



**BROOME STREET  
ACADEMY  
CHARTER HIGH SCHOOL**

**2026-2027**

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**Remote Learning Plan**

**DRAFT**

## **I. Purpose and Alignment**

The Remote Learning Continuity Plan outlines Broome Street Academy's (BSA) systems, structures, and safeguards for ensuring uninterrupted learning during emergency conditions requiring temporary school closure. The plan aligns with the NYSED/DOE Emergency Remote Instruction Guidance, with emphasis on:

- Continuity of instruction
- Equitable access to technology and the internet
- Synchronous learning as the instructional core
- Full compliance for Students with Disabilities and English Language Learners
- Consistent communication with families
- Alignment with BSA's mission: preparing students for post-secondary readiness

## **II. Technology Access & Infrastructure**

### **1. Student Devices**

To ensure equitable access:

- Every student is guaranteed access to a Chromebook or iPad for remote learning. (\*Needs review)
- Students are required to take devices home daily during periods of heightened risk or anticipated closures.
- Device usage adheres to BSA's Acceptable Use Policy.

### **2. Internet Connectivity (\*Needs review)**

Per NYSED/DOE guidance, families without internet access will receive assistance through:

- No- or low-cost Wi-Fi programs
- Community Wi-Fi access points
- DOE-supported LTE-enabled hotspots when feasible

Families identified through a Survey will receive priority outreach for connectivity support.

### **3. Technology Support**

- Staff continue using BSA-issued laptops for all remote instruction.
- Technology support is available remotely through BSA technicians and DOE support staff.
- Essential staff onsite during closures may include: Head of School, Directors, Operations, Security, and Custodial personnel.

## **III. Remote Instruction Schedules**

### **1. Instructional Hours**

In compliance with NYSED/DOE time requirements:

- Grades 9–12: **5.5 hours** of instructional time per day

- Instructional minutes mirror students’ in-person schedule

**2. BSA Full-Day Remote Schedule (Grades 9–12) (\*Needs review and adjustments)**

*(Adapted and updated from BSA’s prior remote schedule)*

<b>Period</b>	<b>Time</b>	<b>Length</b>
Period 1	8:20–9:05	45 mins
Period 2	9:15–10:00	45 mins
Period 3	10:10–10:55	45 mins
Period 4	11:05–11:50	45 mins
Period 5	12:00–12:45	45 mins
Period 6	12:55–1:40	45 mins
Period 7	1:50–2:35	45 mins
Period 8	2:45–3:30	45 mins

<b>Period</b>	<b>Start</b>	<b>End</b>
1st Period	9:00 AM	9:45 AM
2nd Period	9:48 AM	10:33 AM
3rd Period	10:36 AM	11:21 AM
4th Period	11:24 AM	12:12 PM
Lunch	12:12 PM	12:57 PM
5th Period	1:00 PM	1:45 PM
6th Period	1:48 PM	2:33 PM
Individual Support Time	2:36 PM	3:21 PM

## **IV. Instructional Expectations**

### **1. Synchronous Instruction (Primary Mode)**

NYSED/DOE requires synchronous instruction as the main modality during emergency remote learning. Teachers must:

- Provide live instruction via Zoom/Teams/Google Meets for every scheduled period
- Use the BSA Phase 2 Lesson Plan Turnaround framework
- Begin each class with direct instruction
- Incorporate checks for understanding (CFUs) during:
  - Direct instruction
  - Guided practice
  - Independent practice
- Provide structured support for students needing remediation or acceleration

### **Standard BSA Remote Lesson Flow (45 minutes)**

- **15 min** – Direct Instruction
- **30 min** – Guided practice, small groups, independent practice, SPED/ELL supports

### **2. Asynchronous Instruction (Supplemental Only)**

- Assignments posted daily in Google Classroom by **8:00 AM**
- Asynchronous tasks reinforce—not replace—live instruction
- Students lacking digital access receive printed materials or manipulatives

## **V. Students Without Digital Access**

For students who cannot engage digitally:

- BSA will provide printed packets, books, manipulatives, and work kits
- Teachers may conduct supplemental 1:1 phone check-ins
- Paraprofessionals will support students during designated times
- Materials mirror the content taught in synchronous instruction

## **VI. Special Education (IEP) Services (\*Needs review)**

BSA will continue providing a **Free Appropriate Public Education (FAPE)** during emergency remote instruction, in full compliance with NYSED/DOE.

- IEP services are delivered synchronously whenever possible
- Related service providers (Speech, OT, PT) deliver teletherapy with parent consent
- Paraprofessionals support students in breakout rooms
- Providers maintain regular communication and documentation
- IEP goals are addressed during every session
- Annual reviews and IEP meetings continue via Zoom

## **VII. English Language Learners (ELLs)**

BSA's ELL supports include:

- Small-group and individual instruction
- Increased communication with families in home languages
- ESL teacher office hours
- Virtual workshops for ELL families
- Translation and interpretation for all major announcements

## **VIII. Attendance & Grading**

### **Student Attendance**

Attendance is based on:

- Zoom presence with camera on at the start of class for verification
- Participation in synchronous sessions
- Second-period attendance remains the official attendance of record

Attendance codes:

- **Present**
- **Late**
- **Absent**

### **Assignments & Grading**

- Students may make up missed assignments without penalty when absences are excused
- Teachers must post grades, feedback, and missing work notifications weekly

## **IX. Communication with Families**

Communication platforms include:

- ParentSquare
- School website
- Email and text
- Robocalls
- Google Classroom announcements

All messages will be available in English and Spanish; additional languages upon request.

Parents receive:

- Transition timeline
- Technology pick-up information
- Schedules and expectations
- SPED/ELL service details
- Meal distribution site information

## **X. Student Learning & Progress Monitoring**

Teachers monitor student learning using:

- Daily exit tickets

- Formative assessments
- Participation metrics
- Teacher notes
- Family feedback
- Benchmark and Regents-aligned assessments

Teams adjust instruction accordingly:

- Scaffolding
- Acceleration
- Enrichment
- Targeted interventions

## **XI. Digital Safety & Digital Security**

To ensure a safe learning environment, teachers must:

- Enable waiting rooms
  - Verify student identity with the camera upon entry
  - Use secure passcodes
  - Lock Zoom/Teams/Google Meets rooms after class begins
  - Record sessions for safety and documentation (stored in DOE cloud)
  - Remove disruptive participants and notify Deans + caregivers
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- Set default mute-on-entry

Profile photos must be appropriate and aligned with BSA norms.

## **XII. Review & Updating of Plan**

This plan will be reviewed annually, or sooner if:

- NYSED/DOE updates guidance
- BSA changes to instructional models
- Feedback from families and staff indicates needed revisions