

Bungay Elementary School

"Children First"

Bungay is C.A.R.I.N.G.!

Courteous –Achieving- Responsible- Interested-Neighborly-Growing



A Resource: Distance Learning Information for Students & Parents

Dear Families,

Our teachers have been working very hard in preparation for the “first day” of distance learning. We are all extremely grateful for the support from our parents in preparation for this “first day.” We will continue to provide support to you and your child!

If you have any questions, please reach out.

Sincerely,

Mary Sue Feige, Principal msuefeige@seymourschools.org

Lauren Reid, Assistant Principal lreid@seymourschools.org



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District Plan for Digital Learning:

We want all to know, that Seymour Public Schools recognizes this is a concerning time for all and that no digital plan will ever replace your child's teacher. However, we have to move forward the best way that we can so that our students can continue to learn and grow. This being the case, it is not our intention for our students to be staring at a computer screen for 7-8 hours a day. Our students in grades K-12 should have approximately four hours of work each school day in order to keep them focused and to continue their learning the best way possible. All administrators, teachers, and support 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 want to thank you in advance for your patience and partnership! While this may change when we receive further guidance from the Commissioner of Education, here is the plan that we will use.

1. The student day would be a shortened day, however, staff would be working a full day to support student distance learning. The student day would be planned for approximately:
 - a. Up to 4 hours per day for Kindergarten to Grade 12. Our learning goals will focus on the application of critical skills and core content objectives. The activity will also be designed to maximize the likelihood that students can complete the activity with independence as this will minimize the number of challenges for parents during this emergency period. This will also promote students being self-directed learners, which is an important 21st-century skill. However, our teachers and staff will be available from 8:00 am – 2:00 pm to respond to student or parent questions that arise.
1. The implementation of this plan signifies a significant emergency. Please note that during this time of remote learning, students will be expected to be actively engaged in school work during the school day which will occur between the hours of 8:00 am - 2:00 pm.
2. During this time, kindergarten and grade one teachers have created a parent portal that may be accessed through the parent portal - **PreK-1 Distance Learning: [Parent Portal](https://www.seymourschools.org/parent-portal)**
3. Teachers in grades 2-5 will be active in the Google classrooms to assign tasks, communicate with students, and monitor student learning. Teachers will be available on

a daily basis to assist students in their learning as well as communicate to families. Students in Grades 2-5 should check Google Classrooms to receive assignments, participate in online discussions, and assessments.

Classroom Teachers will:

All Teachers (Including UA & Long-term substitutes): Design and provide access to meaningful instruction based on the course curriculum.

- Assignments may include, but are not limited to, mini-lessons, readings, discussion board activities, Google Docs, PDFs/handouts, and classroom meetings using Google Hangouts/Google Meet
- Be available during the day from 8 am to 2 pm to respond and communicate with students for the purpose of clarifying, providing student feedback, and instructional support.
- Monitor student progress and provide feedback.
- Grade student work and post grades to PowerSchool.
- Record student attendance (see attendance guidelines below).
- Support all students' learning needs in consultation with support staff, unified arts, school counselors, and administrators.
- Will be available from 8:00 - 2:00 in order to answer any questions that students may have on their assigned work as well as to grade any assigned work posted to students.

K-1:

- **PreK-1 Distance Learning: [Parent Portal](https://www.seymourschools.org/parent-portal)** <https://www.seymourschools.org/parent-portal>
- Teachers will create google documents outlining the daily/weekly lesson plans. Teachers will share these google documents with parents, special education, SRBI, administration and other relevant staff.
- Lesson outlines will include lessons, links, and resources for students. Student account information should also be shared with individual families.
- Teachers are asked to include information provided by the Unified Arts team in their google documents
- Teachers will assign work, provide feedback, and collect evidence of student learning.
- Teachers will continue to communicate with parents through email and communication apps (Remind).

2-5:

- Teachers will create Google Classrooms to post daily assignments, lessons and resources. Teachers will invite students and parents to join their classroom.
- Teachers will invite special education, SRBI, administration and other relevant staff. Staff members can be added to view the class or as a teacher.
- Lesson outlines will include lessons, links, and resources for students. Student account information should also be shared with individual families.
- Teachers will assign work, provide feedback, and collect evidence of student learning.
- Teachers will continue to communicate with parents through email and communication apps (Remind101 or Living Tree).

UA:

- For grades kindergarten and grade one, please send the lessons/plans to the teachers to be included in their classroom page.
- Using Google classroom, please send all your students in grades 2-5 weekly online digital resources/lessons. Please follow-up with your students and provide ongoing feedback and assessments.

SRBI/LAC:

- They will also be available from 8:00am - 2:00pm daily in order to answer any questions that students may have on their assigned work. They will be expected to work to support the classroom teachers with resources and to support assignments with students.

SPED/BCBA:

- These teachers should review the assigned work by the classroom teachers and make modifications as needed for the students that they work with and share differentiation ideas. They will also be available from 8:00am - 2:00pm daily in order to answer any questions that students may have on their assigned work. They will work directly with students and have their own way to provide/suggest assignments toward IEP goals and communicate with parents about student progress.

School Counselor/Psychologist/SLP:

- Will be available from 8:00 - 2:00 in order to speak to students and/or parents that have any questions or concerns.

Special Education Teachers and Certified Support Staff will:

- Maintain IEPs and communicate directly with families as needed.
- Communicate regularly with school personnel to support learners.
- Keep up to date with goals and data collection to complete progress reports.
- In collaboration with general education teachers modify assignments as needed per IEPs.
- Create and maintain Google Classrooms with assignments specific to goals/objectives
- Certified Support Staff
 - Conduct sessions and support the classroom teacher along with follow up activities through Google Classroom and the Parent Portal

Parents will:

- Develop a realistic, yet flexible, schedule for completion of school work.
- Create a dedicated school workspace.
- Assist with technical issues to ensure online activities can be accessed.
- Support at home learning as much as possible.
- Regularly check email and Google Classroom in order to receive important updates.
- Monitor the completion of work through Google Classroom.
- Communicate to your child that work assigned by teachers is not optional; the expectation is that assigned work will be completed.

- Contact classroom Teachers, School counselors, Special Education teachers, the School Psychologist and/or Administrators when you or your child is in need of assistance.
- **Understand that taking pictures of or recording online classroom activity is not permissible. The classroom is a private place which should not be recorded. Any recording visually or auditorily may infringe on the privacy of both teacher and students.**

Successful implementation of the Interim Learning Plan will depend greatly upon parent support and engagement, regardless of the age of the students. While parents will not be expected to take the place of the teacher, it is critical that parents consistently remind students that the learning which takes place at home is as important as the learning that takes place in the classroom. We need your partnership in order to effectively provide instruction during any prolonged absence.

Communicating With Your Teacher

If you have a question about an assignment or need to communicate with a teacher/staff regarding any aspect of the Interim Learning Plan, use Google Classroom or the teacher's district email listed below.

Teacher/Staff	Email Address	Teacher/Staff	Email Address
Kimberly Barton/SRBI Mathematics	kbarton@seymourschools.org	Megan Heinisch/Grade 1	mheinisch@seymourschools.org
Rebecca Bennett/School Nurse	rbennet@seymourschools.org	Nicole Hiscock/Grade 5	nhiscock@seymourschools.org
Thomas Bennett/School Resource Officer	tbennett@seymourschools.org	Jennifer Karpovich/Speech and Language Pathologist	jkarpovich@seymourschools.org
Dawn Black/Special Education REACH	dblack@seymourschools.org	Angela Klimaytis/Music	aklimaytis@seymourschools.org
Cynthia Botti/Grade 4	cbotti@seymourschools.org	Mallory Knutson/Grade 3	mknutson@seymourschools.org

Kris Boyle/Special Education Director	kboyle@seymourschools.org	Charles Kochan/BCBA	ckochan@seymourschools.org
Cynthia Brooks/Director of Food Services	cbrooks@seymourschools.org	Karen Leeper/Administrative Assistant	kleeper@seymourschools.org
Corey Chapin/Art Teacher	cchapin@seymourschools.org	Angelique McAuliffe/Grade 3	amcauliffe@seymourschools.org
Christopher Cummings/Grade 4	ccummings@seymourschools.org	Michael Milia/Grade 3	mmilia@seymourschools.org
Jaclyn De Loma/Library Media Specialist	jdelloma@seymourschools.org	Carolyn Mucci/Reading and Language Arts Consultant	cmucci@seymourschools.org
Debra Durette/Grade 5	ddurette@seymourschools.org	Stephanie (Slie) Newman/Kindergarten	sslie@seymourschools.org
Sharon Ewaskie/Administrative Assistant	sewaskie@seymourschools.org	Noelle Oberdick/Grade 1	noberdick@seymourschools.org
Mary Sue Feige/Principal	msuefeige@seymourschools.org	Leslie Olson/Special Education-Wilson	lolson@seymourschools.org
Jennifer Florin/Grade 2	jflorin@seymourschools.org	Olethea Ouellette/School Counselor	ouellette@seymourschools.org
Jaclyn Freddino/Grade 2	jfreddino@seymourschools.org	Lauren Reid/Assistant Principal	lreid@seymourschools.org
Kimberly Freeman/SRBI Lang. Arts	kfreeman@seymourschools.org	Deborah Ricard/Special Education Grades 4-5	dricard@seymourschools.org

Kathleen Furino/Grade 2	kfurino@seymourschools.org	Michelle Strumello/Grade 1	mstrumello@seymourschools.org
Chloe Germain/School Psychologist	cgermain@seymourschools.org	June Tema/Kindergarten	jtema@seymourschools.org
Meghan Goletz/Grade 3	mgoletz@seymourschools.org	Jeannine Weaver/Special Education K-1-2-4	jweaver@seymourschools.org
Bryan Grant/Computer Teacher	bgrant@seymourschools.org	Danielle Westervelt-Crane/Special Education-Grade 3	dwestervelt-crane@seymourschools.org
Katelyn Greene/Grade 3	kgreene@seymourschools.org	Kristine Yoxall/Grade 5	kyoxall@seymourschools.org
Maureen Hein/Grade 4	mhein@seymourschools.org	Nicole Yustin/Kindergarten	nyustin@seymourschools.org

Attendance

Teachers

- Attendance in the Interim Learning Plan is defined as “working on or completing assigned material”. If students do not complete the assigned learning task within the allotted time, they will be marked absent from the class.
- Learning tasks include, but not limited to:
 - Google check-in forms
 - Assignments due on that day
 - Questions to answer on Google Classroom
 - Participation in an online discussion
 - Google Form requesting receipt of assignment or instructions
 - Class participation during the scheduled class time
- The names of students who have not participated in the provided educational program should be communicated to the administration and to the school counselor/school psychologist.

Parents

- A student is defined as absent if the student fails to work on and/or complete the teacher’s assignments in the allotted time.

- Parents do not need to call if their child is unavailable for the designated class time, as long as the student completes the assignment.

School Counselor and/or School Psychologist

- Communicate with the families of the students who have not participated in **three** or more assignments.

What Happens During School Day?

- Teachers will be designing a maximum of 3-4 hours of work for each day.
 - Work, as determined by the teachers, may include activities done at the time of class as well as activities done on their own time to add up to 3-4 hours each day.
 - Teachers may choose to post each time a class meets or post materials in advance as long as directions and due dates are clearly given.
- Teachers will be available from 8 am to 2 pm which is when students can reasonably expect teachers to be available to answer questions and provide feedback on class assignments.
- Students must communicate with their teachers if there are circumstances that limit their ability to be on the computer during the school day or to complete work on time.

Assessments

- Grades from assessments will be entered into PowerSchool.
- Students will be asked to demonstrate what they have learned through a variety of activities.
- Assessments may include the use and application of outside resources (internet, notes, collaboration with peers), since these will likely be available to students as assessments are assigned and completed.
- Performance-based assessments that ask students to demonstrate higher-order thinking skills and an application of knowledge are encouraged.
- Individual and group assessments can be expected.

Student and Teacher Support - Bungay Elementary School

- All school personnel are available to both students and parents for support and guidance.
 - Administration:
 - Principal: Mrs. Mary Sue Feige msuefeige@seymourschools.org
 - Assistant Principal: Mrs. Lauren Reid lreid@seymourschools.org
 - Special Education Director: Dr. Kris Boyle kboyle@seymourschools.org
 - School Counselors: Ms. Olethea Ouellette ouellette@seymourschools.org
 - School Psychologists: Ms. Chloe Germain cgermain@seymourschools.org
 - Reading and Language Arts Consultant cmucci@seymourschools.org
 - SRBI Intervention: Kim Barton kbarton@seymourschools.org
Kim Freeman kfreeman@seymourschools.org
 - School Nurse: Mrs. Rebecca Bennett rbennett@seymourschools.org
 - IT Technology: Mr. Derrick Martin dmartin@seymourschools.org

Mary Sue Feige

msuefeige@seymourschools.org

Bungay Elementary School Principal