TO: Board of Trustees
FR: Partners
RE: Educational Continuity Plan re: Covid-19 Crisis School Building Closures
DATE: March 20, 2020

As you know, effective March 16, 2020, the New York State Governor has ordered the closure of all public-school buildings, including ours. Yet his order also directed that schools maintain "educational continuity" by providing instruction remotely in some form. School districts and charters were not provided any additional guidance or direction on how to achieve this "educational continuity". In the absence of more specific direction or guidance, below is our plan for doing so in alignment with our charter and in accordance with current law.

Educational Continuity Plan Guiding Design Principles

In designing our solution to the challenging conditions brought on by the unique coronavirus pandemic, we were guided by our strong commitment to continue to deliver on the core pedagogical drivers enshrined in our charter, as well as the promises we've made to our families. While we know this solution must involve an increase in our use of digital tools and platforms to engage students and families, concurrently we also sought to mitigate the neuro-pedagogical concerns that will arise in deploying such an extensive educational program like ours online.

Further complicating matters are the lingering resource constraints under which we currently operate. You all are well aware that Black and Brown led charter schools like ours are the least funded and supported in the state even before such a crisis. Now with this unexpected emergence of Covid-19, combined with what appears to be an absence of any emergency funding for charter schools from the local, state or federal government, it is clear that our current resources will be insufficient to provide all of our students with the technology they will need to engage in the online learning we plan to provide. Still our plan below seeks to account for and mitigate this challenge as best we can.

Educational Continuity Plan Phase 1: Planning and Training for Distance Learning Program (DLP)

We began by engaging in a week-long strategic planning and training process with our entire staff on how best to deploy our core academic and social emotional program while students and staff are confined to their homes and school buildings remain closed under the Governor's Executive Orders. This planning and training took place this week March 16-March 20, so that we will be ready to launch our DLP on Monday, March 23. Planning and training covered a wide range of topics that are critical to the successful launch and execution of a DLP, including but not limited to:

- Online meeting and teaching etiquette
- Effective distance learning instructional practices
- Effective distance assessment practices and protocols
- Effective utilization of video conferencing technology
- Effective digital-classroom management practices
- Best online trauma-informed practices and strategies
- Online safety management protocols and practices
- Culturally responsive student and family digital engagement

Educational Continuity Plan Phase 2: Paper-based Practice and Resources

Recognizing that all students will not have the technology to interface with live online classes, all grade teams prepared and distributed to all families a two-month supply of paper-based instructional materials aligned to the learning trajectories our students would have otherwise traverse over the remaining course of the school year. These materials covered all core subject areas (ELA, Math, Science and Social Studies), as we as Critical Design Thinking and Problem Solving. Students and families will be supported individually with daily conference calls from instructional staff, as well as opportunities to arrange for individualized support and follow-up as scheduled and tailored to each student and family's needs.

Educational Continuity Plan Phase 3: Daily Live Distance Learning Platform
Beginning Monday, March 23 we will deploy our full learning program live online in a manner substantially similar to what we would have otherwise provided to students onsite. Mondays to Thursdays, 9:00AM to 5:15PM, and Fridays from 9:00AM to 12:30PM, we will run all of the current instructional offerings that we've previously provided onsite: Integrated ELA and Social Studies (ESA), Science, Technology, Engineering Thinking and Mathematics (STEM), Leadership, Executive Functioning, Mindsets and Culture (Am Seminar and Heremakhet Seminar) Spanish, Diasporic Dance, Soccer, Capoeira, Integrated Arts, Music, Theater and Choir. Please see the attached daily schedules. Additionally, staff will schedule individualized conferences with students in the afternoon. We plan to deploy our same academic assessments and will continue to use the same grading and promotion criteria that we've always implemented. We are working with our tech consultants to ensure we have appropriate quality controls.

Attendance will continue to be recorded in our student information system and will be verified by instructional staff as students join live instruction and participate in daily individual instructional support conference calls.

Special note on our School Calendar: unless otherwise required by law, we plan to continue with our current academic calendar (see attached) with the following exceptions: Spring Break will shortened to take place from Thursday, April 9 thru Monday, April 13, with full live instruction resuming on Tuesday, April 14. However instructional staff will continue to be available to support families during this break period.

Evaluating Student Work
We will continue to use the same suite of Google digital platforms and tools (Google Classroom, Docs, Forms, Sheets, etc.), we currently use to collect, review and account for student work, as well as our supplemental platforms (Dreambox, Newsela, MySciLearn, CommonLit, Khan Academy, ExploreLearning Gizmos and Reflex Math, RhymeswithReason, etc.). For students who do not have access to computers, parents will be asked to take and email pictures of their student's work to teachers for review and feedback. Assessments will continue to be deployed through our online assessment platforms, all of which are accessible through families' smartphones. Lastly, we will be able to monitor student activity while using our online tools and platforms via our current GoGuardian monitoring and accountability platform.

Support for Students with Disabilities (SWD), Trauma and English Language Learners (ELL)
Instructional staff will continue to implement our innovative, trauma and culturally informed fully inclusive and integrated co-teaching settings via our DLP, continuing to integrate the same trauma, ELL and SWD strategies we implement onsite. These strategies will be further supplemented with individualized and tailored conference calls twice a day to every family, alongside scheduled one-on-one and small group sessions for vulnerable students and families. We've also been in direct and frequent communication with the DOE's Committee on Special Education (CSE) staff about the continuity of Speech, PT, OT and Counseling sessions for our IEP students. We anticipate that they too will be moving to a live online video conferencing mechanism to deliver such services. We will keep you posted as we get more information.

Ongoing Professional Development

We will also continue our comprehensive professional development support for staff through our DLP. Utilizing the same video conferencing tech we use for live online instruction, each grade team will meet for at least one hour per day Monday to Thursday to plan, review data and troubleshoot any concerns. Additionally, our weekly Neuro-pedagogy, trauma informed practices and social emotional support training courses will also continue, along with schoolhouse practice teams and staff-wide professional development sessions on Fridays from 1:30PM to 5:30PM. We've also provided staff with Ember Practice Guidelines and Protocols to help support their transition to the DLP. Please see attached samples.

Resumption of Normal Onsite Operations

The continuity plan we've provided here will enable us to return to "normal" operations seamlessly as soon as we as so authorized by government officials. By keeping the vast majority of our program in place we have positioned ourselves to need minimal transition time to resume onsite instruction—instead of meeting instructional practitioners online, they will meet us at the school building when the time comes. To the extent that circumstances provide further interruptions to our operations and extend longer than the two-month period of this plan, we will revisit and make strategic adjustments accordingly.

Conclusion

The above plan is designed to help us minimize the learning loss that might otherwise occur during this period. We truly believe that by continuing to provide our full program in this manner our students will be best empowered to continue their positive academic progress, and enable us to hit the ground running once we are able to return to our buildings.

This pandemic crisis will require us to be fluid and adaptable in the weeks and months ahead. We will continue to keep you updated with any course corrections and adjustments we need to make to the above educational continuity plan to better support students, families and staff during these extremely challenging times. We remain resolutely committed to the foundational principles and values that Ember has always espoused and represents. You can count on us to do all we can to serve in a manner consistent with this commitment.

Amandla awethu,

The Partners Council

EMBER CHARTER SCHOOL CALENDAR SY2019-20

Key:

- (No school) — red
- (Half-day) — green
- (Lottery) — peach
- (School Closed) — gray
- (Staff Summer PD) — lavender
- (1st Day of School) — yellow
- (Last Day of School) — blue

July 2019

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Important Dates

Date	Event
July 1-12	SCHOOL CLOSED
July 15-Aug 16	Staff Summer PD
Aug 29	First Day of School
Sept 2	Labor Day (No School)
Sept 30-Oct 3	Term 1 IAs
Oct 11	No School for students (Staff PD)
Nov 5	No School (Election Day)
Nov 25-29	No School (Thanksgiving Break)
Dec 2-6	Term 2 IAs
Dec 13	No School for students (Staff PD)
Dec 16– Jan 1	No School (Winter Break)
Jan 20	No School (MLK Day)
Feb 17 – 21	No School (Mid-Winter Break)
March 2-5	Term 3 IAs
March 25 – 27	ELA State Test (Gr 3 to 8)
Apr 6	Lottery
Apr 9-17	No School (Spring Break)
Apr 21-23	Math State Test Gr 3 to 8)
May 18-29	Science Performance Test (Gr 4 and 8)
May 25	No School (Memorial Day)
May 26-Jun4	Perf. Presentations/Case Studies
June 1	Science Written Test (Gr 4 and 8)
June 19	Last Day of School for Students* (Half-Day) (*Move-up Ceremony/ Community Cookout)
June 26	Last Day for Staff

Ember Coronavirus Crisis Learning Intervention Plan
Distance Learning Daily Schedule Overview:

Monday-Thursday:

8:45AM: Para and Ops start making contact with student households to remind them to log in for 9:00AM. Arrange call times for longer check-ins for later in the day.

9:00—9:30AM: Arrival and AM Seminar: Mindfulness, Neuro-pedagogy, Executive Functioning, SEL and Leadership Index; Leads log in to open the Digital Schoolhouse: Co-Teacher Apprentice and/or Dean's Team member led sessions

9:30AM-12:30PM: Core instruction blocks—Integrated ELA and Social Studies (ESA) and Integrated Science and Math (STEM) blocks (see Ember Distance Learning Guidelines and Instructional Practices (must include at least one multi-media element per block)); 12:15PM: Mindfulness, Neuro-pedagogy, Executive Functioning, SEL and Leadership Index block

12:30-1:00PM: Student lunch (offline)

12:30-1:30PM: Grade Team Digital Meetings

1:30—4:30PM: Specials: each schoolhouse will be broken into subgroups that will rotate thru a special every 30-minutes; each student will be online and offline in 30-minute increments for this block of time, yielding 2-hours of offline time in the afternoons. There will be 10-minute log-off mindful breaks between each rotation.

1:30—4:00PM: staff conference calls/follows up with individual students (tailored support, revisions, clarifications, checks for accuracy, etc.)

4:45-5:15PM: Heremakhet Seminar: Mindfulness, Neuro-pedagogy, Executive Functioning, SEL and Leadership Index; Co-Teacher Apprentice and/or Dean's Team member led sessions

4:30PM: Para and Ops start making contact with student households to check in about student engagement thru out the day. Identify issues and concerns.

5:15PM onward: Students engage in independent practice; all staff on call for student and parent outreach

Fridays:

8:45AM: Para and Ops start making contact with student households to remind them to log in for 9:00AM. Arrange call times for longer check-ins for later in the day.

3-16-20

9:00—9:30AM: Arrival and AM Seminar: Mindfulness, Neuro-pedagogy, Executive Functioning, SEL and Leadership Index; Leads log in to open the Digital Schoolhouse: Co-Teacher Apprentice and/or Dean's Team member led sessions

9:30-11:30AM: ESA and STEM blocks (see Ember Distance Learning Guidelines and Instructional Practices (include at least one multi-media element per block)

11:30AM-12:30PM: Uhuru Ashe/Family Meeting

12:30PM: Para and Ops start making contact with student households to check in about student engagement thru out the day. Identify issues and concerns.

12:30-1:30PM: Leadership Team Meeting

1:30-2:30PM: Schoolhouse Practice Team Meetings

3:00-5:30PM: Professional Development (All Staff)

SEL Support:

Students and Families:
Data tool: Google Sheet for each grade (columns should include first name, last name, contact number, contact email, parent/caregiver, Daily SE Notes (one column per day of the week)); in addition to the grade team members, Partners, Dean, Dep. Dean and NP Team on every sheet.

Touch points:
High need students: priority for schedule daily check ins (DTM priority)
Second-tier need students: schedule daily check ins (DTM priority)
Arising serious concerns: as needed (DTM priority)
Families: everyday check in call to collect to data on family needs, etc.
(Ops, Paras and Apprentices: organize by Schoolhouse)

Start (8:45AM) and end (4:30PM) of day check-in calls with parents/caregivers: report "attendance" and student engagement for the day; troubleshoot and surface issues for discussion with Leads and grade team

Distance Learning Daily Schedule M-TH SY2019-2020

Important Notes:
Schoolhouse Digital Office Hours: 1:30PM–4:00PM (staff will schedule and be available for one-on-one or small group student conferences via video or phone)
Dean's Team Digital Office Hours: 9:00AM–4:00PM (also by appointment after hours)--Dean's Team staff will schedule and be available for one-on-one and/or
small group sessions with students via video or phone)
Scheduled Digital Family Check-ins: 8:45AM & 4:30PM--staff will check in with parents/caregivers daily at these times to assess student engagement, family needs, etc.

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Ember Foundational Online Instructional Practices

Overall:
- Mindful Minute (beginning, middle and end with 1-5 minute meditation on breathe or Leadership Index concept/characteristic/value)
- Shared authentic, culturally relevant text aligned to the PYP
- Tasks include real world/real time data collection
- Tasks must be social-referential/engaging
- All teacher-student interactions are driven by inquiry
- Integration of Leadership Index and frameworks throughout
- Integration of Mind-up Curriculum materials and language throughout
- Tone of optimism and positive energy
- Utilization of case study methodology
- Inquiry wherein the students bear the cognitive load (student talk is in greater quantity than teacher talk)
- Student driven diagnostic/assessment
- "Rotations" (small group inquiries, independent and collaborative work)

ESA
- Independent reading time during the block: 20 mins (minimum)
- Shared or independently chosen (i.e. different for each student)
- Inquiry questions are posed that students need to respond to in written form (aligned with the rubrics, PYP and frameworks (e.g. ERP, CRP, Integration, etc.)); students are given a minimum of 2-3 questions and 15 minutes for students to respond in written/symbol/pictorial form
- Guided-inquiry where posed questions are discussed and explore: 30 mins. Minimum (practitioners must employ multimodal texts and attend to at least one specific "reading" strategy during this time)

STEM
- Independent reading text connected to problem/questions to be posed: 20 mins (minimum)
- Problem/questions (1-2) posed to students that involves critical design thinking and students draft solutions to problem/question posed: 20 mins (minimum)
- Guided-inquiry where problem and problem solving processes are explored combined with students opportunity to express their problem solving process: 30 mins (minimum)
- Myths and Misunderstanding Exploration: 10 mins.

PBA Adjustments:
- Gradual release to at 50% ESA/STEM time to independent work
- Increased one-on-one/small group conferencing
- Assign term paper topic early in T4 and provide ongoing schedule for drafts/opportunities for revisions
- Share PBA rubrics with students early in T4
- Guide inquiry to enable students to create a production schedule for presentation/project deliverable
- Continue using case study methodology during 50% of STEM block

Ember Coronavirus Crisis Learning Intervention Plan
Distance Learning Instructional Inquires, Guidelines, Etiquette and SOP Overview:

Instructional Guidelines and Practice Considerations:

A. **All sessions begin with a Mindfulness Minute -** *may be needing more than a minute at this point*

See Page 19 for sample:
 https://play.google.com/books/reader?id=fReoFW9tLxAC&hl=en_US&pg=GBS.PR4

B. **AM Seminar and PM Heremakhet open the space for any pressing questions from students about current times:**

Current News/FAQs - ensuring the facts are up to date and will address fears and probe questions from stakeholders on the current condition

Social Distancing - reminders on what that means and how it looks with visual and multimedia

Research for COVID 19 Updates:
https://www.kqed.org/mindshift/55521/resources-for-teaching-and-learning-during-this-period-of-social-distancing
https://www.schools.nyc.gov/learning/learn-at-home
https://www.pbs.org/education/blog/distance-learning-tips-from-one-teacher-to-another
https://www.scetv.org/stories/health/2020/talking-kids-about-coronavirus
https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/covid-19-flyer-3-8-2020.pdf
https://www.scetv.org/stories/health/2020/talking-kids-about-coronavirus
https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/covid-19-flyer-3-8-2020.pdf
https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus
https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/cases-in-us.html
https://www1.nyc.gov/assets/doh/downloads/pdf/imm/coronavirus-factsheet.pdf
https://twitter.com/nycmayorsoffice?lang=en
https://twitter.com/nycgov

C. During each instructional block:

- Consistently Diagnose Student Affect, and presentation during instruction.

- Implement and encourage state changes as often as is age appropriate.

- The use of visuals and audio stimulation may be increased, be sure to include representation of students' racial, gender, and cultural identities.

- In your lesson planning consider how you will balance your voice with student voice/participation to maximize student engagement.

D. Every 30 to 45 minutes, practitioners implement Mindfulness Minute
Practitioners are constantly diagnosing students in terms of biological needs, attendance to tasks, affect, presentation and seeking support as necessary. Should a concern arise, please reach out to a DT member or LT. At the end of each instructional block, include another Mindfulness Minute Meditation and provide students with an affirmation to end with. Students should repeat the affirmation before logging off.

E. Appropriate Etiquette for Distance Learning:
- All staff is in professional attire for the duration of the workday
- All staff prepare "professional presentation-ready" space in their remote streaming location
- Staff must be mindful and prepare self- care necessities, before engaging with students
- Be attentive and aware to the needs of the students
- Staff must commit to constant communication and engagement of students
- Staff should use language from the leadership Index and MindUp when redirecting student
- Staff should take time to set ground rules/etiquette/expectations using the leadership index when engaging in distance learning: i.e. Banyan Tree: I participate enthusiastically in classroom discussions)
- In your lesson planning consider how you will engage multiple modalities and encourage physicality where appropriate or available
- Be mindful students will be at a distance and in their homes, so management will be a different challenge that in person. **Do not commit to watching/supervising students or children via video.**

   *Be mindful of chosen background: Backgrounds should reflect Ember Values and/or be neutral and clear. If unsure, ask yourself: Is it developmentally appropriate? Does it distract from the lesson?

F. Mindfulness/Neuro Instruction - Continue with the curriculum--timetable: integrate 4-hours/week

Protocol for stage 3 is on hold - lessons to be rolled out to the whole class, 3 iterations of the same lesson and modify the end activity for virtual responses.
Tracking of the responses - **IMPORTANT!!**

G - Instructional Considerations (practitioner inquiries):
- How can we continue on the Ember way through distance learning?
- **How can we use design theory to have students experiencing distance learning optimally?**
- **How can we use design theory to have families experiencing distance learning optimally?**
- **How can we use design theory to have practitioners experiencing distance learning optimally?**
- Develop learning activities that are relevant to students' everyday culture by emphasizing Tama (Self Esteem) and Banyan Tree (Empathy).
- Online learning is an opportunity to narrate and develop agency, self-direction, and advocacy.
- Seek opportunities to connect how people are using Economically Relevant Pedagogy (ERP) and game theory to make choices in their households. Inquire about how those choices are supporting their learning. Narrate the continued development of student agency in relationship to self, family and their community.
- When you are curriculum designing develop inquiry questions that include PYP content, pandemic, and our frameworks.
- Integrate health information to contextualize and promote understanding of pandemics and the coronavirus.
- Create space to build around these concepts throughout your teaching and student practice.
- Stay culturally relevant by using resources in the child's immediate environment
- Attend to the feedback loop to frequently assess student learning?
- Frequently assess for SE needs, content learning, and health needs.
- Consider appropriate tools to communicate with families throughout
- (What does the schoolhouse design look like during distance learning?)
    - Relevant considerations:
        - Curriculum/Lesson Preparation
        - Curriculum/Lesson delivery
        - Assessment purposes and methods
        - Differentiation strategies
        - Communicating with Students and Families

AM/Heremakhet Seminar
- Discuss topics that emphasize student agency that will support their learning (Leadership Index, Mindfulness, Neuro, etc.)
- Align language and instruction with the leadership Index.
- Engage students in discussing ERP and game theory. Seek opportunities to connect how people are using ERP and game theory to make choices in their households. Inquire about how those choices are supporting their learning. Narrate the continued development of student agency in relationship to self, family and their community.
- Survey students for physical and mental health.

How do we use critical design to maintain the purposes of our schoolhouses and schoolhouse learning as a strategy to continue the learning process?
- What are the opportunities to engage families in our frameworks?
- How are we using breakout rooms, one-to-one teaching, social learning structures?

Standard Instructional Operating Procedures (SOP), Etiquette and Considerations:

A. Instructional Staff
What are the problems that we are solving?

- **Tech (hardware and software)**
    - You must manually record each lesson/class.
    - Instructional staff should utilize G-Suite (Google classrooms & Google Meet) and Go Guardian to manage and operate your classes.
    - Review the Online Learning Platform's Best Practices
        - Go, Guardian
        - G Suite/Zoom (i.e. Distance Learning email/info)
    - How to manage multiple screens??
    - Determine the best methods to communicate with families daily, i.e. call, text, video chat, etc.
        - Factors to consider: when you last spoke, the context of the discussion, student engagement in distance learning...
    - Troubleshooting Protocol
    - How are you utilizing technology as a tool to support differentiation strategies?

- **Instruction**
    - Curriculum/Lesson Preparation-
        - Seek opportunities to connect how people are using ERP and game theory to make choices in their households. Inquire about how those choices are supporting their learning. Narrate the continued development of student agency in relationship to self, family and their community.
        - Continue to apply the Ember Frameworks Daily Check-list
    - Curriculum/Lesson delivery
        - Given our current context, how will you rethink, revise and redesign assessment and differentiation practices where necessary?
        - What rituals/activities will you incorporate into your daily instruction to promote engagement/social interaction?
        - How are students connecting with each other and pushing each other's thinking?

- How do we use critical design thinking to maintain the purposes of our schoolhouse and schoolhouse learning to enforce distance learning as a consequence of the pandemic?
- How are teachers and students using breakout rooms through google suite for students to engage with content meaningfully?
- How can you leverage mindfulness practices to ascertain and respond to student needs?
- How are you strategically planning state changes to encourage engagement?
- How are you engaging students in multi-modal learning to keep them actively engaged throughout their school learning day?
- How are you making considerations for time
- How can we utilize a rotation system to best serve all learners?
  - Communicating with Students and Families
    - What system are you creating to ensure efficient communication during instruction?
    - Use the inquiry methodologies to ascertain student and family needs and progress in the learning process.
    - How are you creating opportunities to communicate with students individually/as needed?
    - How can we use technology as an opportunity to support the development of families as partners in their children's education?
  - Collaboration
    - Utilize G-Suite tech to continue weekly lead, apprentice and grade-team meetings.
    - Share and analyze relevant data to impact the planning and lesson delivery cycles
    - Stay in regular communication with your grade-level dean as students express particular SE needs.
    - Invite your Dean's Team member to your schoolhouse in a timely manner, being mindful of schedules

- How are you considering your EF strengths/weaknesses through the distance learning process? How are you prioritizing/organizing your needs before distance learning sessions?

B. SE Outreach (Dean's Team, Leads, Apprentices and Paras)
What are the problems that we are solving?
- Tech
- -How to join other's classes efficiently when performing:
  - Morning Meeting Mindfulness
  - Observations for grade teams and schoolhouses

- **Instruction: AM/PM & Uhuru Ashe & Check-Ins (DT and Apprentices)**
    - How does your purpose, language, and activities and discussions promote awareness and development of the Leadership Index, social emotional learning domains, and Executive Functioning skills in students?
    - What rituals/activities are you using to promote student agency that will support their learning?
    - What rituals/activities are you using to allow students to reflect on their experience and choices, and the relationship between the two?
    - How are you creating opportunities for students get express how they feel and learn about current events?
    - What opportunities are you creating for people to share how they are using ERP and game theory to make choices in their households?
    - How are you narrating for the continued development of student agency in relationship to self, family and their community?
    - How does your activities and discussion create an opportunity to survey students for physical and mental health?
- **Supporting Student Engagement**
    - How will you manage your time to support your grade team?
    - How are you creating opportunities to follow up with students who are not present for class or am/pm seminar OR did not share in the chat?
    - How to join other's classes efficiently when performing:
        - Morning Meeting Mindfulness
        - Observations for grade teams and schoolhouses
- **Counseling**
- **Staff as Stakeholders**
    - How are you creating opportunities to support staff/and guide yourself through reflection?
    - How are you managing your time?
    - How are you considering your EF strengths/weaknesses through the distance learning process?
    - How are you prioritizing/organizing your needs before distance learning session?
    - How are we supporting one another during this time?
- Collaboration
    - What systems of communication are you creating to ensure daily communication about student support?
    - How will the DT encourage practitioner collaboration with grade teams?
    - How are you ensuring that grade level deans are utilizing the rotations for effective mindfulness practices during morning meeting?
    - How will DT support look like during the Specials block?

- Mindfulness Neuro Implementation (AM and Hermakhet Seminars)

    -Protocol for stage 3 is on hold - lessons to be rolled out to the whole class, 3 iterations of the same lesson and modify the end activity for virtual responses.

    Tracking of the responses - **IMPORTANT!!**

    ==**Timetable – 4-hours/week**==

C. Instructional Time Guidelines for Students and Families:

Quick Tips for Distance Learning:

- Identify a quiet place to set up your technology
- Dress appropriately, just as you would for a professional environment (no pyjamas, do-rags etc)
- Be prepared with all the materials you need so you don't have to get up and walk away.
- Take notes on important information for you to reference as you work on your practice assignments.
- Take note of questions that you may have in case you don't get an opportunity to address it during instructional time
- Speaking and participating in class will look very different, but don't be discouraged to participate.
- Follow your teaching team's guidance and direction for content and participation in online, hands-on home projects, SEL practice, peer to peer activities or a combination.

As part of your DLP, you may be asked to participate in a video chat or chat room during the course of study. Consider the following:

> *How will your participation in distance learning classes contribute to your learning and the learning of the schoolhouse?*

Banyan Tree (Empathy) & Heremakhet (Inquiry/Critical Thinking) during Live Distance Learning Instruction:

1. Only one person can speak at a time. You must make space for each other in a discussion. If you speak when the teacher is speaking you will interrupt everyone's learning.
2. Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument.
3. Please listen without interrupting and allow some wait time to respectfully join the conversation with your schoolhouse.
4. While participating in the virtual learning spaces:

    i.   Before posting your question to a discussion board, check if anyone has asked it already and received a reply.

    ii.   Get straight to the point: Take a risk to say what you want to say and ask what you need to know.

    iii.   Stay on topic. Posting irrelevant links, comments, thoughts or pictures distracts everyone and wastes valuable time from learning.

    iv.   Be mindful, when writing/reading a message you don't know the tone, so:

1. When writing in online learning, it is important to choose the precise words or numbers to get your meaning across and to ask questions when unsure.
2. Best practices include checking your work for errors and completeness before posting anything to support each other's understanding and learning styles.
3. When reading a message in an online learning environment, be forgiving. Remember you don't know the tone.
4. If someone says something offensive that you would really like to address, reach out to your teacher separately for them to support you in resolving the issue in a connecting manner.
5. Be mindful when typing, avoiding ALL CAPS! Typing in caps can be considered shouting or screaming when read online. Various studies on the topic reflect that it is more difficult and takes longer to read text that is typed in all caps.
6. Be considerate of others' privacy and ask questions for clarity and understanding.
7. Ask for permission if you want to forward someone's email or messages to non-schoolhouse groups.

See: Netiquette Link: https://www.tamiu.edu/distance/students/netiquette.shtml

See also: BrainPop Link:
https://www.brainpop.com/technology/digitalcitizenship/digitaletiquette/