

# **Children's Village Academy (CVA)**

## **Remote Instruction Plan 2020**

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### **Communication to Stakeholders**

Administrators have discussed and reviewed best options for the plan in weekly management meetings. The CVA Board of Directors have discussed and will review components of the plan in board meetings to ensure compliance measures are being implemented. The development of the plan is based on feedback provided by staff, students, and parents in the CVA Reopening/Remote Learning survey. The survey has been made accessible on the school's website and its social media page on Facebook. CVA administration has put together a Task Force consisting of parents, staff, and environmental health specialists from the local health department and Kinston Police Department community relations coordinator to seek feedback and recommendations regarding best practices for social distancing, cleaning and hygiene, other components of the outlined plans (A/B/C) developed by the school. (Plan A, B, and C).

CVA communicates COVID 19 and Remote Learning updates using the school's website, social media outlets, newsletters, and the OneCallNow notification system. CVA will mail copies of the plans and other reopening related information (social distancing, cleaning and health hygiene procedures, schedules, COVID 19 updates, etc.) to parents prior to Open House and the first day of school.

### **Remote Instructional Resources and Support**

During the school closure in March, CVA teachers and instructional support staff received training on using Google Classroom to enroll students into classes, assign, and create assignments. K-8 teachers also participated in online training to utilize online resources such as SeeSaw and Brainpop. All K-8 teachers and support staff were well trained in using I-Ready and IXL resources, which were utilized as primary sources for work assignments. K-8 teachers will continue to use offline resources, such as the I-Ready instructional packets, Reading Street, and Instructional Performance Coach materials to guide virtual sessions with students. All offline and online resources are aligned with the NC Common Core and Essential Standards across core curriculum.

Classwork and homework will be assigned on a weekly timeline allotting ample time for students to submit completed assignments and receive feedback/grades for completed work. Google Classroom and/or Canvas (grades 6-8) will be utilized as the primary learning management systems for remote learning. In grades K-5, offline resources (learning packets) will be utilized more in conjunction with the online resource (I-Ready) to deliver instruction and monitor student progress. Teachers will work collaboratively with parents in grades K-2 to arrange for student work submission and assignment distribution weekly. All teachers will utilize Class Dojo as a communication tool to communicate with parents of K-8 students daily.

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### **Remote Learning Schedule and School Operation**

K-8 teachers, Exceptional Children (EC) teachers, and instructional support staff are expected to log into Google Classroom and/or Canvas daily (Monday-Friday) to prepare for online learning sessions via Zoom, following the remote learning schedule developed and approved by CVA administration. All teachers and support staff will follow the remote learning schedule even on days that are designed both for remote learning and teacher workday; however, the learning schedule will be modified to adjust the schedule to a half-day.

All K-8 and EC teachers will share weekly lesson plans with parents/students using a link provided on their Google Classroom and/or Canvas pages. Times for online learning sessions will vary depending on grade level as listed below:

Grades K-2, 20 minute sessions per core subject

Grades 3-5, 30 minute sessions per core subject

Grades 6-8, 45 minute sessions per core subject

A defined hour each day will be allotted in the schedule for small group and/or individual intervention/remediation sessions for struggling students who have been identified through weekly progress monitoring of classwork and assessments, as well as, student data from the previous school year. All assignments on remote instruction days will have a deadline expectation of submitting work no later than two days after the assigned date by 5pm.

Additionally, there will be flexibility in the plan that allows for teachers to work with students outside of the remote learning schedule to accommodate their needs.

Non certified staff (Maintenance, etc.) will operate on normal scheduled hours and continue regular duties as any other school day. Maintenance and custodial staff will adhere to daily schedules for cleaning and disinfecting the classrooms, offices, and other high traffic areas of the school, making cleaning and disinfecting the highest priority of all tasks. School Nutrition (SN) staff will continue cafeteria/kitchen duties, as well as, serving meals to students by delivering meals to households and mobile "Grab & Go" sites. Bus drivers will collaborate with the SN department by providing transportation to designated staff and volunteers for meal delivery. See [Appendix A](#) for more information on the meal delivery process.

Office personnel and administrative staff will continue to work during adjusted operation hours to manage and fulfill their assigned administrative duties. Office personnel, specifically communications coordinators/receptionists will be available to provide technical support for staff, parents, and students using online resources, as well as, communicate relevant information regarding the remote learning schedule and procedures. In addition to established duties, the PowerSchool Administrator will collaborate with teachers and staff to collect and

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record attendance data. The principal and designated administrative staff will monitor virtual learning and intervention sessions, as well as, provide curriculum assistance to teachers and instructional support staff.

All staff roles and expectations will be communicated in review meetings and orientation training prior to the start of the school year, as well as, through newsletters, memos, and emails communicated consistently throughout the school year.

#### **Home Connectivity**

Along with the parent survey already made accessible to parents/students, at the start of the school year, staff and families will complete a survey to re-assess their internet connectivity needs. Staff and students will be provided with devices (chromebooks and hot spots) to meet their connectivity needs. The results from the survey will be used to identify individual and household needs. Designated administrative staff will conduct mass downloads of all essential remote learning resources, such as I-Ready and IXL, using Google Chrome Management.

#### **Community Partnerships**

CVA is communicating with the local regional library to determine what ways the facility can support its families/students. In the past, the school has referred families to the local library to rent hotspot devices to support remote learning, particularly during the school closure in March 2020. CVA seeks to establish partnerships with local restaurants and businesses, such as McDonalds and Wendys, to establish availability of free broadband and connectivity for students on remote instruction days. CVA also plans to work with the local housing authority to arrange for parking lot access in surrounding housing communities to park buses to be used as mobile hotspots. The school continues its efforts to reach out to broadband internet providers to seek free or discounted internet services to support students and staff connectivity needs. CVA will continue to seek partnerships with local childcare providers to access resources or recommendations.

#### **Professional Learning Communities**

Professional Learning Communities (PLCs) will serve as a platform where teachers, administrators, and instructional support staff collaborate to share ideas and implement effective lesson designs/plans for remote learning delivery. Grade level PLCs are held each week for at least an hour to support instructional planning, student data analysis, and promote consistent instructional collaboration among teachers and instructional support staff. Professional development training opportunities that promote effective remote instruction tools (such as

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Google Apps, Zoom, and Khan Academy, IXL, etc.) and blended learning strategies will be incorporated into PLC sessions.

#### **Practicing Opportunities for Students on Accessing and sing Remote Instruction Platforms**

The curriculum schedule has been modified to include Blended Learning into weekly to bi-weekly lesson plans. Teachers will review ongoing professional development on blended learning strategies prior to the first day of instruction and throughout the school year to support school-wide implementation of Blended Learning integration. K-8 core teachers will be required to integrate blended learning strategies into core content instruction and lessons. All teachers, including Exception Children (EC), and instructional support staff will provide ongoing opportunities that allow students to practice accessing online content and submitting assignments via the designated learning management system (Google Classroom or Canvas, etc.). Time will be allotted in the master daily schedules to support blended learning strategies/practice. The schedule design will support the assigning and administering online assignments and assessments weekly to bi-weekly on non remote instruction days.

#### **Communicating Learning Targets**

Remote instruction will be guided by the NC Standard Course of Study, Essential Standards, and Crosswalk guides. Learning targets, which will be reflected in teachers' lesson plans will be shared with parents and students using Google Classroom and/or Canvas homepages each week. In addition to being aligned to the school's curriculum maps and pacing guides, learning targets to be displayed will include links to related resources available for instructional delivery. Lesson plans will be adjusted for remote learning days to include only learning targets and objectives, direct (virtual) instruction, guided and independent instruction components compatible with online content enriched applications, such as See Saw, IXL, Schoolnet, to demonstrate learning.

#### **Supporting Learning Growth and Mastery of the Standard**

Remote instructional time will be aligned to the schools curriculum maps and pacing guides, which are directly aligned to the NC Standard Course of Study and Essential Standards. Research-based curricular content, such as Reading Street, Eureka Math, and Instructional/Performance Coach materials will be used as offline instructional resources to deliver instruction. Online tools such as Brainpop, SeeSaw, and IXL will be utilized for student practice and application with essential standard skills. Schoolnet and I-Ready will be used as tools for online assessment and progress monitoring to determine mastery of essential standards.

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All assignments on remote instruction days will have a deadline expectation of submitting work no later than two days after the assigned date by 5pm. Classwork assignments which allow for opportunities for independent practice will be assigned daily but no more than one assignment per subject area, specifically Reading, Math and Science for all K-8 students. Students in grades K-4 shall be assigned no more than 2 **graded** class assignments and no more than 2 graded Schoolnet assessments per week in the core content areas. Students in grades 5-8 shall be assigned no more than 2 **graded** class assignments (per core class) and no more than 2 graded Schoolnet assessments (per core class) per week. All students shall be administered a weekly vocabulary quiz using a reliable online tool.

#### **Students with Disabilities Support**

Students with disabilities will receive equal access to learning remote devices (chromebooks, hotspots, etc.) as needed. EC teachers and support staff will conduct individual online learning sessions via Zoom with students outside of the daily remote learning schedule with the general teacher. EC teachers and support staff will also serve inclusively as co-teachers to provide additional support to EC students in virtual learning sessions with the general teacher. School based meetings, led by EC lead and administrative staff, will be conducted to discuss updates and necessary revisions to student IEPs and 504 plans to support remote learning. Home visits will be included as an accommodation and offered to support the learning needs of students with IEPs and 504 plans, as deemed necessary.

#### **Student Attendance**

Student attendance will be determined by 1) at least 50% of active engagement in virtual learning sessions with teachers and/or 2) completed daily assignments and/or check-ins. Assignments, which could include exit ticket surveys, will be assigned each remote instructional day. Attendance will be recorded by teachers and reported to the PowerSchool administrator by the end of closing each day. The PowerSchool Administrator will input attendance data into the PowerSchool system. Information regarding attendance, student access, technical difficulties, and other related issues will be communicated to parents/students in the school's Remote Learning guide/brochure, newsletters, Class DoJo, and the OneCallNow notification system at the start of the school year and prior to each scheduled remote instruction day.

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### **Online and Offline Contact Options**

On remote learning days that are not used as teacher workdays, parents/students will be able to contact teachers and staff by phone and/or email. All teachers will subscribe to Remind.com and Google Voice to communicate with parents/students without having to use their personal email and phone numbers. Administration will provide technical support contacts for families to reach key administrators, as well as, access technical assistance. A directory of staff Google Voice numbers and email addresses will be available on the school website and also shared via emails and newsletters. Within the remote learning schedule, there will be allotted time for virtual conferencing with teachers and instructional support staff for at least an hour on remote instructional days and each Friday during long-term remote learning circumstances.

### **Technology Support**

Technical support staff, specifically office personnel, will be available each remote instructional day from 8:30 am-3:30 pm each day to answer parent/student and staff questions and address technical difficulties. In the event that teachers and instructional support staff are unable to resolve technical issues, information regarding technical difficulties will be outlined in the remote learning brochure guide that will be distributed to families and staff.

### **English learning, Academically and/or Intellectually Gifted learners and students identified and served under the McKinney-Vento Act English learners**

English learners will be provided with brochures and guides available in their native language. Online assignments and virtual learning sessions will be modified to include bi-lingual language options to support their language needs. An ESL instructor will be made available to conduct individual and/or small group learning sessions for English language learners. Online resources with bilingual options will only be utilized to support English learners. Administrators will seek additional guidance on necessary ESL supports from the NC Department of Public Instruction.

#### **a. Academically and/or Gifted learners**

Academically and/or Gifted learners will be assigned advanced coursework to meet their extensive learning needs. Instructional support staff will collaborate with the general education teachers on advanced coursework and tools to be used to provide enrichment instruction and activities, in addition to opportunities made available in virtual learning sessions.

#### **b. Students served under the McKinney-Vento Act as homeless**

Students served under the McKinney-Vento Act as homeless will be provided with equal access to remote instructional devices (chromebooks, hotspots, etc.) to support their remote learning instruction. Students under this act will be asked to complete a survey to assess additional needs of the family and student (such as food, delivery of learning materials, shelter, etc.) Students and families under the act will be provided with local resource information to help

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meet any external needs outside of remote instruction. Like all students, these students will be monitored daily by teachers, instructional support staff, and administrators. Administrators will work with local shelters that house CVA students to ensure that students have the space and connectivity accommodations to support remote learning.

#### **Limitations**

Since the school closure in March 2020, CVA has gathered feedback from parents and staff to identify the limitations of quality remote learning. Primary limitations include:

- Student and staff connectivity and access to devices
- Process for accurate/fair attendance recording and reporting
- Lack of parental contact due to parents not being responsive to the remote learning efforts (virtual learning sessions and completion of online assignments)
- Providing effective technical support

CVA has taken necessary steps to ensure that students have access to a device and hot spots, which include the purchase and seeking proposals for hot spot subscription plans. A major challenge moving forward will be soliciting parental involvement, helping parents understand the critical need of their child's participation in remote learning opportunities and adhering to the school expectations.

#### **Parent/Families Support with Remote Learning and Behaviors**

Along with including remote learning strategies and behaviors to support success in monthly newsletters, CVA will integrate blended learning strategies in quarterly parent curriculum nights hosted by the school and the parent volunteer committee. Remote learning strategies and best practices will be included in the remote learning brochure guide sent to parents.