

CHILDREN'S COMMUNITY CHARTER SCHOOL

Distance Learning Plan

Updated August 17, 2020

School Roles and Responsibilities

Principal	<ul style="list-style-type: none"> ● Distribute the Distance Learning Plan (DLP) ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement DLP ● Monitor communication between teachers and their students ● Attend virtual learning sessions and provide feedback if necessary
CCCS Staff	<ul style="list-style-type: none"> ● Find out which families need a wi-fi device. ● Provide one chromebook per student. ● Support faculty and students/families shifting to a distance learning environment
Leadership Team	<ul style="list-style-type: none"> ● Create the DLP. ● Discuss effectiveness at leadership meetings ● Help teachers implement DLP.
Teachers	<ul style="list-style-type: none"> ● Use site curriculum and resources (ex. Google, online resources, iReady, and AR) to communicate and deliver content ● Make sure parents are aware which online resources your students will access. Include information on how to access the resources. ● Communicate with and provide timely feedback -Daily if possible ● Communicate with parents, as necessary
Intervention	<ul style="list-style-type: none"> ● Check in with classroom teachers to identify ways to support students in their distance learning experiences ● Respond to identified issues. ● Meet with individual students and small groups regularly and as needed.
Special Education	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload

	<ul style="list-style-type: none"> • Document time supporting students. .
K-8 Specials (Music, Art)	<ul style="list-style-type: none"> • Develop a bank of activities being mindful of the resources families may or may not have in their home. • Communicate with students/families who reach out for assistance • Collaborate with general Ed teacher to determine best content, delivery, and times to connect with students • Start virtual sessions mirroring in person schedule
Counselor	<ul style="list-style-type: none"> • Serve as a liaison for communication with students/families in crisis • Provide resources for students and families to support them while they are away from school

Student Roles and Responsibilities

- Stay current with daily routines for engaging in the learning experiences
- Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible. Follow the school dress code.
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with School Internet Safety policies including expectations for online etiquette

Parent Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Taking an active role in monitoring your child's progress report
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry

- Monitoring how much time your child is spending online socially and academically (online gaming/chatting or instagram/youtube/ETC. vs. class meetings)
- Keeping your child social, but set rules around their social media interactions
- Any questions - please ask your child's teacher

General Guidelines for Distance Learning

Feedback	<ul style="list-style-type: none"> • Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments • Provide clear communication regarding where/how students should ask questions and seek clarification • Actively monitor your email for questions and communications from students/families
Offline Work	<ul style="list-style-type: none"> • Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture • Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> • Follow the guidelines for time and schedule provided by the site based on your grade level and subject area • Consider how to use gradual release of responsibility to enhance learning for students • Collaborate with your colleagues as appropriate
Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students • Make sure that all directions for tasks are clear and detailed • Students have the opportunity to turn in all assignments for a passing grade
Online Learning Environment	<ul style="list-style-type: none"> • Provide both synchronous and asynchronous learning opportunities as detailed. • Continue with teacher clarity and success criteria • Check for understanding • Provide a lot of positive feedback • Always consider the SEL aspect of distance learning

Video Conferencing Guidelines	<ul style="list-style-type: none"> • Maintain class etiquette • Follow HAWKS behavior plan (Be respectful, Be responsible, Be safe, Be prepared)
Student Check-In & Assessment	<ul style="list-style-type: none"> • Assessments as necessary to ensure students have the appropriate number of learning experiences • Use tools such as Google Forms, online textbook assessments, Google Classroom Tools etc.

Approximate Time Frames for Learning 2.5 - 3.0 hours a day

TK/Kindergarten	
30 minutes to one hour a day	Virtual Online Instruction with teacher
30 minutes a day	Online Learning: iReady (30 min.), Starfall TK: (15 min. per day)
1 hour per day	Independent practice (packet work)
Possibly 1 hour a week of support staff	Support lessons include: Art and music
30 minutes virtual help a day (possibly)	1:1 virtual meetings as directed by teacher

Approximate Time Frames for Learning 3.0 hours and 50 minutes a day

1st Grade	
1 hour a day	Virtual Online Instruction with teacher
30 minutes a day	Online Learning (iReady)
1.5 hour a day	Independent practice (packet work and reading)
Possibly 1 hour a week of support staff	Support lessons include: Art and music
1 hour Virtual Help	Small group virtual meetings as needed

Approximate Time Frames for Learning 4.0 to 4.5 hours a day

2nd Grade	
30 minutes a day	Virtual Online Instruction
1 hour a day	Online Learning (Digital Platforms)
1.5 hours a day	Independent Practice
1 hour a week of support staff	Support lessons include: Art and Music
30 minutes a day of Virtual Help	Small group (ie reading and/or math groups), 1:1 virtual meetings as needed

Approximate Time Frames for Learning 5.5 hours a day

3rd -5th Grades	
90 minutes a day	Virtual Online Instruction
2 hours a day	Online Learning (iReady, Prodigy, Khan Academy, Spelling City, etc.)
1to 2 hour a day	Independent Practice (with teacher available for help)
1 hour a week with each specialty teacher	Art and Music
Virtual Help	1:1 virtual meetings with our support staff as needed

Approximate Time Frames for Learning 5 - 6.5 hours a day

Middle School	
4 hours per day	Virtual Online Instruction
1 to 2.5 hours a day	Independent Practice and Online Learning

Virtual Help	1:1 virtual meetings with our support staff as needed (please request)
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Grading

Elementary	<ul style="list-style-type: none"> ○ 70% of assignments completed ○ Pass/Incomplete on report card ○ Student has a 2-week opportunity to submit late work for a passing grade (unless an arrangement has been made with the teacher) ○ Last day to turn in work is TBD
Middle School	<ul style="list-style-type: none"> ○ Letter grades ○ Be sure to put a copy of the last report card in each student cum ○ Late work - considered on a case by case basis ○ Last day to turn in work TBD