

District Remote Learning Plan

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This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. As a requirement of P.L.2020, c.27, this law and the plan provides for the continuity of instruction in the event of a public-health related district closure, in addition to COVID.

Introduction

LEAP Academy's vision— "To prepare the future global citizens" has embedded in its normal structure, the integration of innovation as a main feature of its DNA. It is clear that this pandemic has totally disrupted an education system that many affirm that it has lost relevance. In his book, 21 Lessons for the 21st Century, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and traditional learning modes that have not advanced at the same pace of knowledge. LEAP's approach to learning is one that embeds important 21st century skills such as critical thinking and adaptability, which will be more important for success in the future. Therefore, as the school copes with this public health crisis, we are focusing on taking bolder steps to make e-learning part of a 'new normal'.

Capitalizing on the use of technology for teaching and learning is one of the cornerstones of LEAP Academy from inception and therefore, the school capitalized on many of its strengths, like 1-1 technology access for all of its students, during remote instruction all students take their devices home and any student without internet connect is provided with a school issued hotspot. Teachers that have been trained on how to integrate technology in the lessons and school platforms that can support online learning, like CANVAS, and Schoology. What began as a temporary rapid response in mid-March 2020 has evolved in a permanent approach through the end of the 2020-2021 school year. Further, it has awakened our collective awareness of the need for adopting and embedding into our school's systems stronger technology and virtual learning elements that can sustain the school through uncharted territory as we re-open our schools in Fall 2021.

This Remote Learning Plan responds to this transition from a temporary endeavor to a more permanent modality of instruction as the state has extended school closures and has laid out guidelines and expectations for our schools. The Plan also lays out the foundational elements that will guide our preparedness for the 2021-2022 school year as we all take a concentrated review of our systems, instructional approaches, work with special needs and ESL students, work to engage families, our technology investments, our systems for Social Emotional Learning and our approach for supporting teachers.

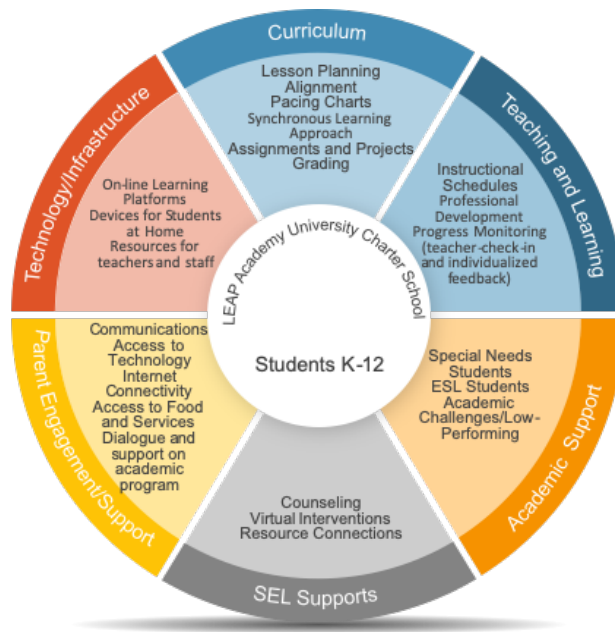
Guiding Principles and Alignment with School Mission

The Remote Learning Plan that has been developed aligns with LEAP's foundational elements, as it builds on the school's mission, guiding principles and unifying themes. This is an important element, as our charter guides all of the school's decision making, innovative enhancements and missionary philosophy. LEAP's mission is to "enhance opportunities for the children and families of Camden through the collaborative design, implementation, and integration of education, health, and human services programs and through community development." That mission is sustained by a commitment to providing "Camden City students

with the knowledge and skills to pursue post-secondary education, while building and sustaining an environment where all members of the educational community are committed to continuous growth and development toward high academic standards and are partners in building a positive, collaborative and nurturing community and dynamic learning environment.” This Remote Learning Plan sustains this mission and enhances its applicability to virtual instruction as the school’s plans and implements its remote learning plan of action.

LEAP’s model builds on a commitment of ensuring the college preparation and completion for African American and Latino students who are poor and mostly first-generation college students. This academic focus has been sustained through four design elements: (1) LEAP has used the charter school approach as a platform for transforming educational options for parents and children in Camden City by improving education outcomes and establishing an organization that is entrepreneurial, efficient and highly accountable; (2) LEAP has adopted a rigorous curriculum that focuses on the STEM/STEAM (Science, Technology, Engineering, Arts and Technology) content areas that is taught using multi-disciplinary collaborations and is supported by opportunities for students to engage in active, integrated and self-directed learning across grade levels; (3) LEAP has embraced the importance of placing college and career readiness at the center of its organizational structure—one that encompasses high expectations for students, educators, and families; and (4) The LEAP model begins at infancy to ensure that children are part of a comprehensive educational pipeline that supports them into productive adulthood.

Based on LEAP’s foundational elements, mission and organizational structures, the Remote Learning Plan is comprehensive and addresses various areas that combine to support teaching and learning and generate good academic outcomes for the students from K-12. The elements that anchor this plan are:



At Leap Academy University Charter School we have taken an innovative approach to remote learning by blending synchronous and asynchronous instruction throughout the school day, catering to the developmental needs of all learners by integrating interactive technology and robust platforms that track student engagement and provide immediate feedback to families and teachers. Our teachers communicate to families directly through Schoology and Remind, starting the day with a morning message, a short reminder of the work of the day, and posting any community events of interest. Families can access these apps on any mobile device for easy and instantaneous access to their child’s teacher on a daily basis.

Leap teachers across the district use Schoology to house all lesson due dates, descriptions, course calendars and in OnCourse for daily grades for transparency and ease of access to families and students. During live lessons

teachers use various forms of formative assessment to keep students engaged remotely, such as zoom polling, Nearpod for live quizzes, google docs for live collaborative writing, YouTube for short informational video clips, Padlet for live bulletin board posts, and Edpuzzle or Schoology assessments for video viewing comprehension with embedded questions. Teachers model writing and mathematics by using Zoom's interactive whiteboard.

After the live lessons are complete the recordings are saved on the Schoology platform. At the K-3 level, teachers encourage students to watch teacher read-alouds on a school wide Padlet Bedtime Story initiative created by teacher leaders, where every teacher posts a video of themselves reading their favorite book to their students. At the 4-8 levels, teachers use a variety of assessment tools to gauge comprehension, including Schoology assessment quizzes, Padlet brainstorming and writing, SAAVAS textbook and ebook platform for reading comprehension, assessment tracking and chunking, and the newline boards or nearpod for interactive powerpoint assessments. Leap teachers are able to collect student assessment data through both the live synchronous lessons and the asynchronous lessons by using various edtech tools that provide valuable feedback on engagement, comprehension and on whether or not the students are meeting the learning targets set forth in the curriculum.

Our high school program is one that provides an opportunity for seniors to attend Rutgers and Rowan University.

At Leap, we believe is providing a differentiated model of remote learning that meets the needs of all learners, by providing a low stress and highly interactive environment that tracks student learning and behavior in a synchronous and asynchronous environment. Leap Academy is a leader in best practices in education technology, as evidenced by the emphasis we place on training our faculty in the collaborative integration of technology in all levels, our one to one tech model currently in place across the district, and the abundance of high quality student output remotely.

Summary

- K-12 students use one Learning management system (LMS): Schoology to take assessments, interact with teachers, classmates, and access class materials
- Teachers create engaging live lessons daily on zoom, utilizing breakout rooms for differentiation, the whiteboard feature for targeted instruction, polling apps like Socrative for informal, formative assessment, and apps like Edpuzzle for YouTube instructional video comprehension
- Teachers store instructional tutorials on Schoology platform for students and parents to access from home after the live lesson
- All formal and informal assessments are embedded on Schoology, with integrated access to a gradebook, with 100% transparency for the students and their families.
- Students build reading, writing and mathematics skills on virtual platforms while teachers evaluate their progress by considering the data pulled from periodic benchmark assessments
- Students interact meaningfully with peers through the use of integrated technology.

Effective Instruction

- Rooms are arranged to allow maximum student interaction within COVID guidelines by allowing students the opportunity to speak to each other through FlipGrid, an online interactive tool, and have meaningful discussions on Schoology discussion boards.

- There are instructional tools used by both students and teachers that are displayed on the Schoology home page and projected on the Newline board to facilitate learning, such as digital word walls, digital concept maps, digital data walls through Tableau, virtual and interactive bulletin boards on Padlet.
- There are digital spaces for student to student collaboration, such as Schoology synchronous discussion boards, FlipGrid synchronous video prompts, Padlet synchronous bulletin boards.
- There are opportunities for small group instruction on Let's Go Learn through zoom breakout rooms and access to digital classroom libraries through SAAVAS ebooks in ELA and Social Studies, or digital textbooks at the high school level.
- Classrooms are culturally responsive and reflective of our multicultural population with books written by African American, Latinx and LGBTQ authors digitally displayed on Schoology and SAAVAS ELA and Social Studies platforms.
- Differentiated instruction strategies such as student choice in reading selection, project based learning, and reflective writing are planned and delivered effectively to meet the needs of our diverse learners.
- Project Based Learning is integrated into lessons, adapting 21st Century skills by focusing on STEM and STEAM integration across content areas through STEMscopes digital curriculum.
- College readiness standards are evident in daily lesson planning and across all subject units
- Multiculturalism and diversity is embedded in lessons and resources to reflect our diverse population
- Teachers have access to lesson plans and resources using Schoology.
- Students engage with teachers on Schoology and zoom by submitting work, collaborating
- All content area teachers have been trained in using Sheltered Instruction Strategies (SIOP) to deliver effective instruction to all Tier 1 students.
- LEAP Remote instruction pedagogy uses multiple methods in short bites: google drive, padlet, polling, Schoology discussion boards, flipgrid, etc to engage learning and assess in multiple modalities
- Students are given a space where they are able to express their thoughts and feelings, have a sense of belonging, and the freedom to express their opinions in a safe environment.
- Teachers collect student assessment and feedback in multiple ways throughout the day
- Teachers are sensitive to the developmental needs and learning capacity of students by age as it relates to ability to sustain synchronous online learning.

Student Engagement

- A “Do Now” or “Bell ringer” is available immediately upon entering class for all students to complete, either on the smartboard or on the Schoology home page.
- Teachers will present the lesson content with visual images, text and movement, as part of an anticipatory set, followed by guided practice with the teacher, and then independent practice on zoom breakout rooms for differentiation.
- Formative Assessment is implemented throughout the period to gauge student understanding through polling on various apps, such as poll everywhere, socrative or zoom polling. Summative assessment is implemented in the form of common assessments every 10 weeks to measure growth over time.
- Responsive classroom techniques are integrated throughout the lesson, such as “morning meeting” where students “meet” on zoom and share good news, state the date, and review past information before going into the day’s agenda, “closing circle” where students summarize their class on zoom and then submit an “exit ticket” on Schoology or google forms to show what they have learned before leaving class for the day.
- Transitions between activities are seamless as students move from one activity to the next without disruption.
- Students complete an age and level appropriate amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.
- Teacher facilitates metacognitive problem solving by allowing students to think on their own.

- Students provide meaningful oral and/or written evidence to support their conclusion on google docs or Schoology assignments that are submitted electronically.
- Students respond to and build on their peers' opinions, ideas or answers on google docs on Schoology discussion boards.
- Students routinely provide constructive feedback to their classmates and respond logically with detail when a peer answers a question incorrectly, or when they disagree with the response by using Schoology discussion boards or FlipGrip.
- All or almost all students consistently try in earnest to complete academic work and answer questions, even if the work is challenging as evidenced by posts on Schoology and/or FlipGrid.
- Responsive classroom is implemented in all K-8 classrooms to promote 100% student engagement and a safe classroom community.
- Student Learning Objectives are posted on Schoology folders in student friendly terms, reviewed with the students and revisited by the teacher to ensure enduring understanding.

Assessment

At Leap Academy University Charter School we have taken an innovative approach to remote learning by creating a collaborative synchronous instruction model that is sustained throughout the school day, catering to the developmental needs of all learners by integrating interactive technology and robust platforms that track student engagement and provide immediate feedback to families and teachers. Our teachers use a combination of formative and summative standards-based assessment in our online platforms to document student learning and collect valuable data to improve instructional practices.

Leap teachers across the district use Schoology to house all lesson due dates, descriptions, course calendars and daily grades for transparency and ease of access to families and students. To make lessons interactive, our educators create daily live lessons on Zoom and invite students and their families to participate. During live lessons teachers use various forms of formative assessment to keep students engaged remotely, such as socrative or poll everywhere for instantaneous live polling, google docs for live collaborative writing, YouTube for short informational video clips, Padlet for live bulletin board posts, and Schoology pages for video viewing comprehension with embedded questions. Teachers model writing and mathematics by using Zoom's interactive whiteboard and differentiate instruction by inviting students to participate in zoom rooms. All of these technology tools allow the educators to assess the children across subject areas in reading, writing, listening and speaking skills. Formative assessments are an essential component in taking the pulse of the classroom, and checking for understanding in an asynchronous environment. All assessments are tied to unit level standards in each subject area.

After the live lessons are complete, the lesson recordings are saved automatically onto Schoology. At the K-3 level, teachers encourage students to watch teacher read-alouds on a school-wide Padlet Bedtime Story initiative created by teacher leaders, where every teacher posts a video of themselves reading their favorite book to their students. Students listen to the stories, and complete a storyboard picture summary, retell the story on audio, or finish the story with a different ending. Teachers assign the padlet as a listening comprehension exercise, and collect the student assessments to check for comprehension. Teachers also post interactive literacy and math lessons with formative assessments options from a variety of digital curriculum platforms, such as Let's Go Learn, STEMscopes, Imagine Learning, Learning A-Z, and SAAVAS.

At the 4-12 levels, teachers upload their video lessons to Schoology, and use a variety of assessment tools to gauge comprehension, including google forms quizzes, Schoology video comprehension quizzes, Padlet brainstorming and writing, google forms quizzes, actively learn ebook platform for reading comprehension, assessment tracking and chunking, and nearpod for interactive powerpoint assessments. Leap teachers are

able to collect student assessment data through the live synchronous lessons by using various edtech tools that provide valuable feedback on engagement, comprehension and on whether or not the students are meeting the learning targets set forth in the curriculum.

At Leap, we believe is providing a differentiated model of remote learning that meets the needs of all learners, by providing a low stress and highly interactive environment that tracks student learning and behavior in a synchronous and asynchronous environment. Teachers are able to assign summative assessments remotely through google classroom, canvas or class dojo by assigning a longer, more detailed project based assessment or reflection piece asynchronously. Students had time at home to work on the assignment before handing in electronically, and then to revise after receiving teacher feedback.

School Breakfast and Lunch Program

At Leap Academy Charter School we provide free breakfast and lunch to all students daily. During remote instruction, we will provide a meal pick up option from the High School cafeteria for all families on a daily basis and for parents that do not have transportation we will deliver meals to the home, as we did during the 2020-2021 school year.

Grade K-3: Remote Learning Expectations and Protocols

Daily Work Schedule

- Teachers begin homeroom/responsive classroom zoom meeting at 7:50am, where attendance is taken on OnCourse.
- Lower School teachers will check email and communicate with families during communication/grading time slots.
- Teachers will provide live lessons, targeted instruction support hours, attend grade level video zoom meetings and have an assigned meal period between 8:00 AM until 3:15 PM each day as assigned (see schedule below).
- Teachers will automatically post these recorded live lessons to their Schoology course pages.
- Teachers will post class times and zoom links for lessons to their Schoology course pages.
- Teachers will post times and the information for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
- The six special area teachers will cycle through each of the cohorts based on their daily rotation schedule. Reminders are sent through remind.com.
- Teachers will have common planning time every day in grade level teams.
- Teachers will have their common planning time period to respond to parent communications. All communications received by 3:00 pm from students/parents must be responded to within 24 hours.

Master Schedule by Grade

2021-2022 LOWER SCHOOL SCHEDULE							
Kindergarten Schedule							
Period	Instructional Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
BREAKFAST	7:30-7:50	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
HR	7:50-8:05	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING
P1	8:05-8:50	LITERACY/ TOOLS OF THE MIND	LITERACY/ TOOLS OF THE MIND	LITERACY/ TOOLS OF THE MIND	LITERACY/ TOOLS OF THE MIND	LITERACY/ TOOLS OF THE MIND	LITERACY/ TOOLS OF THE MIND
P2	8:50-9:35	S1 PHYS ED S2 MUSIC	S1 PHYS ED S2 MUSIC	S1 SPANISH S2 FAB/LAB	S1 SPANISH S2 FAB/LAB	S1 ART S2 HEALTH	S1 ART S2 HEALTH
P3	9:35-10:50	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS
P4	10:50-11:25	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING	LITERACY/ SOCIAL STUDIES/ SCI SKILLS BUILDING
P5	11:25-11:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P6	11:55-12:25	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS
P7	12:25-1:40	MATH	MATH	MATH	MATH	MATH	MATH
P8	1:40-2:25	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS
P9	2:25-2:55	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
P10	2:55-3:15	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM CLOSING CIRCLE/ DISMISSAL

2021-2022 LOWER SCHOOL SCHEDULE						
1st grade schedule						
Period	Instructional Minutes	Day 1	Day 2	Day 3	Day 4	Day 5
BREAKFAST	7:30-7:50	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
HR	7:50-8:05	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING
P1	8:05-9:40	LITERACY/ IRA/ SONDAY PHONICS SYSTEM	LITERACY/ IRA/ SONDAY PHONICS SYSTEM	LITERACY/ IRA/ SONDAY PHONICS SYSTEM	LITERACY/ IRA/ SONDAY PHONICS SYSTEM	LITERACY/ IRA/ SONDAY PHONICS SYSTEM
P2	9:40-10:25	S1 PHYS ED S2 MUSIC	S1 PHYS ED S2 MUSIC	S1 SPANISH S2 FAB/LAB	S1 SPANISH S2 FAB/LAB	S1 ART S2 HEALTH

P3	10:25-11:20	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS
P4	11:20-12:20	MATH	MATH	MATH	MATH	MATH
P5	12:20-12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P6	12:50-1:15	RECESS	RECESS	RECESS	RECESS	RECESS
P7	1:15-1:25	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS
P8	1:25-2:10	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS
P9	2:10-2:55	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE
P10	2:55-3:15	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL

2021-2022 LOWER SCHOOL SCHEDULE						
2 Grade Schedule						
Period	Instructional Minutes	Day 1	Day 2	Day 3	Day 4	Day 5
BREAKFAST	7:30-7:50	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
HR	7:50-8:05	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING
P1	8:05-9:40	LITERACY/IRA/ SONDAY PHONICS SYSTEM	LITERACY/IRA/ SONDAY PHONICS SYSTEM	LITERACY/IRA/ SONDAY PHONICS SYSTEM	LITERACY/IRA/ SONDAY PHONICS SYSTEM	LITERACY/IRA/ SONDAY PHONICS SYSTEM
P2	9:40-10:40	MATH	MATH	MATH	MATH	MATH
P3	10:40-11:25	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS	MATH/ CENTERS
P4	11:25-11:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P5	11:55-12:20	RECESS	RECESS	RECESS	RECESS	RECESS
P6	12:20-12:30	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS
P7	12:30-1:30	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS	WRITING/ CENTERS
P8	1:30-2:15	S1 PHYS ED S2 MUSIC	S1 PHYS ED S2 MUSIC	S1 SPANISH S2 FAB/LAB	S1 SPANISH S2 FAB/LAB	S1 ART S2 HEALTH
P9	2:15-2:55	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE	SOCIAL STUDIES/ SCIENCE

P10	2:55-3:15	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL	RESPONSIVE CLASSROOM/ CLOSING CIRCLE/ DISMISSAL
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2021-2022 LOWER SCHOOL SCHEDULE							
3 rd grade Schedule							
Period	Instructional Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
BREAKFAST	7:30-7:50	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
HR	7:50-8:05	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING	RESPONSIVE CLASSROOM MORNING MEETING
P1	8:05-9:45	SOCIAL STUDIES GROUP A-C-E	SOCIAL STUDIES GROUP A-C-E	SOCIAL STUDIES GROUP A-C-E	SOCIAL STUDIES GROUP A-C-E	SOCIAL STUDIES GROUP A-C-E	SOCIAL STUDIES GROUP A-C-E
P2	9:45-10:35	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E	LITERACY/IRA/ SONDAY PHONICS SYSTEM/ WRITING GROUP A-C-E
P3	10:35-11:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P4	11:55-11:25	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
P5	11:25-11:35	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS	RESPONSIVE CLASSROOMS
P6	11:35-1:15	MATH / MATH CENTERS GROUP A-C-E	MATH / MATH CENTERS GROUP A-C-E	MATH / MATH CENTERS GROUP A-C-E	MATH / MATH CENTERS GROUP A-C-E	MATH / MATH CENTERS GROUP A-C-E	MATH / MATH CENTERS GROUP A-C-E
P7	1:15-2:00	SCIENCE GROUP A-C-E	SCIENCE GROUP A-C-E	SCIENCE GROUP A-C-E	SCIENCE GROUP A-C-E	SCIENCE GROUP A-C-E	SCIENCE GROUP A-C-E
P8	2:00-2:20	RESPONSIVE CLASSROOM/ CLOSING CIRCLE	RESPONSIVE CLASSROOM/ CLOSING CIRCLE	RESPONSIVE CLASSROOM/ CLOSING CIRCLE	RESPONSIVE CLASSROOM/ CLOSING CIRCLE	RESPONSIVE CLASSROOM/ CLOSING CIRCLE	RESPONSIVE CLASSROOM/ CLOSING CIRCLE
P9	2:20-3:05	S1 PHYS ED S2 MUSIC	S1 PHYS ED S2 MUSIC	S1 SPANISH S2 FAB/LAB	S1 SPANISH S2 FAB/LAB	S1 ART S2 HEALTH	S1 ART S2 HEALTH
P10	3:05-3:15	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

K-3 SPECIAL AREA INSTRUCTIONAL SCHEDULE 2021-2022	
PERIOD	
7:45-8:05	LATE ARRIVAL ASSISTANCE
8:05-8:50	SPECIAL AREA TEACHER'S CPT
8:50-9:35	KINDER SPECIALS
9:40-10:25	1st GRADE SPECIALS
10:25-10:55	3rd GRADE LUNCH COVERAGE
10:55-11:25	LUNCH
11:25-12:20	2nd GRADE LUNCH COVERAGE
12:20-1:15	1st GRADE LUNCH COVERAGE
1:15-1:30	
1:30-2:15	2nd GRADE SPECIALS
2:20-3:05	3rd GRADE SPECIALS

Gradebook Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook daily.
- Teachers will record daily attendance in OnCourse. Students who are absent are to be marked as such by 8:00am.

Schoology Posting and Student/Family Communication

- Teachers will be communicating with students and parents via Schoology messaging, phone and email.
- Teachers will utilize Zoom video conferencing to facilitate lessons, targeted instructional support, and individual video conference appointments.
- Teachers will post the following to their Schoology classroom:
 - Teacher email address
 - Daily schedule
 - Time and link for daily lessons (recorded via Zoom)
 - Where to view previously recorded lessons
 - Time and link for individual video conference appointments to be scheduled
 - Link to common online resources utilized in the course (i.e. imaginelearning.com)
- Listing of daily assignments posted on Schoology:
 Follow up on parents/students not completing daily requirements with 1-1 phone calls.
 Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact number, reason for call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into Imagine Math, SAAVAS ELA, Social Studies or Math, with assignments completed, daily work on Schoology.*

Teacher/Staff Attendance

- Teachers and Staff will clock in via the offsite kiosk application by 7:45 AM
- Administrators will pull faculty attendance every day at 7:50am.
- Principal will confirm frontline attendance and ensure all staff absences are reflected on the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records on a daily basis.

Substitute Teacher Protocols

- Teachers are required to ensure online lessons are loaded on Schoology and clearly marked in a folder stating the date and sub plans.
- On any given day a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (i.e. alternative pre-recorded videos and/or tutorials) are available.
- The principal will assign a substitute teacher to support instruction on days when a teacher is absent and provide the substitute with the classroom zoom link.
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades K-3 will follow the following protocol:
 - All student attendance will be recorded during homeroom – 7:50am. Students will be required to have their zoom cameras on during class. Teachers will mark students present or absent in OnCourse by 8:00am.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they didn't complete daily check/exit ticket questions and/or other assignments for that subject. Teacher will continue contact attempts throughout the day.
- If teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of students will contact parents of students with poor attendance and follow up with families to offer support.
- College Access will contact students and parents based on the following priorities
 - Students not completing work in classes each day or logging into the technology

platforms

- Students identified as academically at risk by teachers
- Students who need Spanish translation for lessons

Supporting IEP / 504 / ELL Students

- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP
- Teachers will modify assignments and assessments electronically
- Teacher will provide graphic organizers and guided notes electronically
- Teachers will record voice over video explaining instructions for assignments and assessments
- The special education teacher will work with the general education teacher on the modifications/accommodations of the lessons for each student. The special education teacher will provide additional instructional sessions for their assigned students to implement the modifications decided upon.
- Special education teachers will reach out to all assigned students' parents twice/week
- ESL students will be supported by the general education teacher in collaboration with the ESL teacher. Non-English speaking ELL students will be supported daily by ESL teacher for translation assistance.
- General education teachers will reach out to all 504 plan student's parents weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.

Direction on Live Lessons

- All teachers are to do daily live lessons as per the schedule provided.
- Live lessons are to be saved in Schoology and recorded via Zoom
- All teachers are to provide Principal with access to their live video technology (Zoom) and Schoology
- Teachers will utilize grading & communication/ targeted instructional support scheduled time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.
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Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week Principals will review each teacher's technology platform to ensure the lessons are meeting the expectations of the unit objectives is listed including all assignments, target instructional support times and recorded videos.
- Grades will be entered into the OnCourse grading system daily this includes daily exit tickets and work assigned via support links.
- Principals ensure up to date records are available to parents during weekly check.

Grades 4 -8: Remote Learning Expectations and Protocols

Daily Work Schedule

- Teachers begin homeroom/responsive classroom zoom meeting at 7:50am, where attendance is taken on OnCourse.
- 4-8 teachers will check email and communicate with families during communication/grading time slots.
- Teachers will provide live lessons, targeted instruction support hours, attend grade level video zoom meetings and have an assigned meal period between 8:00 AM until 3:15 PM each day as assigned (see schedule below).
- Teachers will automatically post these recorded live lessons to their Schoology course pages.
- Teachers will post class times and zoom links for lessons to their Schoology course pages.
- Teachers will post times and the information for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
- Teachers will have common planning time every day in grade level teams.
- Teachers will have their common planning time period to respond to parent communications. All communications received by 3:00 pm from students/parents must be responded to within 24 hour

Master Schedule by Grade

BELL SCHEDULE GRADES 4-8 2021-2022				
<u>4TH</u> GRADE	<u>5TH</u> GRADE	<u>6TH</u> GRADE	<u>7TH</u> GRADE	<u>8TH</u> GRADE
7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00	7:50-8:00
8:00-8:51	8:00-8:51	8:00-8:51	8:00-8:51	8:00-8:51
8:55-9:46	8:55-9:46	8:55-9:46	8:55-9:46	8:55-9:46
9:50-10:41	9:50-10:41	9:50-10:41	9:50-10:41	9:50-10:41
10:45-11:36	10:45-11:36	10:45-11:36	10:45-11:36	10:45-11:15
11:38-12:08	11:38-12:36	11:38-12:08	11:38-12:36	11:19-12:10
12:12-1:08	12:38-1:08	12:12-1:08	12:38-1:08	12:12-1:08
1:11 -2:02	1:11 -2:02	1:11 -2:02	1:11 -2:02	1:11 -2:02
2:06-2:57	2:06-2:57	2:06-2:57	2:06-2:57	2:06-2:57
3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15

4-8 SPECIALS BELL SCHEDULE 2021-2022	
7:45-8:00	BREAKFAST DUTY
8:00-8:51	PREP
8:55-9:46	8TH GRADE
9:50-10:41	6TH GRADE
10:45-11:36	7TH GRADE
11:38-12:08	CAFÉ DUTY
12:08-12:38	TEACHER LUNCH
12:38-1:08	CAFÉ DUTY
1:11 -2:02	5TH GRADE
2:06-2:57	4TH GRADE
3:00-3:15	DISMISSAL DUTY

Grade book Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook daily.
- Teachers will record daily attendance in OnCourse. Students who are absent are to be marked as such by 8:00am.

Schoology Posting and Student/Family Communication

- Teachers will be communicating with students and parents via Schoology messaging, phone and email.
- Teachers will utilize Zoom video conferencing to facilitate lessons (recorded), targeted instructional support, and individual video conference appointments.
- Teachers will post the following to their Schoology classroom:
 - Teacher email address
 - Daily schedule
 - Time and link for daily lessons (recorded via Zoom)
 - Where to view previously recorded lessons
 - Time and link for individual video conference appointments to be scheduled
 - Link to common online resources utilized in the course (i.e. imaginelearning.com)
- Listing of daily assignments posted on Schoology:
Follow up on parents/students not completing daily requirements with 1-1 phone calls. Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned to assist grade level teachers.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact number, reason for call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into Imagine Learning with assignments completed, daily work on Schoology.*

Teacher/Staff Attendance

- Teachers and Staff should clock in via the offsite kiosk application by 7:45 AM
- Administrators will take attendance at the daily staff video call at 7:45 AM each day
- Principal will confirm frontline attendance and ensure all staff absences are reflected on the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records on a daily basis.

Substitute Teacher Protocols

- Teachers are required to ensure online lessons are loaded on Schoology and clearly marked in a folder stating the date and sub plans.
- On any given day a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (i.e. alternative pre-recorded videos and/or tutorials) are available.
- The principal will assign a substitute teacher to support instruction on days when a teacher is absent
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades K-3 will follow the following protocol:
- All student attendance will be recorded during homeroom – 7:50am. Students will be required to have their zoom cameras on during class. Teachers will mark students present or absent in OnCourse by 8:00am.
- Teachers will take daily period attendance during the first 5 minutes of every class and enter into OnCourse.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they didn't turn their cameras on and complete assignments for that subject. Teacher will continue contact attempts throughout the day.
- If teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of students will contact parents of students with poor attendance and follow up with families to offer support.
- College access will contact students and parents based on the following priorities:
 - Students completing less than 50% of their work the day prior
 - Students not completing work in classes for two or more consecutive days
 - Students identified as academically at risk by teachers
 - Students who appear on the D/F report
 -

Supporting IEP/504/ELL Students

- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP.
- Teachers will modify assignments and assessments electronically.
- Teacher will provide graphic organizers and guided notes electronically.

- Teachers will record voice over video explaining instructions for assignments and assessments.
- The general education teacher will be responsible for these modifications and accommodations, except in the case of pull out replacement special education classes, where the special education teacher is responsible for modifications and accommodations.
- ESL students will be supported by the general education teacher in collaboration with the ESL teacher. Non-English speaking ELL students will be supported daily by ESL teacher for translation assistance.
- Special education teachers will reach out to all assigned student's parents weekly.
- ESL teachers will reach out to all assigned student's parents weekly.
- General education teachers will reach out to the parents of students with 504 Plans weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name.
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.

Direction on Live Lessons

- All teachers are to do daily live lessons as per the schedule provided.
- Live lessons are to be saved in Class Dojo, Google Classroom or Zoom and posted into OnCourse Lesson Plan template.
- All teachers are to provide Principal with access to their live video technology platform
- Teachers will utilize grading & communication scheduled time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.

Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week principals will review each teachers OnCourse page to ensure required content (outlined above) is listed including all assignments, links to Calendly appointments, student and parent communication hours and recorded videos.
- Principals will check teacher availability via Calendly during weekly check.
- Principals ensure up to date records are available to parents during weekly check.

Grade 9-12: Remote Learning

- Teachers log onto homeroom class and take attendance at 7:50am.
- High school teachers will check email and communicate with families during their respective common planning time periods.
- Teachers will provide Lessons, targeted instructional support, attend grade level video calls and have an assigned meal period between 7:50am AM until 2:00 PM each day as scheduled.
- Teachers will provide lessons for each unique course they teach each day. Teachers will record these lessons and post on Schoology.
- Teachers will post times and login information for Lessons on their Oncourse page and on Schoology.
- Teachers will provide 45 minute periods of targeted instructional support via zoom video conference throughout the day.
- Teachers will post times and login information for open student and parent communication hours on their OnCourse and Schoology pages.
- In addition to conducting targeted instructional support via zoom video conference each day, the teacher will provide opportunities for students/parents to schedule on demand personal



appointments for student and parent communication hours with the teacher for a minimum window of 45 minutes each day.

- Teachers will post times and the link for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
- Teachers will utilize calendly.com to provide on demand personal appointments for office hour scheduling of video conferences with parents and students. Appointments should be configured to for a duration of 10 minutes and linked to the teacher's outlook account and zoom account (as meeting location).
- Teachers will have their common planning time period to respond to parent communications. All communications received by 3:00 pm from students/parents must be responded to within 24 hours.

Master Schedule by Subject Areas and Cohort

Teachers will have common planning time one period per day

	9A Honors	9B Honors	9C- Inclusion	9D- Algebra 1 Cohort	9E- Pull Out/Inclusion	9F- ESL
Period 1	ELA 9	Writing 9	World Cultures	World Cultures	Biology	Geometry
Period 2	Diverse Perspectives	ELA 9	Principle of Marketing	Biology	Dance	Writing 9
Period 3	Geometry	Biology	ELA 9- Inclusion	Writing 9	World Cultures	Human Body Systems
Period 4	Computer Languages	World Cultures	Geometry-Inclusion	ELA 9	Fin Lit/PE	PE/Fin Lit
Period 5	Lunch	Lunch	Lunch	Lunch	Lunch	Dance
Period 6	Writing 9	Geometry	PE/Fin Lit	Fin Lit/PE	ELA 9	Lunch
Period 7	Biology	Digital Electronics	Dance	Alg 1	Writing 9	ELA 9
Period 8	World Cultures	Human Body Systems	Writing 9	Civil Society	Civil Society	Biology
Period 9	Fin Lit/ Gym	Gym/Fin Lit	Biology	Dance	Geometry	World Cultures
	10A-Inclusion	10B	10C- Inclusion	10D-Pull out	10E-ESL	10F- Honors
Period 1	ELA 10	Geometry	Economics	Chemistry	US Hist 1	Principles of Bio Medical
Period 2	Alg 2	ELA 10	Spanish	Alg 2	Principles of Computer Science	US History
Period 3	Art/PE	US History 1	Alg 2	Spanish	ELA 10	Chemistry
Period 4	Lunch	Civil Society	ELA 10	US History 2	Spanish	Holocaust Genocide
Period 5	Intro to Urban Studies	Principles of Computer Science	Principle of Marketing	Principle of Mangement	Alg 2	Spanish
Period 6	US History 1	Lunch	Chemistry	PE/ART	Principles of Marketing	ELA 10
Period 7	Chemistry	Spanish	Lunch	Lunch	Lunch	Lunch
Period 8	Principles of Computer Science	PE/ART	US History 1	ELA 10	Chemistry	Art/PE
Period 9	Spanish	Chemistry	Art/PE	Economics	Art/PE	Alg 2
	11A-Honors	11B- Honors	11C- Inclusion	11D- Inclusion- ESL	11E- Pull Out	11F
Period 1	Latin American Stuides	US History 2	ELA 11	Physics	Writing 11	Medical Interventions
Period 2	Us History 2	Pre Calc	Physics	ELA 11	Medical Interventions	Writing 11
Period 3	FCW	Holocaust Studies	Alg 2	PE/Art	ELA 11	Physics
Period 4	Medical Interventions	Writing	Lunch	Lunch	Alg 2	ELA 11

Period 5	Pre Calc	PE/Art	Principals of Marketing	Writing	US 2	Art/PE
Period 6	Lunch	Lunch	Writing	Medical Interventions	Lunch	Alg 2
Period 7	ELA 11	Physics	Robotics	Elective	Art/PE	Lunch
Period 8	PE/Dance	ELA 11	Art/PE	US 2	Physics	US II- changed from Lat.Am. St
Period 9	Physics	Medical Interventions	US 2	Alg 2	Latin American Studies	Computer Languages

	12C- ESL	12D
Period 1	Social Problems	Spanish 2
Period 2	PE	Medical Interventions
Period 3	Pre Calc	Computers
Period 4	Lunch	Lunch
Period 5	ELA 12	SS Elective
Period 6	Principle of Marketing	Pre Calc
Period 7	FCW	PE
Period 8	FCW	ELA

Daily Lesson Requirements

- The daily lesson/direct instruction should be followed by 5 to 10 minutes of guided practice / checking for understanding. The recording of the lesson should be posted to the teachers private you-tube channel. The recording of the lesson should not exceed 30 minutes.
- Supporting instructional resources including articles, textbook excerpts, ancillary videos and additional readings should be utilized.
- Students should be provided an opportunity for independent practice and learning activities that support the learning objective. The opportunities include class discussions, writing prompts and projects.
- Teachers should provide a brief 'exit ticket' assessment opportunity ranging from 1 to 3 questions that can be posted/and answered via your learning platform that is easily accessed and answered via a smartphone. This exit opportunity will be used to determine student daily attendance.

Gradebook Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook daily.
- Teachers will record daily attendance in OnCourse. Students who are absent are to be marked as such by 8:00am.

Schoology/Family Communication

- Teachers will be communicating with students and parents via the remind app and email.
- Teachers will utilize zoom video conferencing to facilitate lessons (recorded) and individual video conference appointments.
- Teachers will utilize calendly.com to schedule individual video conference appointments via an on demand basis.
- Teachers will post the following to their OnCourse web page and Schoology page:
 - Teacher email address.
 - Link to sign up for respond notifications.
 - Time and link for daily lessons (recorded via zoom).
 - Link to the teachers private YouTube channel to view previously recorded lessons.
 - Time and link for daily group student and parent communication hours - include the call in phone number.
 - Time and link for individual video conference appointments to be schedule via an on demand basis (Calendly.com).
 - Link to learning management platform - google classroom or canvas (include class codes for google classroom).
 - Link to common online resources utilized in the course (I.e. OPEN-LIT).
 - Listing of daily assignments posted through Schoology

Follow up on parents/students not completing daily requirements with 1-1 phone calls. Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned to assist grade level teachers.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact number, reason for call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into Imagine Learning with assignments completed, daily work on Schoology.*

Teacher/Staff Attendance

- Teachers and Staff should clock in via the offsite kiosk application by 7:45 AM
- Administrators will take attendance at the daily staff video call at 7:45 AM each day
- Principal will confirm frontline attendance and ensure all staff absences are reflected on the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records on a daily basis.

Substitute Teacher Protocols

- Teachers are required to ensure online lessons are loaded on Schoology and clearly marked in a folder stating the date and sub plans.
- On any given day a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (I.e. alternative pre-recorded videos and/or tutorials) are available.

- The principal will assign a substitute teacher to support instruction on days when a teacher is absent
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades 9-12 will follow the following protocol:
- All student attendance will be recorded during homeroom – 7:50am. Students will be required to have their zoom cameras on during class. Teachers will mark students present or absent in OnCourse by 8:00am.
- Teachers will take daily period attendance during the first 5 minutes of every class and enter into OnCourse.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they didn't turn their cameras on and complete assignments for that subject. Teacher will continue contact attempts throughout the day.
- If teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of students will contact parents of students with poor attendance and follow up with families to offer support.
- College access will contact students and parents based on the following priorities:
 - Students completing less than 50% of their work the day prior
 - Students not completing work in classes for two or more consecutive days
 - Students identified as academically at risk by teachers
 - Students who appear on the D/F report

Supporting IEP / 504/ ELL Students

- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP.
- Teachers will modify assignments and assessments electronically.
- Teacher will provide graphic organizers and guided notes electronically.
- Teachers will record voice over video explaining instructions for assignments and assessments
- The general education teacher will be responsible for these modifications and accommodations, except in the case of pull out replacement special education classes, where the special education teacher is responsible for modifications and accommodations.
- Special education teachers will reach out to all assigned student's parents weekly.
- ESL students will be supported by the general education teacher in collaboration with the ESL teacher. Non-English speaking ELL students will be supported daily by ESL teacher for translation assistance.
- ESL teachers will reach out to all assigned student's parents weekly.
- General education teachers will reach out to parents of students with a 504 Plan weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name.
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.

Direction on Live Lessons

- Teachers should always have student to student chat turned off and should only record videos when student cameras are turned off.
- We can start recording lessons static (without an audience) in March 2020.
- Teacher camera is not required to be turned on - the focus is on whiteboard.
- Once teachers develop a level of comfort, their instruction will migrate from static to live and eventually to engaging students with instructional practices such as polling (i.e. Socrative, zoom polling).
- Students will be incentivized for attending live lesson and open office hours.
- Teachers will utilize common planning time as an opportunity to review homework.
- Principal and instructional leaders will provide tutorials and 1:1 coaching for teachers, with every teacher being required to provide at least one recorded lesson in March 2020.

Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week principals will review each teachers Schoology page to ensure required content (outlined above) is listed including all assignments, links to Calendly appointments, student and parent communication hours and recorded videos on Schoology.
- Principals will check teacher availability via Calendly during weekly check.
- Principals ensure up to date records are available to parents during weekly check.