal • Count money • Draw a map of your neighborhood • Building with blocks or Legos • Listen to a podcast • Watch a documentary • Invent something • Learn a new language 	<ul style="list-style-type: none"> • Take a walk • Dance • Exercise • Fine/gross motor activities • Stretch or do yoga • Play a sport 	<ul style="list-style-type: none"> • Listen to music or sing • Playing (inside or outside) • Creative arts • Coloring or drawing • Imaginative play • Meditate • Do something you’ve been avoiding 	<ul style="list-style-type: none"> • Clean up your room • Do age appropriate chores • Gardening • Fix something broken • Take care of pets or plants • Cook or bake 	<ul style="list-style-type: none"> • Write a letter to someone • Play board games with a family member • Tell jokes or riddles • Build a fort and tell stories in it • Offer to help someone

Grading: During an extended closure the District may opt to use non-traditional grading and use guidance provided by the State Department of Education. **Pass:** will be assigned when students demonstrate reasonable effort and attempts to learn and engage in distance learning. **Pass/Incomplete:** will be assigned for students who may not have had adequate and consistent access to technology; students who may have been unable to complete work due to lack of supports typically offered through an IEP or support plan; students who were unable to complete work due to medical or mental health issues themselves or in their households; or students who were disengaged for a different reason and will be given additional opportunities to demonstrate learning at a later date. **Pass with Distinction:** will be assigned to students who worked at a very high academic level during this extraordinary time of the coronavirus pandemic.

Brooklyn Public Schools Teacher/Staff Guidelines:

The transition to schooling from home will not be simple or easy. Teachers and staff will need to think differently about how to communicate, give instruction, provide feedback, and assess; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with one another; how to focus instruction on key concepts and ideas. Staff may also be under their own personal stressors and will need to think about how to manage their personal and family obligations at the same time. The following fifteen guidelines provided below are intended to help teachers and staff across our two schools reflect on challenges they'll confront in shifting to Distance Learning:

1. **Maintaining Relationships:** In the event of a crisis that leads to implementation of this Plan, students, staff and families may be stressed or worried. Before diving into curriculum, teachers should take the time to assess their students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Teachers should check-in with their students, as long as this Plan is in place. Like when school is in-person in school buildings, if teachers are concerned about students, they should reach out to support staff and administration.
2. **Evaluate students' conditions for distance learning:** While most students will have reliable online access at home and the necessary devices to shift to schooling from home, others will not. Teachers will consider that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Teachers should open a dialogue with families and avoid assumptions that all students' circumstances are the same. There may be a situation where lesson plans need to be communicated via phone to families. Staff will need to provide other ways to provide individualized lessons when students do not have online access.
3. **Student Privacy/No Photo Request:** Teachers will be provided with a list of any students by classroom who are not permitted to be photographed. When recording lessons, students on that list must have the video option turned off before recording lessons.
4. **Stick with the familiar:** Teachers should continue using existing communication channels and familiar learning platforms. In other words, teachers would stick with what is familiar to their students. All online platforms that teachers suggest for student use must be in compliance with Student Data Privacy Laws.
5. **Less is more:** One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers would need to take a less-is-more perspective, including the pacing of lessons and assignments. It could also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.
6. **Seize the moment; embrace new opportunities and possibilities for students:** Years or decades from now, how will students remember the emergency that resulted in school closure? Teachers should not ignore the opportunities resulting from school closure. Teachers might ask students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments could help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.
7. **Provide space for personalized learning:** Brooklyn's Plan can provide opportunities for students to personalize what, how, and when they learn. Students can move flexibly and freely through content when teachers develop creative learning opportunities. This Plan can also provide students with the opportunity to

learn at different paces. Teachers and staff should consider how they will maximize educational opportunities for all of their students.

8. **Designers of experience-facilitators of learning:** In shifting to Brooklyn's Distance Learning Plan, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). This approach places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students/families with thoughtful, specific feedback.
9. **Design asynchronous (not at the same time) learning experiences:** When school is closed, teachers can still connect them asynchronously.
10. **Design synchronous (at the same time) learning experiences:** When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers could foster it through synchronous learning.
11. **Think differently about assessment:** Assessment is one of the most challenging adjustments for teachers. Distance Learning should be seen as an opportunity for students, individually and collaboratively. Teachers should view assessment as a mechanism to offer insights into student learning and appropriate follow-up supports. Teachers are encouraged to think differently about the end goal instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work. It is highly recommended that teams meet virtually to review resources and plan for the coming week.
12. **Collaborate:** Grade level/department teams should invite support staff such as special education teachers, interventionists, related service providers, innovation team members, interventionists, unified arts, paraprofessionals, and/or other colleagues to participate in the planning and provision of support. This will be beneficial in streamlining the work and determining how team members can each contribute to our student and family support options.
13. **Special Education and Related Services:** Individualized Education Program (IEP) goals and objectives for students must be implemented to the greatest extent possible as part of our Distance Learning Plan. We understand that there are challenges with this and we must make our best efforts to ensure individual student progress during this school closure. During this time, it is essential families and educators work together to develop individual supports while we are away from school. We have communicated that as we ramp up these services, special education services will continue; however under the current circumstances, our goal is to provide your student's special education and related services to the greatest extent possible. We will work hand-in-hand with Brooklyn families to support ongoing learning while we are all at home. We have also been paying close attention to the Office for Civil Rights, Department of Health and Human Services, U.S. Department of Education and State Department of Education. Special Education teachers and Related Service providers have been and will continue to be in-contact regularly to provide individualized supports, as appropriate. Please reach out to your team directly with specific questions, we are here to support you! Case managers/special education teachers should be considered the 'point-person' for each IEP.
14. **Documentation is Critical:** Plan as proactively as possible, setting priorities and communicating with families during our closure. Continue to document all services and supports provided or offered to students. Focus on each student's current level of service/support. Design work supportive of IEP goals and objectives for each student, as appropriate.
15. **Continue to Collaborate:** Special education providers will collaborate with general education staff.

School Roles and Responsibilities

Administration

1. Create and distribute the Distance Learning Plan (DLP)
2. Support faculty and students/families shifting to a distance learning environment
3. All district updates will be delivered through the Superintendent
4. Establish an organizational structure to support team efforts (e.g., Shared Google Drive of materials, resources, and related documents)
5. Establish clear channels of communication between all stakeholders (administration, staff, students/families)
6. Participate in standing team meetings via ZOOM and/or Google Hangouts
7. Support certified and non-certified staff and students/families in transitioning to prolonged school closure and accessing/providing home-support options - help teachers implement DLP
8. Share resources, updated guidance, and strategies
9. Maintain essential district functions
10. Gather information from stakeholder on successes and challenges
11. Make adjustments to the District Learning Plan as necessary
12. Purchase/acquire needed equipment and/or resources
13. Support staff in maintaining reasonable work practices/expectations/requirements

<p>Teachers</p>	<ol style="list-style-type: none"> 1. Communicate to families grade level expectations 2. Hold regular online team meetings during building closures 3. Provide mini-lessons (posted videos should be no longer than 5-10 minutes) 4. Conference with students using video platforms (30 minutes max) 5. Provide tiered interventions with students using video platforms and digital learning tools 6. Collaborate with members of your team or department to create meaningful distance learning instruction 7. Use district curriculum and resources to communicate and deliver content 8. Share the entire week of assignments to students/families by 9:00 AM Monday morning, or the first day of the school week, of each week 9. Collaborate with special education staff (co-teacher or case manager) as necessary 10. Make sure parents are aware which online resources your students will access. 11. Communicate with students on a weekly basis <ol style="list-style-type: none"> a. Prek-4 weekly Zoom or Google Hangout (minimum) b. 5-8 each student meets with a member of the grade level team as coordinated by the grade level team members 12. Provide timely feedback on assignments 13. Reach out to parents through email and phone contact (see above regarding privacy for personal cell phone usage) with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concerns. Include mental health staff and case managers on any electronic communications, as appropriate 14. Be available online for students and families <ol style="list-style-type: none"> a. Check email at least three times per day (on designated work days- see below) and respond within 24 hours b. If out for the day, set out of office settings on email (lessons should be posted on Google Classroom or Google Sites) 15. Virtually attend meetings with Team/Admin as scheduled
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Special
Education

1. Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
2. Provide virtual support opportunities for students on your caseload, both individually and in group form.
3. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided.
4. Communicate, as needed, with related service staff who provide services to students on your caseload (Psych, SW, SLP, PT, OT, BCBA, etc.)
5. Communicate regularly with students on your caseload and/or their parents to ensure they receive appropriate supports during this prolonged closure. Please keep in mind the amount of special education/related service service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for distance learning.
6. Communicate with parents at least once per week.
7. Some examples of learning activities include: (*not an exhaustive list)
 - a. Language Arts: Video of read aloud, Retelling with graphic organizer, Independent reading, Decoding and fluency practice
 - b. Math: fluency activities
 - c. Videos (via email, Google Sites, Google Classroom, etc.) posted videos should be no longer than 5-10 minutes
 - d. ZOOM video sessions (30 min. max)
 - e. Phone calls *use *67 to block your personal number or use Google Hangouts
 - f. Learning websites (see resource on our shared Drive)
 - g. Learning Apps
 - h. Social Stories
 - i. Social Skills videos, Kindness lesson
 - j. Suggested daily schedule
 - k. Daily living practice skills
8. Develop a weekly schedule of activities/supports during closure
9. Communicate with Support Staff (Paraprofessionals), as appropriate, and invite them to participate in your virtual lessons with students.
10. Per initial family consults, design and provide learning and support opportunities that address services and the specific IEP goals of students on your caseload. Detail these plans

	<p>in Continued Education Opportunities Plan for each individual student in Google Drive.</p> <ol style="list-style-type: none"> 11. Collaborate with classroom teachers to embed ‘Support Considerations’ to ongoing classroom/grade-level ‘Interim Educational Opportunities’ 12. Prepare for and “attend” virtual/distance PPT meetings for students on your caseload when scheduled by the Special Education Office 13. Provide individual coaching and feedback to caregivers via phone and/or online format (video conference, email, etc), as appropriate 14. Teachers/BCBA will provide ongoing phone and/or online format consultation to caregivers with ABA/DTI support, as appropriate 15. Provide additional materials and resources as needed. Attendance at team meetings is strongly encouraged.
<p>Special Education Paraprofessional</p>	<ol style="list-style-type: none"> 1. Under the guidance and supervision of a certified faculty member, Paraprofessionals will, when appropriate: <ol style="list-style-type: none"> a. Collaborate with classroom teachers and case managers to provide support for students b. Participate in online professional development activities c. Complete tasks as requested by building principals 2. Paraprofessionals will communicate (email, Google Classroom, phone call, etc.) with Supervising Case Managers, as needed, Monday-Friday. 3. Paraprofessionals will check their work email at the start of each school day and at least once every afternoon. 4. Collaborate with other members of your team or within and across grade levels. Collaboration is key!

Speech and
Language
Pathologists
(SPL)

1. Communicate regularly with the subject/classroom teachers who teach the students on your caseload
2. Provide virtual support opportunities for students on your caseload/virtual service delivery
3. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided.
4. Prepare for and “attend” virtual/distance PPT meetings for students on your caseload when scheduled by the Special Education Office.
5. Communicate regularly with students and parents from your caseload
6. Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
7. Communicate and collaborate, as needed, with case managers and classroom teachers
8. Provide families/parents resources/lessons/activities to foster students’ speech and language development while at-home
9. Attendance at building level team meetings is strongly encouraged
10. Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for distance learning.
11. Some examples of learning activities include: (*not an exhaustive list)
 - a. Videos (via email, Google Sites, Google Classroom, etc.)posted videos should be no longer than 5-10 minutes
 - b. ZOOM video sessions (30 min. max)
 - c. Phone calls *use *67 to block your personal number
 - d. Learning websites (see resource on our shared Drive)
 - e. Learning Apps
 - f. Suggested daily schedule
12. Develop a weekly schedule of activities/supports during closure.

School Social
Worker

1. Communicate regularly with students on your caseload and/or their parents
2. Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
3. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided.
4. Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for distance learning.
5. Some examples of learning activities include: (*not an exhaustive list)
 - a. Videos (via email, Google Sites, Google Classroom, etc.) posted videos should be no longer than 5-10 minutes
 - b. ZOOM video sessions (30 min. max)
 - c. Phone calls *use *67 to block your personal number
 - d. Learning websites (see resource on our shared Drive)
 - e. Learning Apps
 - f. Social Stories, Kindness lesson, Social Skills videos
 - g. Suggested daily schedule
 - h. Daily living practice skills
6. Develop a weekly schedule of activities/supports during closure
7. Serve as a liaison for communication with students/families in crisis
8. Communicate and collaborate, as needed, with case managers and classroom teachers
9. Provide virtual support to students as needed in collaboration with families
10. Contact students who are not engaging in Distance Learning (absences)
11. Prepare for and “attend” virtual/distance PPT meetings for students on your caseload when scheduled by the Special Education Office.
12. Provide classroom teachers resources/lessons/activities to foster students’ social-emotional development
13. Attendance at team meetings as requested and at mental health team meetings.

<p>School Psychologists</p>	<ol style="list-style-type: none"> 1. Serve as a liaison for communication with students/families in crisis; maintain bank of social-emotional supports/lessons 2. Communicate with teachers and case managers so learning expectations can be adjusted, as needed 3. Communicate regularly with students and parents from your caseload 4. Communicate and collaborate, as needed, with case managers 5. Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload 6. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided. 7. Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for distance learning. 8. Some examples of learning activities include: (*not an exhaustive list) <ol style="list-style-type: none"> a. Videos (via email, Google Sites, Google Classroom, etc.) posted videos should be no longer than 5-10 minutes b. ZOOM video sessions (30 min. max) c. Phone calls *use *67 to block your personal number d. Learning websites (see resource on our shared Drive) e. Learning Apps f. Social Stories g. Social Skills videos, Kindness lesson h. Suggested daily schedule i. Daily living practice skills 9. Develop a weekly schedule of activities/supports during closure. 10. Collaborate with classroom teachers, as needed 11. Prepare for and “attend” virtual/distance PPT meetings for students on your caseload when scheduled by the Special Education Office 12. Provide classroom teachers resources/lessons/activities to foster students’ social-emotional development 13. Contact students who are not engaging in Distance Learning (absences) 14. Attendance at team meetings upon request and at Mental Health Team meetings.
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Physical
Therapy (PT)
and
Occupational
Therapy (OT)

1. Communicate regularly with students on your caseload and/or their parents
2. Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
3. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided.
4. Communicate and collaborate, as needed, with case managers and classroom teachers
5. Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for distance learning.
6. Some examples of learning activities include: (*not an exhaustive list)
 - a. Videos (via email, Google Sites, Google Classroom, etc.) posted videos should be no longer than 5-10 minutes)
 - b. ZOOM video sessions (30 min. max)
 - c. Phone calls *use *67 to block your personal number
 - d. Learning websites (see resource on our shared Drive)
 - e. Learning Apps
 - f. Suggested daily schedule
 - g. Daily living practice skills
7. Develop a weekly schedule of activities/supports during closure.
8. Prepare for and “attend” virtual/distance PPT meetings for students on your caseload when scheduled by the Special Education Office
9. Provide families/parents resources/lessons/activities to foster students’ gross motor and fine motor abilities
10. Attendance at team meetings is strongly encouraged.

<p>Board Certified Behavior Analyst (BCBA)</p>	<ol style="list-style-type: none"> 1. Communicate regularly with students and parents from your caseload 2. Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload 3. Complete the Service Documentation Log for each student on your caseload after each service provided and each parent contact. Each column of the grid must be filled in for each service provided. 4. Communicate and collaborate, as needed, with case managers and classroom teachers 5. Collaborate with multidisciplinary teams to create and monitor the implementation of comprehensive home-based Applied Behavior Analysis supports, as appropriate 6. BCBA's will provide student materials and parent friendly instructional protocols for key skills 7. Teachers/BCBA will provide ongoing phone and/or online format consultation to caregivers with ABA/DTI support, as appropriate. 8. Attendance at team meetings is strongly encouraged.
<p>Technology Department</p>	<ol style="list-style-type: none"> 1. Provide at least one device per household as requested and possible 2. Support faculty shifting to a distance learning environment 3. Provide written/video support to assist faculty using district identified resources 4. Troubleshoot interruptions in the Distance Learning 5. Assist in setting up staff and student accounts when appropriate

Teacher Guidelines for Distance Learning

Hours	<ol style="list-style-type: none"> 1. The workday will be 8:30 am - 3:15 pm for all staff 2. Teachers will check their email a minimum of three times a day
Online Hours	<ol style="list-style-type: none"> 1. Be available to support students via email and/or digital platforms within 24 hrs during scheduled school days 2. Attend meetings with Team and/or Administration
Feedback	<ol style="list-style-type: none"> 1. Provide timely feedback, as it is essential to student learning; this is especially important in online learning environments 2. Actively respond to questions and communications from students/families
Instruction	<ol style="list-style-type: none"> 1. Use district approved curriculum and resources to deliver instruction with a focus on equitable access 2. Follow the guidelines for time and schedule provided by the district based on your grade level and subject area 3. Ensure that differentiation is provided to meet all students' needs (including accommodations and modifications in compliance with IEP and 504 plans) 4. Consider how to use gradual release of responsibility to enhance learning for students 5. Collaborate with your grade level colleagues, unified arts, and specialists regularly to plan instruction 6. Use assessments only as necessary to drive instruction
Deadlines	<ol style="list-style-type: none"> 1. Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students. Be flexible and consider different needs. 2. All weekly assigned student work should be completed in a timely manner. Support students who are struggling with this. 3. Make sure that all directions for tasks are clear and detailed 4. Share the entire week of assignments by 9:00 AM Monday of that week
Offline Work	<ol style="list-style-type: none"> 1. Avoid requiring printing. All tasks will be completed on a device or uploaded as a picture

	<ol style="list-style-type: none"> 2. Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
<p>Online Learning Environment</p>	<ol style="list-style-type: none"> 1. Use district supported platforms such as Google Classroom, Google Sites (preK-K), online textbooks, Google Drive, etc. 2. A video greeting and/or lesson should be uploaded at least once a week to promote community and guide/deliver instruction 3. Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area
<p>Synchronous Learning</p>	<ol style="list-style-type: none"> 1. Create situations for students to interact with you and one another through Google Meet, responses in Google Classroom, Zoom, Shared Google Docs, Google Sites (preK- K) 2. All video synchronous learning opportunities should be recorded and posted for students who are unable to make the live session (see Student Privacy/No Photo List guidelines above) 3. Students should be reminded of proper video conferencing guidelines and etiquette including dress code, appropriate location, background, earbuds

Brooklyn Public Schools Students and Families Guidelines

The transition to Distance Learning could be challenging for students and families. Students and families will need to think differently about how to best support their learning; how to create structures and routines that foster success; and how to monitor and support growth. Some students will thrive with this model of learning, while others may struggle. If parents/guardians have concerns about their child's mental health or safety, they should contact 911 or 211. The guidelines provided below are intended to help students and families think about what they could do to find success in a home schooling environment.

1. **Establish routines and expectations:** Students and families should do their best to establish routines and expectations for continued learning. Brooklyn Public Schools would encourage students and families to establish times to complete school work and keep routines as typical as possible. Students should move regularly and take breaks as they complete work.
2. **Define the physical space for learning:** Students and families are encouraged to establish a space/location where students can learn best. Create or identify a comfortable, quiet space in your home where students can work effectively and successfully without interruption.
3. **Monitor communications from teachers, principals, and district administrators:** The home/school connection continues to be of utmost importance. Teachers will communicate with students and families primarily through email and/or Google Classroom. The frequency and detail of these communications would be determined by grade-level. Families should regularly check online platforms to check for announcements and feedback from your teachers. School Messenger and Brooklyn's *new* Brooklyn Public Schools Facebook page are two excellent outlets for ongoing communication from the district. Brooklyn Public Schools would also encourage students and families to reach out to their teachers with any questions or concerns. Parents, please be aware that if you receive a blocked call, it may be an employee from the school district trying to reach you through their personal device, using the *67 feature.
4. **Begin and end each day with a check-in:** In the morning, students and families should discuss what they'll be learning. They could: identify goals, how they will spend their time, determine what resources they require, and plan for any support they may need. This brief grounding conversation matters. It allows students to process the instruction that has been/will be shared. It helps to stay organized and set priorities.
5. **Actively and collaboratively work to process learning:** We learn best when we have opportunities to process our learning with others. Beyond the check-ins recommended at the start and end of each day, students and families should regularly engage in discussion about what they're learning.
6. **Establish times for quiet and reflection:** A significant challenge for families with multiple children may be how to manage all of their children's needs, especially when those children may be different ages and have different needs. There may be times when siblings would need to work in different rooms to avoid distraction. Families may even experiment with noise-cancelling headphones to block out distractions.
7. **Encourage physical activity and/or exercise:** Remember to move and exercise! This is vitally important to health, well-being, and learning.
8. **Remain mindful of potential stress or worry:** It is imperative for students and families to help manage the worry, anxiety, and range of emotions they may experience. Students feel anxious, whether they admit it or not, and need as much of an expected routine as possible. Families may reach out to school social workers and/or psychologists for additional support.

9. **Monitor how much time is being spent online:** Brooklyn Public Schools does not intend for students to be staring at a computer screen for 7-8 hours a day. Principals, teachers, and/or Brooklyn staff will periodically check in to assess and receive feedback about what you may be seeing at home and what may need to be adjusted. We thank you in advance for your patience and partnership.
10. **Stay social, but set rules around social media interactions:** Families should help maintain contact with friends as appropriate, adhering to safe social-distancing practices. We would encourage parents/guardians to monitor social media use, especially during an extended school closure.

Family/Parent Roles and Responsibilities

Provide support for your children by:

1. Establishing routines and expectations
2. Defining the physical space for your child to study
3. Monitoring and/or engaging in communications from your child's teachers
4. Beginning and ending each day with a check-in
5. Taking an active role in helping your child process his/her learning
6. Establishing times for quiet and reflection
7. Encouraging physical activity and/or exercise
8. Remaining mindful of your child's stress or worry
9. Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, resource or academic concern	the relevant teacher
a technology related problem or issue	kelleher@brooklynschools.org or ngeeza@brooklynschools.org
a personal, health or social-emotional concern	BES Social Worker: weitknecht@brooklynschools.org BMS Social Worker: malone@brooklynschools.org BPS School Psychologist: anderson@brooklynschools.org BES Nurse: brennan@brooklynschools.org BMS Nurse: macfarland@brooklynschools.org
other issues related to distance learning	the school principal or assistant principal
special education/504 programs and support	special education/504 case manager

Student Roles and Responsibilities

Actively engage in distance learning by:

1. Monitoring online platforms daily
2. Establishing daily routines for engaging in the learning experiences
3. Identifying a space in your home where you can work effectively and successfully
4. Identifying a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible
5. Being responsible for independent learning and maintaining a positive growth mindset
6. Engaging in all learning with academic honesty
7. Being an advocate and communicating with your teachers if you cannot meet deadlines or require additional support
8. Complying with School Internet Safety policies including expectations for online etiquette including school dress code, appropriate location such as a table, neutral background, earbuds

For questions about...	Contact
course, assignment, resource, or academic concerns	the relevant teacher
technology related problem or issue	the relevant teacher
personal, social-emotional or health concern	BES Social Worker: weitknecht@brooklynschools.org BMS Social Worker: malone@brooklynschools.org BPS School Psychologist: anderson@brooklynschools.org BES Nurse: brennan@brooklynschools.org BMS Nurse: macfarland@brooklynschools.org
special education/504 programs and support	special education/504 case manager

Brooklyn Public Schools

119 Gorman Road, Brooklyn, CT 06234
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Passive Consent Notice

Dear Parents and Guardians,

During the period of school closure, due to the health emergency related to COVID-19, the Brooklyn Public Schools will be providing a continuity of educational opportunities to meet the needs of all of our students to the greatest extent possible, including students with disabilities. We will be providing instruction and services through a variety of methods including group formats such as video conferencing, SeeSaw, Zoom, Google Sites, Google Classroom, and Google Hangouts. In some cases, instruction and services may be provided in a small group setting with multiple students participating in the video conference format. Please note this correspondence refers to any and all general education and special education related virtual settings your child may be participating in.

The names and images of students may be visible to the teacher and/or other participating students. Parents are encouraged to have their students participate in a location that is quiet and free of distraction, to the best of your ability. To protect student confidentiality, other individuals in the home are not permitted to participate in or be visible on video, or otherwise observe online sessions, other than to provide reasonable adult supervision of the student. Parents and students are prohibited from recording video conferencing sessions. All individuals shall comply with relevant Brooklyn Board of Education policies, including but not limited to those concerning the confidentiality of student records and acceptable use of district computer systems.

Student privacy and the confidentiality of student information is of utmost importance. Parents are reminded, however, that the District is not in direct control of individual homes of participating students. If you do not wish for your child to participate, please send an email to your child's principal (BES: Graef@BrooklynSchools.org) (BMS: Tamsin@BrooklynSchools.org) with a brief note to opt-out. In the opt-out email, please include your name, your child's name, your child's school and the reason you are opting out. Please note that these video-based supports, including special education and/or related services may not be able to be delivered in any other manner during the period of school closure.

Thank you,

Patricia L. Buell
Superintendent