Paul Cuffee School
Distance Learning Plan Phase 1
March 22, 2020

Overview

Paul Cuffee School will deliver an online distance learning plan for all K-12 students. Every school day will be treated as a day of attendance through a combination of daily teacher checks, including: daily contact between student and teacher, time on web-based learning programs, time in synchronous and asynchronous lessons through Google Hangouts and/or Zoom, participation in teacher office hours, assignment completion, and at-home learning coach logs.

Paul Cuffee School will partner with families to provide distance learning through the following universal supports:

- Every student will use an internet-connected device separate from cell phone
- Every student will have a home internet connection
- Every student will have an identified at-home learning coach
- Students in grades K-4 may be provided additional print-based materials

Access to technology

To the School's knowledge, every student has an internet-connected device. In a distance learning survey sent to families the week of March 16, 93% (759 students) responded. Of those students, 75% (573 students) reported having access to an internet-connected device separate from a cell phone. On March 20 and 21 the School deployed 382 Chromebooks to students in grades K-8. The School will offer additional opportunities to provide Chromebooks when it has been discovered that a family needs one.

In the distance learning survey, 93% (750 students) reported having a home internet connection. 50 students who reported not having home internet were encouraged to apply to Cox Communications C2C program. The nature of the Cox Communications free internet offer during COVID-19 requires the parent to apply. The School provided the home address information (non-identifying) to Cox Communications are required for the program. The School has 12 hotspots available immediately for student use and will prioritize students in the Class of 2020 who require an immediate internet connection. 12 additional hotspots were ordered the week of March 16 in case of delay or problems with the Cox Communications C2C program.

Outreach

Paul Cuffee School will make every effort to contact families and students who aren't engaging in distance learning. When a student has been identified as absent, or if a student is experiencing particular difficulty with their assignments, teachers will work with a student support team, consisting of the classroom teacher, principal, social worker, and positive behavior support specialist who will meet to solve problems requiring additional school support.

Communication

Teachers and administrators will make frequent contact with students' families through the Remind messaging app and Skylert phone messaging system. Also, individual phone calls, text messages and emails will provide the frequency of communication that may be required. Google Voice, Google Chat, and Textnow are additional tools teachers will use to communicate to students and their families.

Attendance

Classroom teachers and teaching partners will track attendance each day through student participation in Google Classroom and web-based programs. Administrators will review attendance spreadsheets each day.

Teachers will submit final attendance at the conclusion of each week of school closure. Students will be considered present for class using a combination of factors including: assignment completion, time on task for web-based learning programs, participation in synchronous and asynchronous lessons, participation in teacher office hours, teacher communication logs, and logs kept by an at-home learning coach.

The School will continue to use the Frontline absence management system to track and monitor staff attendance. During the distance learning period staff attendance principals will also monitor each teacher's Google Classroom each school day.

Expectations for teachers and professional support staff

Teachers will use the Google Classroom platform to provide classroom expectations, lessons, assignments, and resources to support learning. In order to assist students with their learning, teachers will provide synchronous and asynchronous lessons through Google Hangouts, or Zoo; web-based learning programs including Lexia, Zearn, Rocket

Math, Raz Kids, Learning Ally, DreamBox, Tumblebooks, Khan Academy, IXL, FOSSWeb, Prodigy, NoRedInk, NewsELA, CPM, and AP Classroom; teacher office hours for help with assignments; teacher office hours for at-home learning coach.

Professional support

Teachers and support professionals will continue to meet for scheduled faculty meetings through Google Hangouts. The principal will continue to meet regularly with grade levels, specialists, special educators, and other service providers as frequently as during a normal school week. School administrators will provide important information and updates through regular email, Google Hangouts, and telephone calls. Campus leadership teams will serve as the voice for issues requiring additional support. The School will provide additional professional development using tools such as Loom and Screencastify. Resource documents have been provided to allow a forum for asking and answering questions. Virtual Check-in/Check-out meetings will serve as an additional opportunity to provide administrator support to teacher concerns.

Alignment to standards-based curriculum

Teachers are planning lessons using the standards-based curricular programs they were using prior to distance learning. At the lower school it includes Eureka math, Fundations, Calkins Units of Study for ELA, and FossWeb Science. Beginning with review, teachers will gradually introduce new content as students become more familiar with the distance learning format. At the middle and upper levels, resources such as Khan Academy, NewsELA, and NoRedInk will be used to support standards-based units.

Student support services

Phase 1 of the distance learning plan will provide for students who are multilingual and differently-abled students a collaboration model using the classroom teachers' Google Classrooms which additional features for students on the ELL caseload. Teachers of students in special education will also collaborate with classroom teachers to deliver lessons for students with IEPs. Phase 2 of the distance learning plan will provide more specific responsibilities for specially-designed instruction and therapy services. Service provider office hours will be used to target at-home learning efforts for students eligible for specific student supports. Intervention specialists will support teachers related to students on their caseload, and Phase 2 of the plan will identify specific supports for students in general education who are provided systematic interventions in reading and mathematics.

Progress monitoring

Teachers and administrators will monitor academic progress through a combination of checks, including conferences, with students/families, collected Google Classroom assignments, and user data from web-based learning programs.

A student support team consisting of advisor, principal, student success manager, and social worker will assist with monitoring and intervening for students at-risk for failure.

Leveraging support staff

Teaching partner support has been reallocated for support to teachers and students across grade levels, assisting with collecting and monitoring data, family outreach, small group instruction, and individual support. Phase 2 of the plan will identify additional details related to this support.

Specialists including art, music, physical education and health, Spanish, library technology will also use the Google Classroom format to deliver content and support at-home learning.

Access to books

The School's library media specialist and classroom teachers have been working to collect online resources for our students including a number of ebook sources such as FirstBook, Get Epic, Scholastic, RAZKids, Learning Ally and more, some of which allow for teachers to assign leveled texts to students. Phase 2 will consider additional options for the distribution of printed books, including e book pick up times and/or a bookmobile. At the upper level most of the required reading is done online, and for the AP classes that utlie textbooks, students have those books at home.

Sample Schedules

Lower School

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	❏ Read a book for 30 minutes. Fill out your paper reading log.	❏ Read a book for 30 minutes. Fill out your paper reading log.	❏ Read a book for 30 minutes. Fill out your paper reading log.	❏ Read a book for 30 minutes. Fill out your paper reading log.	❏ Read a book for 30 minutes. Fill out your paper reading log.

	❏ Read one of the articles on [Scholastic: Day 1](#) ❏ Follow "Continue the Learning Journey" instructions for whichever article you read.	❏ Read one of the articles on [Scholastic: Day 2](#) ❏ Follow "Continue the Learning Journey" instructions for whichever article you read.	❏ Read one of the articles on [Scholastic: Day 3](#) ❏ Follow "Continue the Learning Journey" instructions for whichever article you read.	❏ Read one of the articles on [Scholastic: Day 4](#) ❏ Follow "Continue the Learning Journey" instructions for whichever article you read.	❏ Read one of the articles on [Scholastic: Day 5](#) ❏ Follow "Continue the Learning Journey" instructions for whichever article you read.
Writing	❏ Typing.com for 15 minutes ❏ Write a journal entry about what you've done so far ❏ Complete whatever writing your Scholastic journal asked you to write.	❏ Typing.com for 15 minutes ❏ Write a journal entry about what you did since yesterday ❏ Complete whatever writing your Scholastic journal asked you to write.	❏ Typing.com for 15 minutes ❏ Write a journal entry about what you did since yesterday ❏ Complete whatever writing your Scholastic journal asked you to write.	❏ Typing.com for 15 minutes ❏ Write a journal entry about what you did since yesterday ❏ Complete whatever writing your Scholastic journal asked you to write.	❏ Typing.com for 15 minutes ❏ Write a journal entry about what you did since yesterday ❏ Complete whatever writing your Scholastic journal asked you to write.
Math	❏ Do 15 minutes of Rocketmath ❏ Complete 30 minutes on Zearn (you should be at Lesson 10 by the end of the week).	❏ Do 15 minutes of Rocketmath ❏ Complete 30 minutes on Zearn (you should be at Lesson 10 by the end of the week).	❏ Do 15 minutes of Rocketmath ❏ Complete 30 minutes on Zearn (you should be at Lesson 10 by the end of the week).	❏ Do 15 minutes of Rocketmath ❏ Complete 30 minutes on Zearn (you should be at Lesson 10 by the end of the week).	❏ Do 15 minutes of Rocketmath ❏ Complete 30 minutes on Zearn (you should be at Lesson 10 by the end of the week).
Creative Time	❏ [Follow along a drawing activity with Mo Willems!](#)				

Movement / Mindfulness	❏				

More options!

Reading	Epic Lexia Tumblebooks
Writing	
Math	IXL (sign in through clever) Dreambox (free for 90 days - have your parent sign up!)
Creative Time	Drawing, Crafts, Music, Puzzles, Outdoor games
Movement / Mindfulness	GoNoodle.com Calm.com: PW grade4meditates

Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Attend Advisory	Attend Advisory	Attend Advisory/Virtual Community Meeting	Attend Advisory	Attend Advisory
9:30-10:30	Math	Math	Math	Math	Math
10:30-11:30	Humanities	Humanities	Humanities	Humanities	Humanities
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Science	Science	Science	Science	Science
1:00-2:00	Art Spanish Phys Ed/Health	Art Spanish Phys Ed/Health	Art Spanish Phys Ed/Health	Art Spanish Phys Ed/Health	Art Spanish Phys Ed/Health

| 2:00-3:00 | Student Choice | Student Choice | Student Choice | Student Choice | Student Choice |

Note:
- Math Specialist has office hours available from 9:30-10:30 and 2:00-3:00
- Reading Specialist has office hours available from 10:30-11:30 and 2:00-3:00
- Specialist are available from 1:00-3:00
- The Nurse and Social Worker are available to support students. Students need to submit a request to their advisor who will then place the Nurse or Social Worker in contact with the student.

Upper School

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:00-10:00	Attend Teacher Office Hours	Literacy Class	Student ChoiceTime	Student ChoiceTime	Student ChoiceTime
10:00-11:00	Biology Class	Civics Class	Biology Class	Civics Class	Literacy Class
11:00-12:00	Algebra Class	Attend Teacher Office Hours	Attend Teacher Office Hours	Algebra Class	Attend Teacher Office Hours
12:00-1:00	English 9	Lunch	Lunch	English 9	Lunch
1:00-2:00	Lunch	Student ChoiceTime	Student ChoiceTime	Lunch	Student ChoiceTime
2:00-3:00	Spanish 1	Student Choice Time	Spanish 1	Student Choice Time	PE Class

Student Choice Time could include any of the following:
- Outdoor activity, like a walk
- Coloring and/or Arts & Crafts
- Independent Reading
- Google Hangout with Friends
- Journaling
- Watch a documentary

Student expectations

- Follow established ground rules for online learning
- Attend online lessons
- Complete required minutes of online web-based learning programs
- Attend teacher office hours when needed
- Complete and submit assignments according to deadlines

At-home learning coach expectations

- Monitor "attendance" according to schedule
- Participate in calls with teachers
- Encourage student to attend office hours if needing help
- Access the Spanish language hotline, if needed

Administrator expectations

- Coordinate the planning needed to write and submit a distance learning plan
- Communicate the initiation of distance learning days using normal channels for school communications
- Set and clarify expectations for teachers, students and at-home learning coaches
- Monitor teacher lesson planning, assignment trackers, lesson participation rates, and time on web-based learning platforms.

Technology support to families chain of response

- Parent or student informs advisor of technology issue or concern
- Advisor submits the issue to the director of technology
- Director of Technology deploys resources to address the issue