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PRAIRIE CROSSING

CHARTER SCHOOL

CREATING NATURAL LEADERS

We believe that
children are our
best hope to
improve the world.

**Phase 4A
Remote Learning
Implementation Plan**

August 2020

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Introduction

This implementation plan serves as a companion piece to our [Return To School - Remote Learning](). In this document, you will find more detailed descriptions and samples of a student's learning and clarify student expectations throughout Phase 4 (A, B & C) of the Remote Learning plan. This plan follows the guidelines given by the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH).

At the end of this plan we have included the most FAQ's received regarding the Phase 4A Remote Learning Plan.

Overview
The Prairie Crossing Charter School 2020-2021 school year will consist of 4 possible scenarios for learning broken into Phases for returning to full on-site learning:

>**Phase 4A: Remote Learning** (Physical School remains closed to students with all instruction taking place through virtual Synchronous and Asynchronous instruction)

>**Phase 4B: Hybrid Learning with Remote Option** (Physical school partially open with instruction taking place on site for ½ the students at a time and through virtual Synchronous and Asynchronous instruction)

>**Phase 4C - On Site Learning with Remote Option** (Physical School completely open, operating on a modified daily schedule, with all students on site 5 days a week with a remote learning option.

>**Phase 5: On Site Learning without restriction.** All students will be expected to return to campus for the traditional learning model.

Details of the Anticipated Phased Plan can be found here.

Remote Learning Plan version 2.0 Fall 2020 (Phase 4A)
While we were very proud of our eLearning plan used during the Spring trimester of 2020, based on the feedback received from all stakeholders, changing requirements and guidelines issued by the State and more knowledge around the challenges of teaching and learning during a pandemic, we have made some significant improvements to the plan in an effort to create consistency, strengthen student engagement and learning, and improve the quality of life for students, families, and staff. Remote Learning will now be seen more as "Virtual School at Home" rather than eLearning. Some of the improvements include:

1) **Structured Schedule** - This plan features specific times that students will be engaged with their teachers, support staff and classmates. These schedules will create consistency between students, families, and the school.

2) **Synchronous connections with teachers daily -** All periods and courses will begin with a mandatory, synchronous video connection with the teacher.
    a) **Synchronous Learning** happens in real time. Both the teachers and the students interact at the same time but from different locations. Synchronous learning happens in a specific virtual palace, through a specific online medium, at a specific time.
    b) **Asynchronous Learning** happens when the teacher and the student interactions occur at different times and in different spaces. Teachers post lessons, activities, and assessments on Google Classroom or SeeSaw that can be done by the student at various times.

    3) **Grading to Include Accountability** - PCCS will return to normal grading practices, missing assignments, and reduced grades when students have missed assignments and deadlines these accountability practices can be found in the Parent Student Handbook for reference .

In the Remote Learning model throughout phases 4 A - C, students will learn the traditional PCCS curriculum and skills from home with a blend of synchronous lessons and self-guided, on-line learning opportunities. Interventions and enrichment will be added as necessary.

Interventions and enrichment will be supplied to all qualifying students using small group and individual lessons, as needed.

- o **Interventions** will follow the current MTSS plans as outlined in the school handbooks and may be modified to be used in the remote learning environment
- o **Enrichment** will include Choice Boards, projects and small group lessons which serve to enrich the curriculum at the individual student level.

Remote Learning Procedures (A Typical Day of Remote Learning)

All students will begin their day at 8 am by logging into their homeroom classroom. They will do this by logging into Zoom, SeeSaw (K-2), or their Google Classroom. Each teacher will share a syllabus via email providing all the login information, schedules, and details for the first day of class.

<u>**Remote Learning Schedule:**</u>

Time of classes may vary based on Specials and Teacher Schedules. Each teacher will provide a syllabus prior to school starting that outlines the exact schedule that their class will follow a format like this:

Tentative Time	Subject Area	
7:40 -8:00	Teacher Prep Time	
8:00 - 9:00	Intervention & Enrichment & Student Assistance & Specials	
9:00-9:25	Core Lesson 20 - 25 Mins Synchronous Lesson	
9:25- 9:45	Core Lesson Asynchronous time	
9:45-10:00	Movement Break	Snack
10:00-10:25	Core Lesson 20 - 25 Mins Synchronous Lesson	
10:25 - 10:45	Core Lesson Asynchronous time	
10:45-11:15	Special Synchronous Lesson	
11:15-12:15	Lunch	Movement/Social Break
12:15 - 12:40	Core Lesson 20 - 25 Mins Synchronous Lesson	
12:45 - 1:00	Core Lesson Asynchronous Time (End of Kindergarten Day)	
1:00 - 1:30	Core Lesson Synchronous 20-25 Mins	
1:30 - 1:45	Core Lesson Asynchronous Time	
1:45 - 2:00	Movement Break - Organization Time	
2:00 - 3:00	Interventions & Enrichment & Specials & Office Hours	

Some class lengths and times may vary by grade band and student need within the curriculum and essential standards needs.

- **Elementary School (Comstock) building** will log into one Zoom classroom for the entire day and will have teachers available in that room for support and feedback throughout the day, with the exception of lunch time.
- **Middle School (Carson) building** students will need to log into multiple rooms throughout the day and will be given clear directions for these daily procedures. They also will have teachers available for support and feedback the entire day as needed.

  A Typical Day of Learning
  - From 8 - 9 am students can expect a short class meeting followed by small group Intervention or Enrichment and Specials.
  - Beginning at 9 am, students can expect to have a short synchronous lesson in each of the core subjects (Math, Language Arts, Science, & Social Studies).
  - Each short lesson will be followed by a time for students to work independently. During this asynchronous time, students may remain logged into the classroom and ask for support and feedback. Teachers may also take small groups to work on individual skills in a guided learning model.
  - Each teacher's schedule will vary, however they will all have consistent workloads and expectations for students in each grade band.
  - Lunch will be at or about 11:15 - 12:15 for all students during Phase 4A.
  - Students will have assigned Specials scheduled throughout the week.
  - The final period of each day will be set aside for class meetings, Support Groups, Intervention or Enrichment & Office Hours as needed. Teachers and support teams will be available to communicate with Parents before (7:40 to 7:55 am) and after school (3:00 to 3:40 pm) as needed.

- **Synchronous lessons -** students will engage with their teachers, support staff, and classmates throughout the day in whole class and small groups using Zoom, Google Classrooms, and SeeSaw.

- **Asynchronous lessons** - may include more paper and pencil activities, practice workbooks, writing, journaling, projects, choice boards.

- **Interventions and enrichment** will be supplied to all qualifying students using small group and individual lessons, as needed.
  - **Interventions** will follow the current MTSS plans as outlined in the school handbooks and may be modified to be used in the remote learning environment
  - **Enrichment** will include Choice Boards, projects and small group lessons which serve to enrich the curriculum at the individual student level.

Support Teams will be available to all students throughout the day. A set group of staff will be assigned to each classroom and will be available to each student when not engaged in synchronous learning.

Grading will follow the traditional grading procedures for both On Campus Learning and Remote Learning as outlined in the handbook with modifications as necessary for individual students. Students in both instructional settings will have the same requirements for assignments and due dates unless otherwise determined by the staff.

Attendance
Students who are remote learning must follow school schedules to be considered in attendance (virtually) throughout the day and to be counted for full attendance. Parents/Guardians are responsible for reporting student illness or non-attendance in accordance with current

Parent/Student Handbook procedures. Failure to attend and/or maintain engagement for more than three days without appropriate communication and approval of excused absence will result in a student being placed on an academic intervention plan. Chronic truancy will be reported as per school policy.

Classroom Syllabus will be available for all students and their families. These grade band specific documents will help keep the learning environment organized for the students and the families. Each document will include:

- Specific Classroom Schedules
- Summary of Curriculum to be studied
- Classroom Management Procedures
- Grading & Attendance Procedures
- Technology Links, Log-Ins, Passwords and Instructional materials

Academic Intervention Plans for Remote Learning: after three days of non-attendance a student will be placed on an academic intervention plan.

Student Academic Accountability Procedure

Remote Behavior Expectations/Discipline

PBIS/CARES Expectations - Be Safe, Respectful & Responsible. As they do during on site instruction, students will follow the PBIS Matrix for behavior as expected in the Remote and On Site Classroom.

If there is a student discipline issue that cannot be addressed with the classroom staff, administration will take over and work with the student and parents to remediate the behavior.

Remote Classroom Behavior - The following are behaviors and etiquette specific to Remote Learning.

- Show up three minutes before class time and wait to be admitted into the class.
- Find a quiet place free of distractions. (siblings, television, parents, pets).
- Always maintain respect in speaking, writing, & appearance.
- Stay on mute. Click the "raise hand" button if you would like to contribute.
- Video needs to remain on to promote focus.
- Eye contact should be maintained.
- Refrain from chewing gum, eating, or drinking.
- Do not use cellphones or other electronic devices that are not your primary Zoom device without Teacher permission.
- Stay on task.

Student Services
Will work with students and families to ensure appropriate learning opportunities for students with specific learning needs (e.g. students with IEPs, 504 plans, Title I, and/or English Learners) in the remote setting. When appropriate, accommodations will be provided and/or modifications may be made by teachers or case managers consistent with the student's goals, services, and needs.

Student Support Team (SST)
- Students who were receiving support from the SST process will have the action plans shared with their new teachers.
- Parents will be contacted to schedule SST meetings remotely.
- Staff will continue to use the SST referral system to collaborate with the team and parents on specific student support needs.

504 Plans
- Students will receive their accommodations and services as listed in their 504 plans remotely.
- Case managers will work with classroom teams on implementation of accommodations in the remote setting.
- Parents will be contacted to schedule 504 meetings remotely.
- If there is a need for a student to have an individualized schedule for services as listed on the 504 plan, a remote support schedule will be developed by their case manager during the week of August 17th in collaboration with their classroom teachers and parents.

Title I
- Students who qualified and were eligible under Title I in the spring of 2020 will continue to receive intervention services in the fall of 2020.
- These intervention services will be provided in small groups remotely.
- If there are any consumables for use at home during the remote intervention the interventionists will prepare the materials and parents will be communicated with to arrange for pick up.
- Students' remote intervention schedule will be developed by their case manager during the week of August 17th in collaboration with their classroom teachers and parents.

English Learners
- Students who qualified and were eligible to receive ESL services in the spring of 2020 will continue to receive services in the fall of 2020 unless they meet the exit criteria then they will receive monitoring services.
- New students who meet the screening criteria will be screened remotely during the first few weeks of the school year. The EL team will communicate directly with those families on the specific process.
- If there are any consumables for use at home during remote learning the EL team will prepare the materials and parents will be communicated with to arrange for pick up.
- Services for EL will be provided with remote direct instruction, direct support services, and consultation with the classroom team depending on the individual student needs. If there is a need for a student to have an individualized schedule, an individualized remote support schedule will be developed by their case manager during the week of August 17th in collaboration with their classroom teachers and parents.

Special Education
- Students will receive specialized instruction and related services in group and/or individual structures (i.e., social work, occupational therapy, speech therapy, etc.) remotely.
- Special Education Remote/Blended Learning Plans will be developed.
- All Individuals with Disabilities Education Act (IDEA) timelines remain in effect. Parents will be contacted to schedule special education meetings remotely.
- If there are any consumables for use at home during remote learning the team will prepare the materials and parents will be communicated with to arrange for pick up.

- Students' remote support schedule will be developed by their case manager during the week of August 17th in collaboration with their classroom teachers and parents.

Social Emotional Supports
- Students who qualified for social emotional groups in the spring of the 2019-2020 school year will continue to receive these services in the fall of 2020. These intervention services will be provided in small groups remotely. More information will follow from the SEL staff during the week of August 17th.
- Students and Families will have access to an SEL website with resources.
- An "I Need Help" online form will be available to students and families to fill out to request SEL support and will be monitored by staff daily.
- The Social Emotional Screening tool conducted twice a year will be done remotely within the first month of the school year.

Material Pick-up and Drop-off.
Prior to school starting and then on a regular schedule, classrooms will distribute and have materials for the students to use at home. These materials may be workbooks, computers, science and math supplies, Reading Books, and more , depending on the lesson being learned. For safety and convenience reasons, we will try to limit these drop off and pick up times.

The First Pick-Up Schedule will be released as soon as class lists are finalized.

Access to Technology
Devices
Students in 3rd through 8th grade will be expected to use the Chromebook assigned from the school for all schoolwork during Remote Learning days.
- K - Will be assigned a Classroom Amazon Kindle Fire
- 1st and 2nd Grade will be assigned a Classroom Chromebook
- 3rd thru 8th Grade will be assigned a 1:1 Chromebook device used both in remote and on-site learning
- *Requests for Technology*
- K thru 2nd Grade families can request technology from their classroom teachers if needed to support remote learning.
- 3rd thru 8th Grade students will be assigned Chromebooks via the PCCS 1:1 Chromebook Program as described in the Parent Student Handbook.

Technology Support
If technology issues (devices, software, or internet) arise during remote learning days, we are here to help support these needs. We ask that students/parents first reach out to the teacher associated with the class with which they are experiencing an issue. If the teacher is unable to resolve the issue, they will contact the school technology support team. The technology support team knows to make remote learning requests a top priority on these days.

School Gatherings/Meetings/Visitors/Volunteers
Safety & Security
Should students, staff or parents be expected to come to the school for any reason, the appropriate on-site COVID-19 protocols will be followed.

School Gatherings
During the Phases 4A through C there will be no in person open houses, back to school nights, curriculum nights, or conferences. All these events will be held virtually with the specific details outlined as the events approach.

Meetings
Until the school transitions into Phase 5, there will be no in person meetings with staff or administration. Additionally, Student Support Team (SST), IEP and 504 meetings will continue to be held virtually via phone or video conferencing.   Staff meetings, Professional Development, In-services, and team meetings will all be held virtually. Our Student Services Director will be in personal contact with families to discuss individualized needs and issues regarding a child's needs.

Classroom Visitors/Volunteers
Until the school transitions into Phase 5, there will be no classroom visitors or volunteers except for Substitute and/or Student Teachers. In the event that the Administration grants an access request, Parent(s)/Guardian(s) requesting campus access will be expected to follow the Self Certify Procedure.

Flexibility and Resiliency
We understand that there is no perfect plan and that absolute compliance of any plan's implementation is improbable. We have built this plan under the framework that any back-to-school strategies must be flexible and nimble such that they can be quickly revised and adapted depending on the level of viral transmission in the school and community. Our efforts focus on taking reasonable steps to greatly decrease the risk to our students, families and staff.

References:
This document has been created with consultation and guidance of the following resources:
The Illinois State Board of Education:
- ISBE Guidance-Phase 4
- ISBE Guidance-Phase 4 FAQ
- Illinois Department of Public Health
- CDC Guidelines for Schools

Phase 4A Remote Learning FAQs

The FAQs below represent questions generated from Parent Surveys and inquiry emails .

What are parent expectations during remote learning?
Proportionate to age and maturity level, each student will need a certain amount of supervision and assistance. Theoretically, a parent should be able to help children log in each morning for school, then back away and allow the classroom teachers and support persons to work with the children through the day. We will have staff available in the Zoom classrooms throughout the day to communicate and provide feedback to the children. If technical difficulties do occur, a caregiver should be available in the home to aid.

Ideas for successful Remote Learning include but are not limited to:
- *Set up and maintain a quiet space for learning, free of distractions*
- *Ensure students have resources (Pencils, paper, materials.)*
- *Communicate with teachers and staff when questions arise*
- *Encourage maximum participation and engagement in each day's lessons*

Can my child miss a synchronous lesson and still complete the work and have "present" attendance for the day?
Zoom lessons will be recorded for those who cannot attend live during that particular period for medical, technology, or other excused reasons. Students may then watch the video in the evening and complete the work for credit and positive attendance. Lessons will only be archived for as long as the district technology will allow. Communication with the teacher would be expected to ensure appropriate attendance was taken for the day.

Does my child have to be "on screen" all day?
No. Students are expected to log in for all scheduled "synchronous" lessons, meetings, and activities. (See student syllabus and Google Classroom or SeeSaw for schedules.) Included in each period will be an asynchronous period in which the child would be either working independently on practice or taking a screen break. We recommend the student have their computer remain "logged in" the classroom channel and have timers or reminders set for the next synchronous lesson.

This process will be taught and modeled during the first weeks of school until students are comfortable and making appropriate classroom activity decisions.

How do I seek assistance from my child's teacher or administration?
You can contact teachers directly during Office hours (schedule in syllabus). Emails will be responded to regularly, however, possibly not during learning hours. The front office and all administrative offices will be open 7:45 am to 4:00 pm, Monday through Friday.

Does my child have to show their face on screen?
Yes. For safety and attendance procedures, students need to remain on screen.

Will there be clubs offered after school during Phase 4A?
Clubs will be available if the person in charge of running the club feels they can offer them virtually.

How will Differentiation occur during Remote Learning?

With an increased emphasis on individualized learning in our Phase 4A plan, students will be assigned to support teams who will continually be monitoring for and offering differentiated instruction in all areas of the curriculum.

How will lunch and breaks be handled in Remote learning?

All classes will have lunch at 11:15. Each grade will schedule appropriate movement breaks, screen breaks and snacks.

Will my child be held more accountable to her learning than in the spring?

Yes, grading and attendance practices will go back to the normal handbook procedures. Students will be given appropriate grades and feedback for their learning.

Will all learning materials be digital? Can we have more paper options?

No, all materials will not be digital. Yes, the teaching team CCS will distribute workbooks, notebooks, reading materials, science supplies, math manipulatives, and others as appropriate for the lessons and grade level. Schedules for pick up and drop off will be created and distributed regularly.