



Brighter Choice

CHARTER ELEMENTARY SCHOOLS

for Boys & Girls

Brighter Choice Charter School Emergency Remote Instruction Plan

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how scholars will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of our schools' safety plan, which is reviewed annually by building administrators, adopted annually by the BCCS Board of Trustees and submitted to the New York State Education Department.

Plan	Description
Communication	<ul style="list-style-type: none">• BC will use existing internal and external communications channels to notify staff, scholars, and families/caregivers about remote learning schedules with as much advance notice as possible.• The communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to scholars and families who need them along with procedures for picking up and dropping off academic work packets/materials.• Initial communication will be sent via mass communication system if it impacts all classrooms. If it is only a singular or small number of classrooms the schools' administration will contact families.• BC will provide scholars and their families with multiple ways to contact schools and teachers during remote learning, including teacher emails, phone calls, Remind app, Class Dojo, etc.
Device, Internet, and Platform Access	<ul style="list-style-type: none">• To support remote learning, BC will make computer devices available to all scholars. Families will be required to pick up devices at the school at assigned times.• To the extent possible, BC will also support scholars and families with accessing the Internet at home. BC, based on survey results and parent/ guardian communication, will provide hot spots to families that need Wi-Fi access.• BC will assess scholars' individual learning needs to determine whether in-person learning is an option. Other methods that will be considered include the delivery of hard-copy materials to the scholar's home.• In cases when a student, due to their documented needs, is unable to access instruction through digital technology, school's Intervention Coordinator will work directly with guardians to determine the best way to

	<p>deliver instruction, whether it be through packets and phone calls or individual/small group video conferencing, or in person on campus.</p> <ul style="list-style-type: none"> • BC will also work to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instructions. • To ensure high-quality remote learning experiences, BC has standardized the use of a single online learning platform, Zoom, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with scholars. Teachers have engaged in PD sessions about the effective use of this platform and its features. Other supplemental tools will be used to support with engagement and monitoring scholars while online.
Teaching and Learning	<ul style="list-style-type: none"> • Our schools have developed an emergency remote instructional framework that would support scholars learning remotely. • Certain groups of scholars will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, scholars with an IEP and English language learners. • Content will be prioritized to ensure that scholars receive instruction for prioritized learning standards, key understandings, and skills necessary for scholars' success in future study. • Instruction will focus on "core" subject areas and special content areas. All instruction will continue to be aligned to the New York State Learning Standards. • Virtual learning schedules will be developed by schools' administration. If an emergency requires BC to move to virtual learning, these schedules will be shared with scholars and families in accordance with the communication strategies outlined earlier in this plan. Scholars will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their scholars are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

	<ul style="list-style-type: none"> • Academic packets for instructions will be available for pick-up at the school or on the schools' website.
Support Services	<ul style="list-style-type: none"> • Based on the learning model we have developed, scholars with disabilities and/or an Individualized Education Plan (IEP) will continue to receive support services in accordance with their individualized education plans should remote learning become necessary. • It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support scholars as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings, as necessary.
Scholars' Attendance	<ul style="list-style-type: none"> • Attendance will be taken daily and will be recorded for engagement in assignments and live sessions.