

KIPP NYC Reopening Plan 2020-2021 School Year

Executive Summary	4
Reopening Operations	5
Capacity	5
Social Distancing	6
PPE and Face Coverings	7
Operational Activity	8
Vulnerable Populations	8
Restart Operations	9
Hygiene, Cleaning and Ventilation	10
Extracurriculars	11
Before and After Care	11
Transportation	12
Food Services	13
Mental Health, Behavior & Emotional Support Services & Programs	15
Communication	17
Monitoring	18
Screening	18
Health Testing Protocols	19
Early Warning Signs	19
Containment	20
School Health Offices	20
Isolation	20
Collection	20
Infected Individuals	20
Exposed Individuals	22
Hygiene, Cleaning & Disinfecting	22
Contact Tracing	23
Communication	23
Closure	24
Closure Triggers	24
Operational Activity	25
Communication	25
Pre-Opening	25

School Calendars	28
Scheduling for Students and Staff	29
Enrollment	30
Attendance	30
Curriculum	31
Instruction and Assessment	32
At-Risk Populations	32
Appendices	35

Executive Summary

In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

We have been working and planning diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students receive a comprehensive, rigorous and meaningful learning experience for this upcoming school year, as we are planning for both remote and hybrid models of learning. To that end, we gathered feedback from families on our remote learning from the end of last school year and we are using it to develop this year's plan. We think we will be stronger at providing curriculum and information to students and families, and supporting staff with delivering instruction, based on our prior experience.

We are increasing opportunities for remediation and feedback. We have built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allows us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students will have the opportunity to engage in a combination of live Zoom sessions with their teachers, pre-recorded video lessons from veteran teachers, and self-guided lessons that allow for independent thinking and research.

We are starting this year with a new online learning management system, *Canvas*, which students, families, and staff will visit every day while we are remote. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* will also house other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlines our comprehensive approach for how we intend to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We are actively using an equity focused lens to evaluate all of our reopening plans and decision-making. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of the most marginalized of our student populations at the forefront of our mind.

In creating our plans for the 20-21 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices

of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

Reopening Operations

Capacity

Phasing: KIPP NYC will begin remote learning for all students on Monday, August 24 and will tentatively move to a hybrid onsite/remote learning model on Thursday, October 1st. Additional guidance will be needed from NYSED and the DOH in order to accommodate more students onsite or to shift to full onsite instruction.

Quantity: Based on square footage guidance that we have received from NYSED, we plan to allow for 50 square feet of space per person in classrooms while not exceeding 50% classroom capacity (including staff). Per the guidance provided by NYSED, all furniture in classrooms will be arranged in accordance with the 50 square foot per person allocation using a [classroom layout diagram](#) provided to us by our Facilities team. These layouts provide a template for all our schools to fully adhere to social distancing guidelines within classrooms and offices.

Personal Protective Equipment: Our regional Facilities team has procured all the school-based materials that will be needed to promote safe onsite learning at every school. Those materials include:

- Single use 3-ply masks (staff)
- KN 95 masks (staff)
- Cloth masks (staff)
- Cloth masks (students)
- Face shields (staff)
- Face shields (students)
- Plexiglass dividers (in Main Offices)

Initial stock of all PPE will be delivered to schools' designated secure storage rooms at least one week prior to staff and students being onsite. Schools will be provided with a 'reorder' template so that all materials can be 'ordered' through our regional Facilities team.

Local Medical Capacity: KIPP NYC schools have access to on-site nurses through the NYC Department of Education. Our expectation is that every school will have a local school nurse onsite to support with medical issues, as we have had in previous years. Additionally, all schools have designated isolation rooms for students or staff who are exhibiting symptoms consistent with COVID-19 (given that students and staff exhibiting these symptoms should not go to the nurse's office). There are also additional office

spaces that could be used for isolation rooms should there be multiple symptomatic students or staff at the same time. These rooms will be stocked with disinfectant and cleaned nightly by custodial team members and our regional Facilities teams.

Safe Transportation: KIPP NYC adheres to transportation guidelines laid out by the NYC Office of Pupil Transportation (OPT) and will enforce updated guidance provided by OPT for students who qualify for bus services. KIPP NYC does not provide independent transportation to students outside of what is currently provided through the NYC DOE.

Social Distancing

Several measures are being taken to ensure students are adhering to social distancing guidelines throughout the school day to reduce the risk of transmission among students and staff.

At arrival, students will adhere to social distancing by following floor markings and barriers that schools will set up. These measures will continue as staff are spaced out to support with physical checks and ensuring students remain distanced. Our arrival times will be staggered so only small cohorts of students arrive at one time, reducing the risk of mixing students outside of cohorts.

In our schools with stairwells, we will ensure traffic is configured to move in one direction and that staff enforce these directional mandates. All stairwells will have markings delineating six feet intervals in order to facilitate students adhering to these guidelines.

All hallways and common spaces will be adequately marked with stickers or floor tape that will denote appropriate distancing between students and between students and staff. All staff and students will be trained on these protocols upon arrival at school buildings.

In common adult spaces (like offices and teacher work rooms) all areas will be separated into 'zones' using floor tape to give all staff an appropriate amount of distance between them.

For classrooms, we are setting our capacity limits at 50% depending on room size. We will keep 50 square feet of space for each student at their desk/chair, which is more than double the NYSED recommendation (20 sq ft recommendation - [pg 49](#)). In order to accomplish this, we will configure the furniture in classrooms to demarcate 50 square feet and remove any other furniture to allow for maximum movement in classrooms while maintaining social distancing guidelines.

We have greatly reduced the need for transitions in hallways as we adhere to grouping recommendations and minimal movement between classes. In alignment with the DOE, student circulation will be minimal and adhere to the following key protocol:

- School leaders will create plans to support movement that upholds physical distancing throughout the building, e.g. the use of one directional stairwells and single file travel patterns.
- Elevator use will be limited to individuals with special needs or in high-rise buildings and should be operated at limited capacity as per current DOHMH guidance (2 persons per elevator), and

face coverings must be worn at all times.

- Face coverings will be worn at all times except while eating or drinking.
- Per State DOH guidelines, appropriate signage, e.g., directional markers and physical distancing guidelines, will be displayed on walls and floors throughout all travel
- Routes.
- Travel areas should be appropriately staffed to support students with physical distancing guidelines.
- To reduce movement throughout the building, teachers will travel from class to class, with students remaining in the same room throughout the day to the extent possible. If students have to travel, proper social distancing protocols should be followed.
- Where possible, students will remain with the same group of students, in a cohort, throughout the day.
- Where feasible, co-located schools will have designated hallways and stairwells. For co-located campuses, Building Council discussion should take place in order to norm student movement

Dismissal will also be phased, reducing the number of students and adults in confined spaces at one time.

PPE and Face Coverings

All students and staff will be required to wear face coverings (in adherence with the [DOH's Interim Guidance for In-Person Instruction](#)) daily. In alignment with the NYC DOE, Exceptions to face covering usage are as follows:

- Medically verified students who cannot tolerate a face covering, including where students for whom the use of such coverings would impair their physical or mental health;
- Where the use of face covering is inappropriate considering the development level or age of the student (e.g. under two years old);
- Guidance and policies will account for any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID19 exposure risk for students, faculty, and staff, to the greatest extent possible.

KIPP NYC will provide each staff member with two cloth masks and additional 3-ply surgical masks will be readily available at each school for use for staff, students, or announced visitors that may have forgotten their masks before arriving at the building.

KIPP NYC has also procured two cloth masks for each student at every school. These will be provided to students on the first day. Communication regarding the necessity of face coverings at school will be conveyed to all parents well in advance of the first day of school and families will be encouraged to keep several masks at home to be used on their commute and in the school building.

Students, staff, and essential visitors are able to bring their own face coverings, but if they are not able

to or forget, every school will have centrally provided face coverings readily available to be provided to anyone who requires a face covering.

Additional PPE:

- Potential high traffic areas like main offices will have limited numbers of KN-95 masks to support increased measures to reduce virus transmissions. Face shields will also be available for students or staff who prefer additional protection while onsite.
- Latex/vinyl gloves will also be available in every room to support staff with any cleanings that may require closer contact with students than social distancing guidelines allow for.
- Additionally, KIPP NYC main offices will be outfitted with wellness barriers.

Operational Activity

School Schedules/Calendar: To accommodate school-specific instructional choices (incorporating administrator, parent, staff, and student input), KIPP NYC is allowing each school to create the school schedule and calendar that works best for the student population they serve.

Tentative schedules for each school, taking accounting of space limitations, social distancing guidelines, and the maximum number of students that can safely be present onsite, have been collected and consolidated by KIPP NYC. These schedules are subject to change based on the nature of COVID-19 spread, updated guidance from the CDC, DOH, and DOE, and family, staff, and student feedback.

Tentatively, hours of instruction will broadly be between 9:00am - 3:00pm, with staggered arrival and dismissal at all schools between the hours of 7:40am-9:00am and 2:20pm-3:00pm.

Events/Field Trips: All events and field trips will be modified to be held virtually for students. Based on local transmission levels and NYC DOE guidance, in-person events and field trips may resume and will adhere to DOH health and safety protocols on distancing, PPE use, hygiene, and student groupings.

Shared Spaces/Co-locations: KIPP NYC Schools will collaborate with co-located schools, whether charter or district, through their building councils and shared space committees to follow all health and safety protocols as prescribed by the NYCDOE and NYCDOH while maximizing these spaces for instructional purposes.

Vulnerable Populations

KIPP NYC recognizes that some staff, students, or their families may be at increased risk of complications from COVID-19 and require alternative provisions to ensure their safety when transitioning back to school. In order to address the needs of vulnerable populations, KIPP NYC intends to consider certain methods. These methods include, but are not limited to, the following:

1. Create a process for staff, families and students to self-identify as high risk for illness due to COVID19.
2. Following state and federal guidelines, provide staff with opportunities for modified work arrangements or eligible COVID-19 related leaves.
3. Students at an increased risk, or with family members at increased risk, will have the option of participating in a 100% remote/distance learning platform.
4. Our Social Work/Counseling staff (approximately 45 staff) will continuously evaluate students' needs using their Individualized Education Plans, 504s, and etc. to determine appropriate alternate measures based upon their healthcare needs and update as needed to decrease their risk of COVID-19 exposure.
5. Through a partnership with an external provider, we will provide access to virtual counseling resources for staff that is covered by KIPP insurance as a supplement to our already existing EAP services
6. For those students and staff participating in in-person education, we will assess modifications to social distancing, PPE availability, and other work/learning modifications.

Restart Operations

KIPP NYC schools are almost exclusively located in NYCDOE spaces and will rely on NYCDOE custodial engineers for facility maintenance. For our two privately maintained spaces we will also, follow directions from NYC Division of School Facilities (DSF) to ensure the safe restart of building systems as well as cleaning and disinfection of the facility.

Cleaning and disinfection: The KIPP NYC Facilities team is working in collaboration with all school custodial engineers to ensure that there is a nightly building cleaning using electrostatic machines. KIPP NYC has procured one machine for each school and has committed to staffing a dedicated cleaner for KIPP NYC spaces should the custodial team need support.

In addition to nightly deep cleaning, we have created a classroom cleaning checklist that will be a guide for any room being used for instruction, meetings, or general office use. All checklists will come with a classroom cleaning kit that allows for teachers and staff to sanitize surfaces and items between uses throughout the day.

Systemic materials procurement: the KIPP NYC Facilities team has created an extensive backstock of PPE and cleaning and disinfecting materials. These materials were purchased specifically for KIPP NYC schools to ensure that we do not run short on necessary cleaning and disinfecting materials.

To ensure quick, routine procurement of these critical cleaning items when needed, the KIPP NYC Facilities team has created a form for each school that allows them to report their inventory on a weekly basis and request materials ahead of time to ensure no items needed for cleaning or disinfecting run out of stock. The general, centralized inventory of backstock will be updated regularly to inform regional purchasing decisions on these cleaning and disinfecting materials.

Building ventilation: the KIPP NYC Facilities team will work in partnership with the NYC Department of School Facilities in our co-located buildings. In collaboration with them we are working to ensure:

- All building HVACs that require fixes are being worked on
- All HVAC filters are being upgraded (using MERV 13)
- All window AC units are being cleaned and/or replaced to ensure proper functioning
- All windows are being checked to ensure they can be opened, allowing for increased air flow
- All doors will remain open in classrooms to allow for increased air flow and reduced contact with door handles

Please note that in co-located spaces, conducting HVAC related work remains exclusively in the domain of the NYC DSF as the building. KIPP NYC will supplement with portable.

Water systems: Traditional water fountains will not be used (until further notice) in order to reduce contact with shared water fountain equipment. Schools will make bottled water available and encourage students to bring student water bottles.

Hygiene, Cleaning and Ventilation

KIPP NYC Schools will rely on NYCDOE custodial engineers and follow directions from DSF to ensure that ongoing cleaning and disinfection of all classrooms, shared spaces, and outdoor facilities meets standards as prescribed by the NYCDOH and CDC.

School-wide cleaning protocols and procedures: all cleaning schedules will be negotiated among custodial teams, school operations team members, and the KIPP NYC Facilities team. A sample cleaning schedule for a classroom can be seen below.

Training for students and staff on handwashing and respiratory hygiene will be provided. The availability of tissues, face masks, and face shields will greatly support the handwashing and coughing/sneezing hygiene recommendations. There will also be handwashing and respiratory hygiene posters and signage placed in key areas around the schools, including classrooms, offices, and restrooms.

Individual schools will be responsible for finalizing classroom and office-specific cleaning frequency. All leadership and operations teams are aware that spending time ensuring onsite learning environments are safe, clean, and disinfected is a priority and should be treated as such.

Extracurriculars

KIPP NYC will consider the following factors, in alignment with the NYC DOE, when deciding what extracurricular and afterschool activities to offer this year:

- The level of risk of COVID-19 transmission.
- Associated modifications that will be needed to lower transmission risk.
- In what form the activity will be possible.
- Level of interest in the activity from students and families.
- All extracurricular activities that include physical activity must also be consistent with applicable CDC and State DOH guidance related to sports and recreation, for example as related to minimizing or eliminating touching of shared equipment, maintaining social distancing, minimizing or eliminating contact or physical closeness between participants, and conducting activities outdoors when possible. Certain activities pose a higher risk for transmission than others. The higher the risk, the more modifications will be needed OR the activity may not be able to be offered at the outset of the school year.

Before and After Care

For all KIPP NYC schools, extracurricular and afterschool activities, inclusive of Department of Youth & Community Development (DYCD), will adhere to the guidelines and recommendations set for school

opening, including all health and safety guidelines. NYC DOE will be issuing additional guidance on afterschool programming, and KIPP NYC will adhere to all NYC DOE guidance. Additionally, KIPP NYC afterschool programs will adhere to NYCDOE health policy regarding face coverings and other personal protective equipment and these programs will provide those items for staff and students.

As of the submission of this document, the New York State Department of Health has stated, “interscholastic sports are not permitted at this time.” KIPP NYC Schools will comply with this regulation and specific Public Schools Athletic League (PSAL) and CHAMPS (middle-school, afterschool physical activity program) guidance on those official offerings will be forthcoming when interscholastic sports are permitted to resume.

KIPP NYC will consider the following factors, in alignment with the NYC DOE, when deciding what extracurricular and afterschool activities to offer this year:

- The level of risk of COVID-19 transmission.
- Associated modifications that will be needed to lower transmission risk.
- In what form the activity will be possible.
- Level of interest in the activity from students and families.
- All extracurricular activities that include physical activity must also be consistent with applicable CDC and State DOH guidance related to sports and recreation, for example as related to minimizing or eliminating touching of shared equipment, maintaining social distancing, minimizing or eliminating contact or physical closeness between participants, and conducting activities outdoors when possible. Certain activities pose a higher risk for transmission than others. The higher the risk, the more modifications will be needed OR the activity may not be able to be offered at the outset of the school year.

KIPP NYC Schools will uphold the following, in alignment with the NYC DOE:

- Any in-person activity that takes place after the regular school day should be limited on a daily basis to students who were in physical attendance on that given day within the same school building.
- Schools should keep students in the same groupings during the day and in afterschool programming (e.g., by age, by class/cohort).

Transportation

School Busses: Qualifying KIPP NYC students rely on the New York City Department of Education’s Office of Pupil Transportation (OPT) for bus services. KIPP NYC plans to continue to collaborate with OPT to ensure that all eligible students who ride the bus abide by State public transit guidance and protocols, including enforcing temperature screenings at home prior to getting on the bus and wearing a mask while riding the bus.

In alignment with the NYC DOE, and in accordance with NYSED and CDC recommendations, KIPP NYC will require all bus passengers to wear a protective face covering while on board any school transport vehicle, unless they are unable to medically tolerate a face covering, including where such covering

would impair their physical or mental health.

KIPP NYC students who do not have a face covering when attempting to board a bus will be provided a face covering upon entering the bus. In the event that a child does not have a face covering when attempting to board a bus, protective face coverings will be available for distribution at the bus door inside the bus.

KIPP NYC students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation, but in these cases, the transportation provided may not be the conventional mode that the student had prior to March 2020. These will be addressed on a case-by-case basis.

NYC DOE will provide school bus vendors with CDC guidance on PPE. All school transportation vehicles and facilities will display informational signs that detail the proper usage of PPE, as well as the symptoms of COVID-19. Vendors will be expected to share with their staff.

Upon arrival at school, students who ride the bus will be provided with hand sanitizer and/or the opportunity to wash their hands immediately upon entering the building. All bus-riders will be expected to comply with social distancing measures while entering the building.

Public Transportation: Many KIPP NYC students, families, and staff use public transportation to travel to and from school each day. KIPP NYC will continue to require that all children and adults take their temperature at home prior to getting on public transportation; those individuals with a temperature over 100°F are required to stay at home per DOH and SED guidance. Those who take public transportation will be reminded to wear a mask, and they will be provided with hand sanitizer and/or the opportunity to wash their hands immediately upon entering the school building. KIPP NYC also plans to stagger arrival/dismissal times so as to reduce the number of students, staff, and families who use public transportation during peak times and to allow for social distancing practices during arrival and dismissal.

Food Services

All KIPP NYC students receive free meals either as part of the New York City Department of Education's School Foods program, or under KIPP's own School Food Authority. We anticipate all students, whether in-person or remote, will continue to receive free meals daily.

On-Site Meals: Students who are on-site will be provided breakfast and lunch daily, as provided either by NYC DOE School Foods or KIPP NYC's Food Program. In alignment with the NYC DOE, breakfast and lunch will likely be served in classrooms, to support social distancing and minimize interaction between groups of students. If the cafeteria must be used, schools must maintain appropriate physical distancing. During meals and snacks, students will be directed to not share food or beverages. Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred.

Where relevant, grab-and-go meals will be delivered to students in K classrooms, and pickup points within the school will be designated for grades 1-12. Sufficient stations will be set up throughout the school building to accommodate the student population and avoid overcrowding. Signage will be provided to direct students to pick up points within the school for grades 1-12.

As per the NYC DOE reopening plan, students who are not receiving in person instruction can pick up a lunch from their home school or an identified school building near their home.

Desks will be sanitized and students will be asked to wash/sanitize their hands before and after eating. Students with food allergies will be provided an alternate location to consume their meals as needed, such as an empty classroom or office. Staff will ensure that students do not share any food or beverages throughout the day.

KIPP NYC schools in shared spaces will work with their co-located schools to determine appropriately staggered meal times.

Additionally, in 2020, KIPP NYC was able to provide additional assistance to families experiencing food insecurity via a weekly food pantry operating from KIPP's private high school facility in the Bronx, utilizing a Bulk Meal Waiver. We hope to continue to make this option available to families in 20-21. All pantry participants, including volunteers and staff members, are required to adhere to health and social distancing protocols, including maintaining a distance of 6 feet when possible, washing/sanitizing hands frequently, wearing a mask, and taking one's temperature prior to visiting the site.

Allergies: In alignment with the NYC DOE, allergies, food safety, and student health very seriously. We cannot guarantee a nut, milk or "allergen-free" environment, but we do have an "allergen aware" policy. Children with allergies become aware of what they can and cannot eat, and school staff members are alert and careful about each student's allergies. The school nurse works with the parent and the child's health care provider to create an allergy response plan for each child that needs one. If a child has severe allergies, we request that parents have health care providers complete the Medical Review for Severe Allergies form and complete an Allergy Response Plan. In the case of a severe allergic reaction, the affected child is immediately given his/her prescribed medicine by trained school staff or a nurse, and school staff call 911 and contact the child's parent and health care provider. In addition, the school nurse trains school staff members to enact the child's allergy response plan in an emergency.

Sanitization Protocols: Food service staff at sites serviced by NYC DOE School Foods will be required to adhere to all health and safety guidance required by the DOE. Staff at KIPP NYC's Food Program sites will continue to adhere to all existing DOH food safety and kitchen sanitation guidelines, and will also be required to follow the same guidance as all KIPP NYC staff: temperature-taking prior to arriving at the school, frequent hand-washing, masks and single-use gloves (as appropriate) worn throughout the day, and maintaining 6 feet of distance with other staff as is possible. Staff will be required to routinely clean and disinfect surfaces in the kitchen, using sanitizing materials provided by KIPP NYC.

Communication with Families: KIPP NYC will make all information about food services, including access to meals for students who are off-site and information about KIPP's food pantry, available to all families

in English, Spanish, and French. KIPP NYC frequently communicates with families via email, text, and social media, and will make every effort to inform families about food service options available to them. Additionally, individual schools will tailor outreach to their school communities via phone calls, texts, emails, and social media as appropriate, in the languages most commonly used by their families.

Compliance: All meals served to KIPP NYC students will comply with the relevant Child Nutrition programs, including the School Breakfast Program and National School Lunch Program. All grab and go meals, as well as any meals served in classrooms, will follow all relevant USDA nutritional and meal pattern requirements.

Mental Health, Behavior & Emotional Support Services & Programs

Every KIPP NYC student and family will have the below resources and referrals available to address their mental health, behavioral, and emotional needs when school re-opens for in-person and remote instruction.

Students and families will have uninterrupted access to the full breadth of Social Work/Counseling staff (approximately 45 staff) who are available for individual and group remote counseling and continued support to address all social emotional needs as well as case management and access to resources.

KIPP NYC additionally has partnerships with Northside and Interborough providing on-site, school based mental health services to several KIPP schools located in Brooklyn, Harlem and South Bronx. All students connected to Northside and Interborough have continued access to their therapist as well as psychiatric services.

KIPP NYC received grant money which was allocated in part to an emergency Family Assistance Fund which offered families short-term urgent relief from food insecurity, phone service disconnection due to nonpayment, or access to medication. As a longer term solution KIPP NYC will be hiring (September 2020) a Family Resources Support Manager whose role will be dedicated to supporting families in navigating community, state, and federal resources to address their unmet needs that have arisen for families as a result of the COVID-19 pandemic. The support for practical resources will ideally alleviate the strain on KIPP families and will ideally alleviate the strain on their social emotional needs.

KIPP, NYC has a professional partnership with [Headway](#) and [Ayana Therapy](#) providing both in-person and teletherapy services. Headway and Ayana both offer accessible, diverse and culturally competent therapy services for our students and families. We also have relationships with Jewish Board of Family & Children's Services, A Caring Hand and Calvary Hospital for their Loss, Bereavement & Grief programs and have access to continued resources for any students & families experiencing loss.

KIPP, NYC is dedicated to providing support to their faculty and staff and every staff member will have access to the below resources and referrals available to address their mental health, behavioral, and emotional needs when school re-opens for in-person and remote instruction.

Since March 2020, KIPP, NYC's HR People Team has dedicated its efforts to obtain wellness resources

and webinars via Cigna, Prudential and the Employee Assistance Program with topics ranging from mental health to parenting through a variety of vendors and publishes these resources in a weekly newsletter to all staff. The newsletters will continue and support will be uninterrupted. Wellness Days have also been offered and will continue to do so as a means to mitigate staff stress and burnout and optimize self-care.

KIPP, NYC has expanded the professional partnership with [Headway](#) to include providing faculty and staff with both in-person and teletherapy services. Headway accepts all staff health insurances and eliminates barriers to insurance match and scheduling to allow for quick access to therapy services.

Additionally, staff have access to four Cigna accepting therapists who provide on-site therapy services for any staff member who should need or want it.

There are three licensed social workers on KIPP NYC's centralized regional team who are available for crisis services consultation as well as connecting any staff person to ongoing mental health and social emotional support.

Every staff person at KIPP NYC will start their back-to-school preparation with a professional development session on Trauma, Resilience, and being a protective factor for KIPP students and families when they return. Staff will understand the different types of trauma, what trauma presentations look like in the classroom, and when they should refer a student to our social work teams for assessment support and intervention. Staff will also develop an understanding of resiliency, and the critical role they play in creating a school environment that helps our students manage adverse circumstances and thrive.

KIPP NYC is dedicated to offering formal SEL opportunities for all students in circle/community/advisory spaces using evidenced-based curriculum, and will be offering training to staff regarding maximizing SEL structures. Special attention will be paid to making SEL impactful in both real and virtual spaces. Staff will be engaging in professional development on restorative practices and mindfulness, two practices that build SEL capacities in both students and staff. KIPP NYC will focus on the need for adults to have opportunities to develop SEL skills so as to effectively model them for students, and on the need for staff to have the same access to practices that build coping and wellness as our student body.

KIPP NYC families and caretakers have been invited to workshops addressing how to talk to students of all ages about the pandemic, how to cope as a family, and how to support students practically and emotionally during the public health crisis. These workshops will continue in the 2020-21 school year so that families have the same access to support as our students and staff.

KIPP NYC's social work and counseling community completed a Loss & Bereavement training (conducted by Jewish Board of Family & Children's Services), and guidance on how to talk to students and families who may have experienced losses during the pandemic was turn-keyed to both teachers and to families during school-based workshops. KIPP NYC's social work community will also partake in training on best practices in remote counseling, how to conduct play therapy in a virtual space, and creating inclusive environments (in person and virtually) for our LGBTQ+ youth.

Lastly, while KIPP NYC re-entry is highly focused on addressing the impact of the COVID-19 pandemic,

the organization is also committed to addressing racial injustice as another form of trauma and source of negative mental health outcomes. This is particularly relevant given the intersection of the health pandemic and the disproportionate impact it has had on Black and Latinx communities that are home to our families. The organization has committed to examining its practices with a goal of becoming an anti-racist organization, and has engaged both members of the student body and our family community to guide us in these efforts. The organization will continue to provide structured and required training and development in equity & inclusion to staff at every level of our organization.

Communication

KIPP NYC has a dedicated Restart Communications team dedicated to ensuring the larger KIPP NYC Community remains aware of all applicable instructions, training, and Restart information in a timely and effective manner.

KIPP NYC commits to communicating with our staff, students, and families in a number of ways, including:

- Posting the Plan for the 20-21 school year on the KIPP NYC Website (www.KIPPNYC.org).
- Maintaining up-to-date information on KIPP NYC's dedicated COVID-19 site - www.KIPPNYC.org/coronavirus.
- Updating the KIPP NYC Family Handbook to reflect the 20-21 School Restart Plan and making it available to be read by all members of the KIPP NYC community.
- Informing families if the KIPP NYC 20-21 Restart Plan has been updated.
- Notifying staff, families, and public health officials of school closures and in-school-year changes to safety protocols.
- Alerting staff, families, and public health officials of positive cases of COVID-19 in our school community.
- Sharing local, state, and federal guidance on mitigating the spread of COVID-19.
- Creating and distributing developmentally appropriate information (ie instructional videos and graphics) to families on personal hygiene, physical distancing, and other safety practices.
- Posting visible signs on our campuses that promote personal hygiene, physical distancing, and other safety protocols.
- Recommending professional development opportunities for faculty, staff, and families on implementing and supporting the 20-21 KIPP NYC Restart Plan.
- Responding to pandemic-related concerns from community members through our confidential email address families@kipponyc.org.

Additionally, members of the KIPP NYC Command Team (our safety response team) will convene regularly to monitor changes regarding the health and safety of our specific community, taking their lead from local, state, and federal guidelines. Therefore, the 20-21 KIPP NYC Restart Plan is subject to change as new information is discovered and health authorities update their guidelines for a safe community.

Monitoring

Screening

In alignment with DOH and CDC guidelines, all KIPP NYC schools will require all students and staff to be aware of common symptoms of COVID-19 and to conduct a daily health screening prior to arriving to the school building. Students and staff with a fever of 100°F or higher and/or symptoms of possible COVID-19 infection will be asked to remain at home and to contact their health care provider for assessment and testing.

KIPP NYC will require all students and staff to complete a daily screening questionnaire certifying that they are not currently exhibiting symptoms, including elevated temperature, and in the past 14 days have not tested positive, been in contact with anyone who has tested positive or displayed symptoms, or travelled internationally or from a state with widespread community transmission.

Families who require a thermometer for at-home use will be provided one by KIPP NYC.

Every morning, prior to entering the school, specific staff will perform random samplings of temperatures for both students and school-based staff using non-touch thermometers, in addition to the required at-home temperature checks. Designated school staff will be trained on how to conduct a temperature screening, and will be provided appropriate PPE including masks, gloves, and barriers as appropriate.

In alignment with the NYC DOE, School-based staff and students cannot report to school if they have:

- Experienced any symptoms of COVID-19 (chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea), including a temperature of greater than 100.0°F, in the past 14 days;
- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19 (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea);
- Tested positive through a diagnostic test for COVID-19 in the past 10 days; AND/OR
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

In the event that a student has a temperature of 100°F or higher and the parent is not present, the student will be moved to the school's isolation room under adult supervision until a parent or guardian is able to transport them home.

Though KIPP NYC will make every effort to reduce the number of visitors, we recognize it is inevitable that vendors, contractors, KIPP NYC regional staff, or other visitors may come to the school periodically. All visitors to the school will be required to complete the same screening questionnaire as staff and students, either verbally in-person or prior to coming to the school, and may be asked to complete a temperature screening if necessary. Anyone who does not pass the screening will not be permitted to enter the school building.

Health Testing Protocols

New York City strongly recommends all its residents, including children, to get tested for COVID19. Testing is free and readily available at over 200 locations across the five boroughs. In alignment with the NYC DOE, KIPP NYC asks that all school-based staff get tested at least seven days before the start of in-person instruction and get tested on a regular basis, at least once a month. In order to support testing, New York City will prioritize for NYCDOE staff both access to testing and communication of test results at any of [34 city-run testing locations](#). Once in-person learning has begun, the NYCDOE and DOHMH will help establish a rolling pattern of testing for all school-based staff. This frequent testing may occur at any location, but it is encouraged that school-based staff use City-run sites where they will receive test results in 24 hours.

Early Warning Signs

The health and safety of students and staff are of the utmost priority when considering reopening schools

In alignment with the NYC DOE, in order for KIPP NYC schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average. KIPP NYC schools will close if the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average. It is important to note that the above threshold is just one trigger for closing schools, but may not be the only trigger. For example, a decision to close schools would be made where there were recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low.

Containment

School Health Offices

In alignment with the NYC DOE policy, staff and/or students who are at school and show symptoms of COVID-19 must be escorted to the building's Isolation Room and evaluated by a nurse or health care professional. The nurse or health professional will evaluate the student for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms.

Isolation

If a student becomes ill and/or develops COVID-19 symptoms during the school day, the student will be placed in the dedicated isolation room, and the student's parent/guardian will be contacted to pick up the student. The student must be visually supervised by a staff member while the student is waiting for a parent/guardian to pick them up. If the staff member cannot visually supervise the student from a different room/space, then the staff member will be required to sit in the room with the student, at least 6 feet away from the student. The staff member will be required to wear additional PPE, specifically a face shield, face mask and gloves.

Collection

As soon as a student becomes ill and/or develops COVID-19 symptoms, the student's parent/guardian will be contacted to pick up their student from the school. The parent will be provided verbal and written guidance for them to take the student home and contact their local health provider for a COVID test. COVID-19 testing is available across New York City and unless determined otherwise by NYCDOH, students and staff will continue to use their own doctors or clinics/hospitals of their choice.

Infected Individuals

Symptomatic Staff/Students

In alignment with the NYC DOE protocol, Any individual showing signs of COVID-19 can only return to school when all the following conditions are met:

- Received a positive COVID-19 test AND

- Isolated for 10 days AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Received a negative COVID-19 test AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Never got a COVID-19 test AND
- At least 10 days since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

Positive COVID-19 Case

In alignment with the NYC DOE, Schools will take every precaution to prevent the spread of COVID-19 within school communities. Individuals exposed to COVID-19 must quarantine in order to stop the spread of the virus; this includes both students and staff members who test positive for COVID-19 and those who are considered close contacts of a positive case. In the case of a positive COVID-19 test of someone in a school building, the following protocol will be followed:

- DOHMH will notify the principal and KIPP NYC Regional offices of the confirmed case.
- The principal will then notify the Building Response Team, KIPP NYC regional leadership, and inform affected teacher(s).
- The Building Response Team notifies the Borough Safety Director.
- All students and teacher(s) in class(es) with a confirmed case are assumed close contacts and are instructed to quarantine for 14 days since their last exposure to that case.
- In KIPP NYC Schools where students travel between classes, the school must require quarantine for individuals in all classes attended by the confirmed case.
 - Note: A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- Learning continues remotely for students who are in quarantine.
- NYC Test + Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.
- NYC Test + Trace Corps will interview staff members to verify levels of contact with the confirmed case.
 - If a staff member is deemed NOT a close contact, then the staff member can opt to return to school.
 - If a staff member is considered a close contact, then the staff member is required to complete the 14-day quarantine.

- KIPP NYC Schools will communicate to all families and students at school when a case is confirmed by DOHMH.
 - Families of students who are confirmed close contacts of the positive case must receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter gives clear direction to quarantine for 14 days, get tested for COVID-19, and see a medical professional;
 - Families of students who are not considered close contacts must receive a letter stating that there was a confirmed case of COVID-19 at the school, but that their child is not considered a close contact and therefore there is no need to quarantine.
- Healthcare and mental health and wellness resources will be shared with the school community.

Exposed Individuals

In alignment with the NYC DOE, Individuals exposed to COVID-19 must quarantine in order to stop the spread of the virus; this includes both students and staff members who test positive for COVID-19 and those who are considered close contacts of a positive case.

Anyone with a positive COVID-19 test (staff, teacher, student) must isolate for a minimum of 10 days and cannot return to school/work until the following criteria are met:

- Presents clearance from a healthcare provider evaluation AND
- The individual has been symptom-free for 24 hours without the use of medication.

Per NYC Test + Trace Corps and DOHMH, all students and teacher(s) in class(es) with a confirmed case are assumed close contacts and must be instructed to quarantine for 14 days since their last exposure to that case. In KIPP NYC schools where students travel between classes, the school will require quarantine for individuals in all classes attended by the confirmed case.

Learning will continue remotely for all students who are in quarantine due to this incident. Any individual who is considered a close contact of a positive case can only return to school when all the following criteria are met:

- The individual has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
- Presents clearance from a health care provider evaluation AND
- The individual has been symptom free for 24 hours without the use of medication.

Hygiene, Cleaning & Disinfecting

With our proposed cleaning and disinfecting schedule noted in section R--02a, we would be able to strategically clean each room daily, effectively disinfecting the room completely before students returned the next day.

Should a student or staff member begin to exhibit COVID-19 symptoms during the day and require isolation, we would work with the custodial team to disinfect the room immediately to allow remaining students and staff back into the room quickly. Additionally, if a student or staff member went into isolation due to COVID-19 symptoms, the school will send home a letter same day notifying parents of this and noting that the person in question would be required to be symptom free/pass a COVID-19 test before returning to school.

In the event of a positive test, the affected student or staff member would be required to self-isolate at home for 14 days and would need to be cleared by a doctor to return to the building.

Contact Tracing

In alignment with the NYC DOE, In order to protect students and staff during the COVID-19 pandemic, DOHMH will support schools by investigating confirmed COVID-19 cases. DOHMH and the NYC Test + Trace Corps, will perform contact tracing as recommended by the CDC, which is a key strategy for preventing further spread of COVID-19. DOHMH will support with rapid identification of close contacts within a school to identify individuals who need to quarantine.

A positive case can be reported to a school in several ways:

- NYC Test + Trace Corps finds through case interview
- Staff or parent alert school
- Staff or parent alert DOHMH hotline
- NYC Test + Trace Corps and DOHMH will begin investigating self-reported positive COVID19 test results from a school community within three hours.

Communication

KIPP NYC has a dedicated Restart Communications team dedicated to ensuring the larger KIPP NYC Community remains aware of all applicable instructions, training, and Restart information in a timely and effective manner.

KIPP NYC commits to communicating school / region-wide containment efforts our staff, students, and families in a number of ways, including:

- Updating the KIPP NYC Family Handbook to reflect the containment measures KIPP NYC will take to keep our community safe..
- Posting the Plan for the 20-21 school year on the KIPP NYC Website (www.KIPPNYC.org).
- Maintaining up-to-date information on KIPP NYC's dedicated COVID-19 site - www.KIPPNYC.org/coronavirus.
- Creating and distributing developmentally appropriate information (e.g. instructional videos and graphics) to families on personal hygiene, physical distancing, and other safety practices.
- Posting visible signs on our campuses that promote personal hygiene, physical distancing, and

- other safety protocols.
- Recommending professional development opportunities for faculty, staff, and families on implementing and supporting the 20-21 KIPP NYC Restart Plan.

Closure

Closure Triggers

In alignment with the NYC DOE, there are various scenarios in which a school with two or more confirmed positive COVID-19 cases may need to close. In collaboration with the health experts at DOHMH, there are five possible conclusions that may lead to partial or full closure during an investigation and after an investigation. While intermittent school closures may be disruptive to the school community, the [CDC acknowledges](#) that these types of closures are an essential part of limiting exposure to COVID-19. All schools in New York City will need to close if the percentage of positive tests are equal to or more than 3% using a 7-day rolling average.

Conclusion of Investigation	During Investigation (for at 24 hours)	After Investigation
One confirmed case	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
At least two cases linked together in school, same classroom	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
At least two cases linked together in school, different classrooms	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined for 14 days Additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
At least two cases linked together by circumstances outside of school (e.g., acquired infection by different setting and source)	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
At least two cases, not linked but exposure confirmed for each outside of school setting	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
Link unable to be determined	Close school building, transition to remote learning	Close school for 14 days

Operational Activity

Based on the closure triggers identified and the guidance from the NYC DOH, KIPP NYC will cease in-person instruction for either a pod, section or full school closure. For all cases, the affected students/staff will move to KIPP NYC's remote learning structure and schedule.

KIPP NYC schools will work with the NYC DOH and DOE to determine when school will be safe to resume. All schools will be thoroughly cleaned and sanitized before in-person instruction resumes.

Communication

KIPP NYC has a dedicated Restart Communications team dedicated to ensuring the larger KIPP NYC Community remains aware of all applicable instructions, training, and Restart information in a timely and effective manner.

KIPP NYC commits to communicating school / region-wide closures with our staff, students, and families in a number of ways, including:

- Updating the KIPP NYC Family Handbook to reflect the circumstances under which we will initiate a closure and how families can expect to receive that information.
- Sending school-wide, pod-wide, or regional staff and family communications alerting staff and families of a closure.
- Sending timely auto-messenger communications via text and calls.
- Posting updates (as necessary) to our various social media handles.
- Maintaining up-to-date information on KIPP NYC's dedicated COVID-19 site - www.KIPPNYC.org/coronavirus.

Pre-Opening

Parent/Staff Survey: When determining plans for reopening, KIPP NYC has worked to survey staff and families to solicit feedback on remote learning, to gauge comfort with returning to in-person learning, and to collect information about how KIPP families have been most impacted by COVID-19. Staff surveys have also been used to collect information about staff who may require a necessary work accommodation and to determine how many may opt to take public transportation to work in the fall.

All survey data will be used to inform KIPP NYC's reopening decisions, including parent feedback on

proposed hybrid and remote scheduling options and the health and safety protocols that they find most important. KIPP NYC also plans to conduct parent focus groups to collect more meaningful feedback on how KIPP NYC can best support students and families in 2020-21.

PD: All KIPP NYC staff will attend a comprehensive series of professional development sessions and trainings prior to the launch of the school year. These include trainings on remote learning platforms and instruction, trauma-informed and socio-emotional learning practices and approaches, as well as physical health and safety protocol in preparation for hybrid learning and onsite instruction.

New Family Onboarding: KIPP NYC is excited to welcome over 800 new students in 20-21. Given current limitations on in-person gatherings, KIPP NYC schools plan to provide multiple opportunities for new families to engage with staff virtually. In spring 2020, all new KIPP families participated in virtual home visits, which provided an opportunity to learn more about KIPP, to meet teachers, and to begin to develop key relationships.

KIPP NYC plans to mail Chromebooks to all new students in August 2020, with an in-person pick up option available for those families who may not be able to accept mail. KIPP NYC will then provide families with a virtual orientation, which will include an opportunity to connect with school leaders and staff, and tutorials on how to use KIPP technology and access key online learning platforms. Staff will follow up individually by phone or make other accommodations for students and families who may struggle to access virtual sessions.

Fire & Safety Drills: In alignment with the NYC DOE, KIPP NYC Schools is taking active measures to protect both the health and safety of students and staff. Currently, all schools must implement a General Response Protocol (GRP) which provides specific directions that staff and students will take in an emergency that may result in an evacuation, shelter-in or lockdown.

In accordance with New York State Education Law Section 807, all KIPP NYC Schools are required to conduct four lockdown drills per year in addition to eight evacuation drills, for a total of twelve emergency drills annually. In order to ensure that schools can effectively implement these drills and respond to emergencies, principals are required to attend a training that covers GRP and Building Response Team (BRT) as well as the establishment of a command post. During this pandemic, the existing emergency drill practices remain in effect with the following modifications related to the COVID-19 pandemic.

In an actual soft or hard lockdown, the priority is maintaining the safety of all students and staff. In an actual evacuation/emergency, the priority is exiting the building safely and expeditiously; as outlined in NYSED guidance, in an actual emergency, it is understood that physical distancing may not be possible.

Evacuation drills during the COVID-19 pandemic will be conducted as follows:

- All students must participate in drills.
- With consideration to overall number of students and physical distancing guidelines, drills may be conducted in stages rather than all at once. For instance, instead of an evacuation drill being executed for the entire building, it can be conducted in stages with select floors participating at one time.

- If schools conduct a drill in stages, all students must participate in a staged drill before the completion of the school day e.g., first and third floors conduct drill in the morning; second and fourth floors conduct drill in the afternoon).
- School must schedule drills to ensure that each group of the school's blended learning schedule has an opportunity to participate in a drill.
- For instance, if the first drill of the school year includes students in Group A, schools must schedule the second drill when Group B is in session.
- Students should exit the building and proceed to their staging area in single file lines. Staff not assigned to students at time of drill should monitor staging areas.
- Students should be instructed to maintain a distance of six feet to comply with physical distancing guidelines and to wear a face covering.
While younger students may be accustomed to exiting the building holding hands, for now this must be discouraged.
- Older students should be instructed to refrain from congregating in groups and remain in single file lines while exiting the building.
- Expand street staging areas which might require extending current staging area to an additional block from the school. It is best to assess this in advance and inform all staff of any changes that must be made.
- All physical distancing guidelines must be followed as students and staff re-enter the building after any evacuation drill or emergency.

Lockdown drills during the COVID-19 pandemic will be conducted as follows:

- All students must participate in drills.
- When scheduling a lockdown drill, schools must ensure that each cohort of the school's blended learning model has an opportunity to participate in a lockdown drill.
- During a drill, students should be instructed to remain in their seats and remain silent instead of moving to the safe corner.
- All instruction and movement within the classroom must cease until the lockdown drill has been lifted.
- All classrooms and offices must be provided with materials to cover the door visual panel during a lockdown drill (i.e. shade, poster board, non-flammable fabric, etc.)
- In larger spaces such as the gymnasium, cafeteria, auditorium, or library, students will be required to remain seated and silent until the drill has ended. In an actual soft or hard lockdown emergency, the priority is the immediate safety of all students and staff, and complying with physical distancing guidelines may not be possible nor should it be a priority. As mentioned above, during a soft or hard lockdown drill, students remain in their seats, however, in an actual soft or hard lockdown, students and staff must move to the safe corner and remain there until it is safe to move.

Needed Tech & Access:

KIPP NYC schools are committed to ensuring that all students have access to remote learning. KIPP NYC is providing all students with a KIPP NYC-specific Chromebook for use during remote and potential hybrid learning structures. Additionally, KIPP NYC will provide all families that do not have internet access with a Mifi so that students are able to access their remote learning platforms without interruption.

School Calendars

KIPP NYC Schools are still awaiting a confirmed 20-21 calendar from the NYC DOE before finalizing its calendar for this school year.

That said, given the quick-changing nature of the pandemic, we wanted to commit to a year-long calendar that acts as an anchor to engage in some long-term planning and keeps us nimble to shift from fully remote to hybrid models of schooling next year. As a result, we are dividing the year into six cycles that are approximately six instructional weeks each. In this model, two cycles will be equivalent to one trimester. Each cycle will represent a time families can elect to have their children attend school fully remotely or in-person in our hybrid model (if the option exists). The cycles will also allow us to make decisions whether or not to remain fully remote or open our schools given the most present information. Each cycle will begin or end with two days for planning or PD, which will allow teachers to prepare for any changes to school schedules that may occur.

Below are the cycle start and end dates along with confirmed PD/ Prep days and holidays within each cycle. Cycle 1 will be fully remote. KIPP NYC is planning for 190 total instructional days for the 20-21 school year. All planned instruction can be transitioned to a hybrid model pending.

Cycle #	Start Date	End Date	# of Instructional Weeks	# of Total Weeks
1	Aug 24	Sept 30	5 Weeks	5 Weeks
2	Oct 1	Nov 20	7 Weeks	7 Weeks
Thanksgiving Break	Nov 23	Nov 27	0 Week	1 Week
3	Nov 30	Jan 29	7 Weeks	9 Weeks
4	Feb 1	Mar 26	7 Weeks	8 Weeks
Spring Break	Mar 29	Apr 2	0 Week	1 Week
5	Apr 5	May 14	6 Weeks	6 Weeks
6	May 17	Jun 25	6 Weeks	6 Weeks

Once the NYC DOE finalizes its calendar for the 20-21 school year, KIPP NYC will confirm its final calendar.

Scheduling for Students and Staff

School Calendars: To accommodate school-specific instructional choices, which will incorporate administrator, parent, staff, and student input, KIPP NYC is allowing each school to create the school schedule and calendar that works best for the student population they serve.

Tentative schedules from each school, taking space limitations, social distancing guidelines, and the maximization of students being onsite in a safe way into account, have been collected and consolidated by KIPP NYC. These schedules are subject to change based on the nature of COVID-19 spread, updated guidance from the CDC, DOH, and DOE, and family, staff, and student feedback.

Tentatively, hours of instruction will broadly be between 9:00am - 3:00pm, with staggered arrival and dismissal at all schools between the hours of 7:40am-9:00am and 2:20pm-3:00pm.

K-8 Scheduling Guidelines:

1. The KIPP NYC K-8 Remote School Day for students is 8:00AM-3:00PM.
2. Monday-Tuesday and Thursday-Friday should be one static schedule, and Wednesday will serve as a half day region-wide across K-8 with a common schedule.
3. All K-8 schools will offer standing KIPP NYC Office Hours for families on Wednesday from 9-10AM where staff are available to support. This will include leaders in addition to teaching staff. We will communicate this access point to all of our families centrally.
4. Please schedule 1-2 family-facing Office Hours.
5. We are strongly encouraging students to take a device-free lunch.
6. All schools will offer 30 minutes of dedicated SEL time to all students Monday-Friday. The format may alter and a suggested flow is pasted in the SEL section and within the sample schedules.
7. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher "Live" on Zoom. Teachers need at minimum 45 minutes between self-guided time and Live Zoom in order to look at student work and prepare for Guided Practice.
8. Guided Practice sessions are 30 minutes long. We expect that students will be sent on to Independent Practice throughout that block depending on demonstrated ability.
9. A sacred SGI block for SETTS and math and ELA intervention at non-competing times.
10. All schools should have a Live Fitness Break at some point in the day to the extent possible led by the Physical Education teacher.
11. We want to be mindful of Zoom capacity in Guided Practice sessions with students. We are recommending a 15 student cap to preserve a sense of belonging. We are recommending splitting grades into smaller consistent cohorts (4th grade is split into 6 cohorts of 15 students each, for example) that they "travel" to their Zoom Guided Practice sessions in. This might mean bringing in additional staff from SPED, LT, etc. to support general education teachers in

follow-up Guided Practice sessions, particularly in Math and ELA to ensure class can happen daily in smaller groups.

12. Learning Specialists schedules should be built to allow them to provide support during asynchronous instruction, lead heterogeneous live Guided Practice Zooms on their grade-level, and lead homogeneous SETSS/intervention blocks.
13. All core content areas are assigning daily asynchronous work regardless of whether they are live that day (i.e. Science, Social Studies).
14. Where possible, people should lean into their strengths and interests to provide additional ways to build community and support student passion during this time. We encourage school teams to think creatively about the people on their teams, consider their individual schedules, and how they might best support a holistically strong remote experience for kids.
15. Schools are welcome to think creatively about scheduling for students and staff outside of the 8:00AM-4:00PM day, as we do when we are in person for special events, parent meetings, etc. Please be mindful of the amount/frequency of those events overall and whether attendance is mandatory or optional.

Please see our attached Remote Learning Playbooks for sample schedules for elementary, middle and high school students.

Enrollment

In preparation for virtual student enrollment for the 20-21 school year, all newly enrolled KIPP NYC students participated in the following key school events during the spring of 2020:

- Principal-led welcome sessions
- Teacher and staff sample classes (E.g. math, music, social studies, reading, writing, etc)
- Teacher-led welcome and relationship-building sessions
- Multiple outreach contacts from school operations teams throughout the spring and summer

Additionally, all KIPP NYC schools are planning a week-long series of orientation events for all new and returning students during the week of August 17th in preparation for school to begin with remote learning on August 24th.

Students are enrolled in the NYC DOE student information system, ATS (Automate The Schools) that secures student enrollment and is used to verify per pupil billing during the school year.

Attendance

20-21 Attendance Expectations

1. Students attend school every day (*Goal 75% at 97% attendance*)
2. Remote students will be expected to log in to KIPP NYC's Learning Management System, Canvas, each day by a specific time in the morning (~8:30).
3. Interventions: All students marked absent as of check-in time will receive follow up from the school.

20-21 Process

- All attendance will be taken via Canvas, our Learning Management System
 - **Remote** daily attendance will be taken using Canvas login+activity data
 - **In-person** student daily attendance will be taken via Canvas' Roll Call feature by teachers
- Audit: Schools can update attendance directly in Power School when contact is made with a student formerly marked absent and a determination is made that they should be marked present.
- The most up to date attendance data will live in Schoolzilla's Attendance dashboard
 - Data will be refreshed hourly
 - Schools can also use Canvas' attendance and activity reporting to monitor attendance
- All attendance data will continue to be imported into Power School our system of record for attendance

Curriculum

KIPP NYC is committed to ensuring a robust curriculum and teaching model for the 20-21 school year, that is primarily focused on providing high quality remote instruction, and as possible, meaningful in-person instruction. The following values encompass our approach to learning this year:

- We will stay deeply connected and engaged with kids and families.
- We are finding new and unique ways to share joy and celebrate student learning.
- We are doing everything we can to ensure the physical and emotional safety of our students and their families.
- We are meaningfully pushing learning forward and maintaining connectivity between being in school and out of school. We are leveraging technology to provide alternative modes of instruction moving forward, even after the need for social distancing due to COVID-19 (e.g. snow days, teacher coverages).
- We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.
- We are harnessing the power of our regional teaching and learning support team and teacher leaders across the region to generate shared core content and student-facing lesson materials so that teachers can focus on facilitating live guided practice to support students, conferring, and giving high quality individual feedback to students.
- We are starting the year with a clear and consistent plan for communicating key information with kids and families.

- We are equipping our families with the knowledge and skills they need to navigate our online portal and support their KIPPsters online engagement from home, and we are providing each KIPPster with the technology they need in order to be successful. We are embracing the process of working through technology hiccups as an opportunity for our students to practice critical problem solving and 21st-century communication skills.
- We are building accountability systems around grades and evaluations that will ask KIPPsters to apply themselves, take risks and master new material. These expectations will be universally held by teachers and shared with students and their families.

KIPP NYC will be implementing the use of Canvas, a robust Learning Management System

See attached Remote Learning Playbooks for specific curriculum and instructional practices for elementary, middle and high school.

Instruction and Assessment

Our learning playbooks in the appendix below provide a comprehensive overview of KIPP NYC's instructional model for the 20-21 school year.

At-Risk Populations

- KIPP NYC is committed to continuing a high quality Response to Intervention program. All of our Directors of Student Support Services, Directors of Social Work, were retrained in proactive tier 1 behavioral and academic interventions, and data-based tier 2 and tier 3 interventions. The link for that session can be found [here](#). In addition to the behavioral interventions detailed in the aforementioned professional development, full details of tier 2 and tier 3 academic supports are provided in the [KIPP NYC Tier 2 and Tier 3 Academic Intervention overview](#). We are also in the process of discussing and aligning on best practices for adjusting our [FBA and BIP Manuals](#) to be applicable to remote/blended learning.
- KIPP NYC will continue to provide SETSS and ICT services to all students who have these services on their IEPs whether we are fully in-person, fully remote, or in hybrid learning with social-distancing protocols. An overview of these services is provided in [this presentation](#), with more detail about SETSS provided [here](#), and more detail about ICT provided [here](#). Additional links are provided in the [supporting documentation](#) for SETSS broken down by grade and by subject. Our mental health and other counseling supports that are provided by our social workers and counselors for students who have mandated counseling are detailed in section R-002a of this document. KIPP NYC Senior Special Education leaders met with the NYC DOE Citywide Senior Director of CSEs and Citywide Chairperson for Charter Schools on June 23rd, 2020, to share a broad overview of these plans.

- KIPP NYC will continue a robust Child Find strategy to ensure that all students with exceptionalities are identified and that the appropriate services are put in place. All students in grades K-2 will be assessed in their reading level using the [STEP assessment](#). Students in grades 3-12 will complete the [HMH Reading Inventory](#) as an initial screener. Students in grades 3-12 who test significantly below grade level will then be given the [Orton Gillingham diagnostic](#) to screen for gaps in decoding. Finally, students in grades 3-12 who demonstrate that they are reading below grade level on the Reading Inventory but who do not need decoding interventions (meaning their primary area of need is in comprehension) will participate in the [Fountas and Pinnell Reading Assessment](#). All students will also complete a diagnostic assessment for math through [Zearn](#).
- KIPP NYC considers progress monitoring and feedback an essential component of our teaching and learning plans. Regional leadership meets weekly to discuss academic progress monitoring, as do school-based leader teams. These progress monitoring meetings focus on STEP (see above), Fountas and Pinnell (see above), Zearn (see above), and [Lexia](#) data. Most importantly, teachers are regularly using this data to monitor student performance, discuss students' progress with them and with their families, and use this data to inform instruction. Progress monitoring is also addressed further in the [KIPP NYC Tier 2 and Tier 3 Academic Intervention overview](#).
- KIPP NYC will begin the ELL identification process within the first week of remote learning beginning and will complete all necessary ELL-identification diagnostics in alignment with the timelines outlined in the NYS guidelines. The ELL identification process is included in our beginning-of-year PD for Directors of Student Support services, found [here](#). Our Regional Manager of English Language Learning will work throughout the year to support teachers both in ELL instruction and in accommodating learning materials to better support the needs of their students who are ELLs, using resources that are centrally available to all staff who work with our ELLs, found [here](#). Communication for families is provided in their home language and is addressed both by our regional team and by school-based Directors of Operations. This includes information regarding progress monitoring, upcoming assessment, updates regarding our remote/hybrid learning plans, and any other relevant parent information.
- KIPP NYC will continue to make every effort possible to ensure that our youngest students, in grades K-2, have access to a robust and meaningful remote learning schedule. In the event that we are able to partially open schools for a hybrid school model, we will prioritize students in these grades to have four days of in-person instruction. For the duration of remote learning, we will continue to work with parents and caretakers to ensure that our youngest students are able to access remote learning, and that the learning activities are engaging for them. During our remote learning phase we will work to ensure that all K-2 students have academic portfolio that provide predictable daily structure, easily accessible independent work activities, and regular engagement with a teacher daily. We will ensure that our academic program emphasizes the developmental appropriate needs of young learners to have structure and strong relationships

with teachers to facilitate learning. Our remote learning schedule also includes scheduled “movement time” to allow for our youngest students to have an outlet. As referenced before, we are prioritizing building a strong classroom community even in a remote learning setting, and we will leverage this community to engage all students in remote learning, especially our youngest students.

Appendices

Supporting Attachments:

- KIPP NYC Remote Learning Playbook - Elementary Schools
- KIPP NYC Remote Learning Playbook - Middle Schools
- KIPP NYC Remote Learning Playbook - High School
- Student Support Services Supporting Resources
- Mental Health and Wellness Supporting Resources



KIPP NYC REMOTE LEARNING PLAYBOOK FOR ELEMENTARY SCHOOLS

Letter to the Team	3
Remote Learning Vision	4
Year Long Calendar	5
Six Week Cycles	5
MD Recommended Use of the First Two Weeks	6
Shared Student Experience & Staff Expectations	7
Remote Learning Models	8
Flipped Online Learning Model	9
Live Online Learning Model	10
Self-Guided Online Learning Model	11
Flipped Online Learning Model for ICT	12
Remote Learning Picture of Excellence	13
Curriculum Overview	16
Kindergarten Prototypes and Guidance	18
First Grade Prototypes and Guidance	18
Second Grade Prototypes and Guidance	18
Third Grade Prototypes and Guidance	18
Fourth Grade Prototypes and Guidance	18



Canvas Adoption Overview	19
Supporting Students with Exceptionalities (ICT and SETSS)	22
Scheduling Guidelines	25
K-4 Sample 100% Remote Schedule (Mon/Tue-Thurs-Fri)	27
K-8 Wednesday Half Day Schedule Sample	30
Tech Tools	31
Assessment	33
20-21 Regional Assessment Components	34
20-21 Remote Regional Assessments Guidelines	34
Grading Policy and PowerSchool	36
Social Emotional Learning	37
Social Work Picture of Excellence	39
Remote Counseling	39
Family Engagement	40
Attendance	42
Sample “Day in the Life”	43
QTIDWTFTA	43



Letter to the Team

Dear KIPP NYC ES Community,

We hope this note finds you well, safe, and feeling rested and ready to dig into what will inevitably be one of our most challenging, important, and inspiring years in all of KIPP NYC's history. We are so thankful for the ways we worked together last spring to transition our work online, bring our content to life in a remote world, continue to foster relationships with our community, find new and unique ways to celebrate and bring joy to our work, and hold our kids and ourselves accountable to continued learning and development. We have a lot to be proud of.

We are also incredibly grateful and thankful to the members of the KIPP NYC community for all the ways we lived our values since the pandemic hit New York. If there ever was a time to teach and lead with Revolutionary Love - the time is now. If there ever was a time to problem solve with the spirit of Finding a Way or Making One - the time is now. If there ever was a time to personally reflect, revisit practices, and make new commitments in order to Build a Better Tomorrow - the time is now. We have been there for our KIPPsters, we have been there for our families, and we have been there for each other, and we plan to continue demonstrating that love and commitment throughout this year.

This Remote Learning Playbook represents the work of countless staff members and attempts to curate the ideas - both big and small - that led to strong feelings of connection, academic success, and holistic support. We know that our team dove headfirst into the unknown in March and through that struggle came real learning, innovation, opportunity, and improvement. While we will continue to innovate, openly share, rapidly adopt, and experiment, we also need to commit to what worked in the spring. Thanks to our data team, transparent sharing from principals about each school's wins and challenges, feedback from leaders and teachers captured via TLS calls in the spring, and hearing feedback directly from our families, we are ready to lock hands and commit to a set of shared practices and expectations that will help improve remote learning for all. We are so grateful to all of our teams for contributing to our path forward and committing to it's evolution over the course of this year. This document will stay in draft form as this year will undoubtedly change, and we want one central location to continue to capture our learning.

With tremendous gratitude and love for all that you do,

Team MD



Remote Learning Vision

Simply put, we learned a lot of valuable lessons last year. The playbook for remote learning this year will build upon the strengths of last year’s use of technology and systems, address the pain points we experienced due to “building the plane as we flew it,” and fully embrace this opportunity to reimagine schooling for our KIPPsters and take advantage of the multiple benefits of a remote learning model.

Remote Learning Last Year	Remote Vision for SY 2020-21
<i>We stayed connected with kids and families.</i>	<i>We are staying connected with kids and families.</i>
<i>We found new and unique ways to share joy and celebrate KIPPster learning.</i>	<i>We are finding new and unique ways to share joy and celebrate KIPPster learning.</i>
<i>We did everything we could to ensure the physical and emotional safety of our KIPPsters and their families.</i>	<i>We are doing everything we can to ensure the physical and emotional safety of our KIPPsters and their families.</i>
We tried to prevent learning loss.	We are meaningfully pushing learning forward and maintaining connectivity between being in school and out of school. We are leveraging technology to provide alternative modes of instruction moving forward, even after the need for social distancing due to COVID-19 (e.g. snow days, teacher coverages).
We learned new tools to enhance the remote learning experience.	We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.
We innovated across KIPP NYC and did a lot of creation at the teacher level. We had many different approaches to how to deliver remote instruction.	We are harnessing the power of the TLS team and teacher leaders across the region to generate shared core content and student-facing lesson materials so that teachers can focus on facilitating live guided practice to support students, conferring, and giving high quality individual feedback to students.
We converted existing systems of student and family communication in real-time.	We are starting the year with a clear and consistent plan for communicating key information with kids and families.
We troubleshooted tech issues as we went along, and did our best to support students and their families.	We are equipping our families with the knowledge and skills they need to navigate our online portal and support their KIPPsters online engagement from home, and we are providing each KIPPster with the technology they need in order to be successful. We are embracing the process of working through technology hiccups as an opportunity for our students to practice critical problem solving and 21st-century communication skills.
We did our best to hold students accountable to show up in remote learning and participate. We gave teachers broad latitude to evaluate student work.	We are building accountability systems around grades and evaluations that will ask KIPPsters to apply themselves, take risks and master new material. These expectations will be universally held by teachers and shared with students and their families.



Year Long Calendar

Six Week Cycles

Given the quick-changing nature of the pandemic, we wanted to commit to a year-long calendar that acts as an anchor to engage in some long-term planning and keeps us nimble to shift from fully remote to hybrid models of schooling next year. As a result, we are dividing the year into six cycles that are approximately six instructional weeks each. In this model, two cycles will be equivalent to one trimester. Each cycle will represent a time families can elect to have their children attend school fully remotely or in-person in our hybrid model (if the option exists). The cycles will also allow us to make decisions whether or not to remain fully remote or open our schools given the most present information. Each cycle will begin or end with two days for planning or PD, which will allow teachers to prepare for any changes to school schedules that may occur.

Below are the cycle start and end dates along with confirmed PD/ Prep days and holidays within each cycle. Please note that a couple of PD/Prep days are still TBD. Cycle 1 will be fully remote.

Cycle #	Start Date	End Date	# of Instructional Weeks	# of Total Weeks	Notes	Holidays within Cycle
1	Aug 24	Sept 30	5 Weeks	5 Weeks	Ends with two PD/ Prep Days (9/29, 9/30)	Yom Kippur (9/28)
2	Oct 1	Nov 20	7 Weeks	7 Weeks	Ends with two PD/ Prep Days (11/19, 11/20)	
Thanksgiving Break	Nov 23	Nov 27	0 Week	1 Week		
3	Nov 30	Jan 29	7 Weeks	9 Weeks	K-8 PD/ Prep Days (1/28, 1/29) HS PD/Prep Days (2/1, 2/2)	Winter Break (12/21-1/1) MLK Day (1/18)
4	Feb 1	Mar 26	7 Weeks	8 Weeks	PD/ Prep Days (3/11, 3/12)	February Break (2/15-2/19)
Spring Break	Mar 29	Apr 2	0 Week	1 Week		
5	Apr 5	May 14	6 Weeks	6 Weeks	PD/ Prep Days (5/17)	
6	May 17	Jun 25	6 Weeks	6 Weeks	Last Day for Students (6/24); Last Day for Staff (6/25)	Memorial Day (5/31) Juneteenth (6/18)

MD Recommended Use of the First Two Weeks

- Week 1 Goals: *(week of August 24th)*
 - Welcome students & families back
 - Build culture, community, and sense of belonging through the use of Morning Meetings, Community Meetings, etc.
 - Transition students from previous year’s teachers (where possible) to new teachers (Intentional advisor transition)
 - Find a ton of resources, including a suggested scope of activities for the first week of school, [in this folder!](#)
 - These resources are available centrally in KIPP: Go for all staff!

- Week 2 Goals: *(week of August 31st)*
 - Meet teachers for the current school year!
 - Begin introductions to courses and materials to build love of learning.
 - Gradually on-board students and families to tech tools, platforms, etc.
 - Begin diagnostic testing.
 - Begin diagnostic testing. Below is a sample diagnostic testing schedule for this week. This schedule is a sample of one that you may choose to follow in planning for that week. Additional information on each assessment can be found [here](#).

Monday, 8/31	Tuesday, 9/1	Wednesday, 9/2	Thursday, 9/3	Friday, 9/4
Introduce STEP (K-2) and F&P (3-4) through live zoom with students.	Begin STEP/ F&P testing.	Continue STEP/ F&P testing.	Continue STEP/ F&P testing. <i>Open for additional school-created math diagnostic</i>	Zearn math Placement: Assign Mission 1 for grade level.

- Week 3: Starting Tuesday, September 8th
 - Begin formal scope & sequences
 - Full remote schedule in effect with all aspects of synchronous and asynchronous instruction!



Shared Student Experience & Staff Expectations

We seek to create an engaging and effective remote experience for our KIPPsters across KIPP NYC. In that shared pursuit, there are certain elements we want to offer at all of our elementary schools that will allow us to maximize the resources of our network and ensure all KIPPsters receive similar amounts of instruction, academic feedback, community building time, and support. Context, community, and the people on our teams matter greatly in school planning and will impact the plans individual schools put in place for the start of school. This list captures what the *shared* student experience and staff expectation will be across KIPP NYC elementary school this fall during Remote Learning.

During Remote Learning, all students will:

1. Experience a consistent school schedule that will allow students and families to approach each week with clarity about week ahead
2. Participate in 2.5-3 hours of synchronous instruction daily with peers and staff. Three hours is inclusive of instruction, socioemotional learning time, enrichment, and general support
3. Complete 2-3 hours of asynchronous instruction daily
4. Receive one weekly holistic phone call home (many schools leveraged advisors for this outreach) checking in and offering support on all areas of school - student and family wellness, work completion, and content support
5. Opt into weekly office hours and tutoring support to access support and problem solve with school staff
6. Receive timely feedback on the asynchronous work submitted.
7. Take all KIPP NYC and school-based assessments on the Illuminate platform (where applicable)
8. Receive specially designed instruction and other related services as outlined in student IEPs.
9. Use Wednesday half days as a chance to catch-up on outstanding remote work, access teachers for support, and extend learning in creative ways.
10. Receive a weekly report via DeansList that captures anecdotal data throughout the week (where applicable)

During Remote Learning, all staff will:

1. Provide 2.5-3 hours of daily synchronous instruction and/or support based on specific roles (includes SEL, academics, and support)
2. Provide asynchronous instruction on Canvas to support live instruction or further independent learning
3. Support SEL instruction throughout the week and in a variety of settings (small group advisories, community meetings in grade-levels, whole school meetings)
4. Offer weekly Office Hours to provide students and families support as needed
5. Provide feedback 2-3 times a week on asynchronous work.
6. Input PowerSchool grades and keep grades up-to-date allowing for families to check academic progress fluidly throughout remote learning
7. Attend remote staff professional development, including 03s, grade-level meetings, department meetings, all staff meetings, etc.
8. Use Wednesday half days to provide individualized support, attend appropriate meetings, and engage in personal planning and grading.
9. For schools using DeansList: Input weekly data in DeansList allowing families to understand the strengths and areas to grow for their child that work.
10. Role dependent: Leverage passions and outside interests to support clubs, affinity groups, and other ways to build and sustain community online based on specific role

Remote Learning Models

Alignment to Vision:

“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”

“We are harnessing the power of the TLS team and teacher leaders across the region to generate shared core content and student-facing lesson materials so that teachers can focus on facilitating live guided practice to support students, conferring, and giving high quality individual feedback to students.”

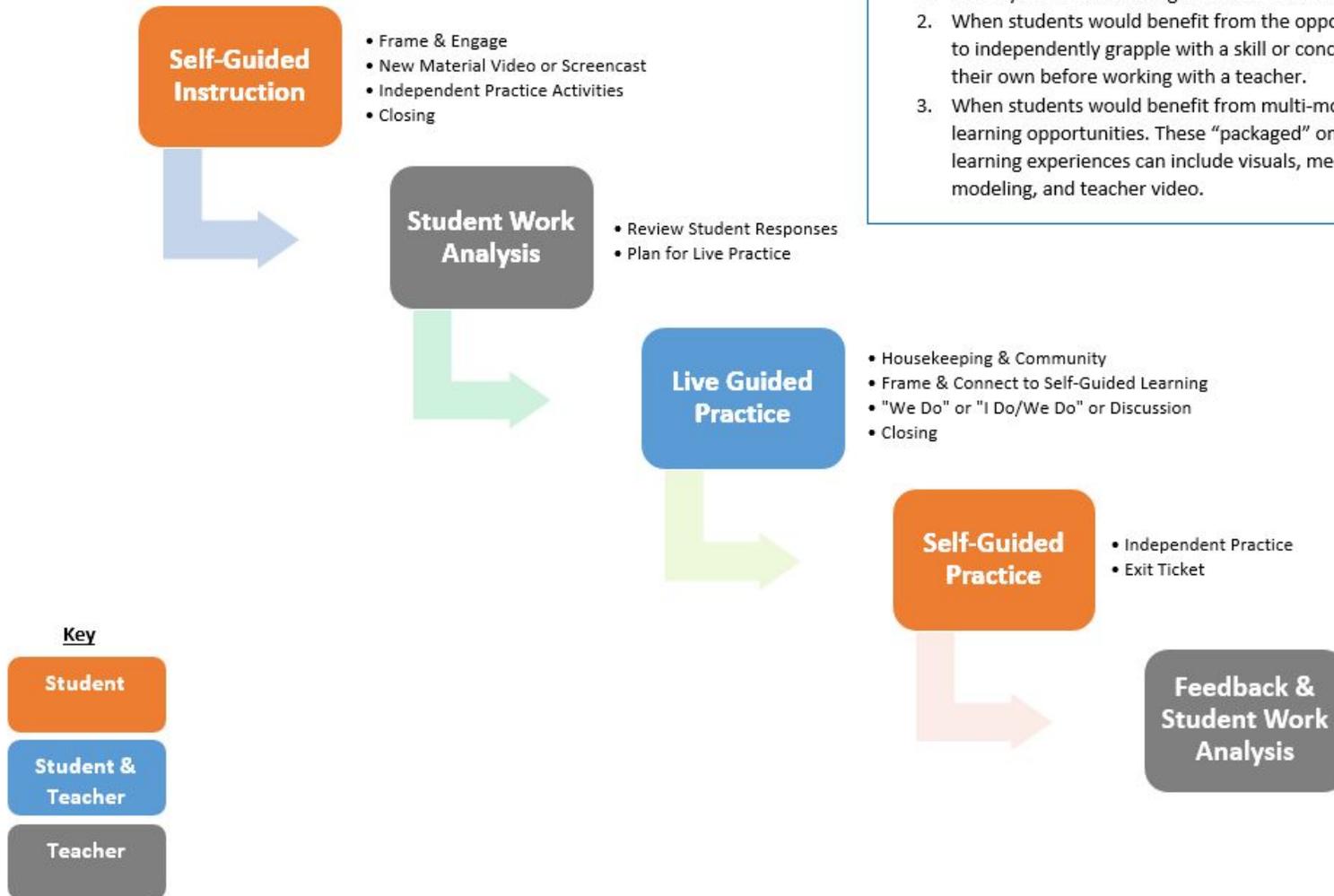
In an effort to streamline instructional plans, take the planning and content creation burden off teachers so they can focus on directly supporting students, conferring, and giving feedback, we’ve landed on four remote learning models that will be used across the regional curriculum for elementary school.

1. Flipped Online Learning Model
2. Live Online Learning Model
3. Self-Guided
4. Flipped Online Learning Model for ICT

See the following pages for a visual and detailed information for each model.

Flipped Online Learning Model

Flipped Online Learning Model

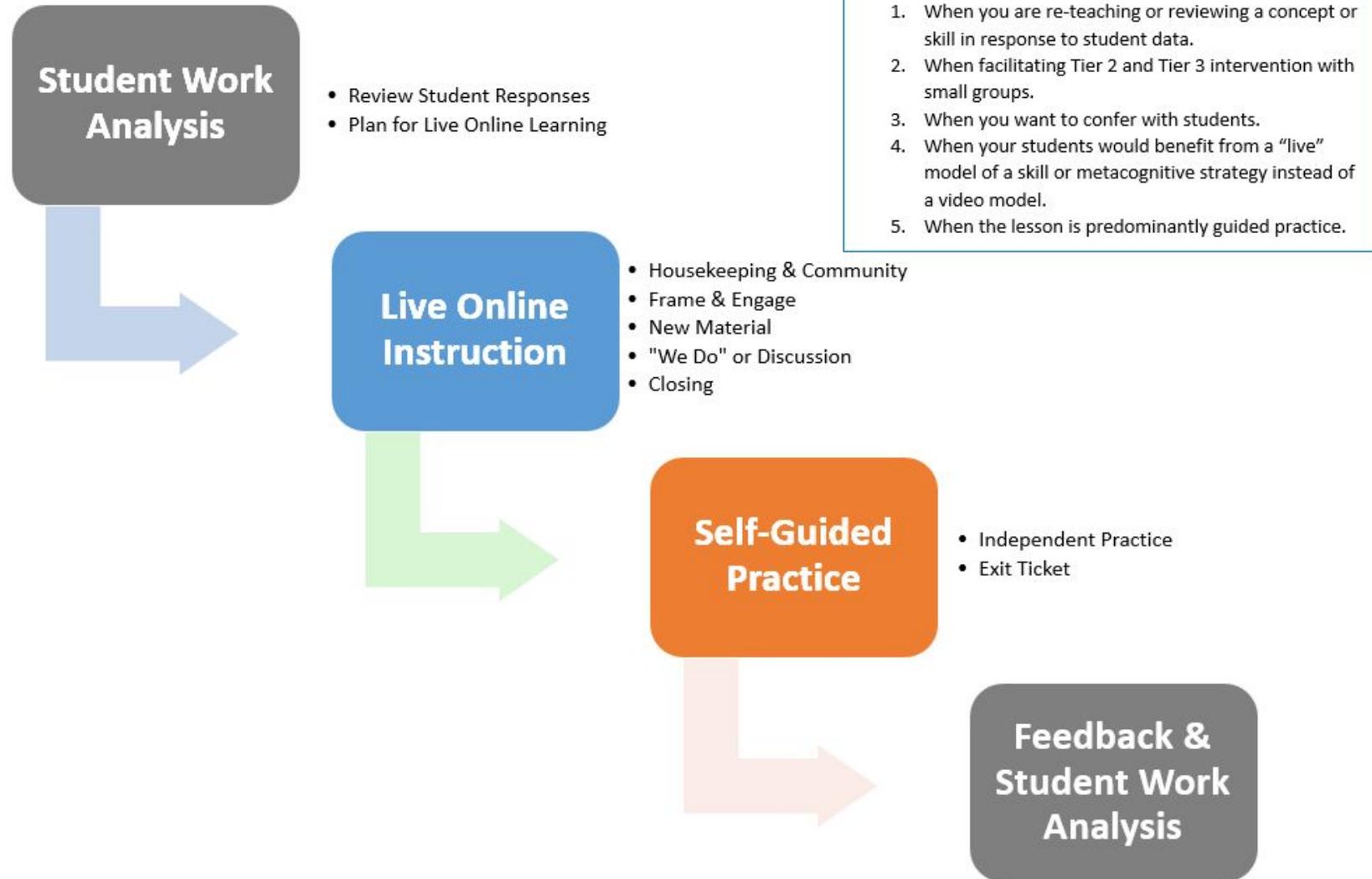


When should I use a flipped online learning model?

1. When you are introducing a new skill or concept.
2. When students would benefit from the opportunity to independently grapple with a skill or concept on their own before working with a teacher.
3. When students would benefit from multi-modal learning opportunities. These "packaged" online learning experiences can include visuals, media, modeling, and teacher video.

Live Online Learning Model

Live Online Learning Model



Self-Guided Online Learning Model

Self-Guided Online Learning Model

When should I use a self-guided online learning model?

1. When you are reviewing content or as an extension of other lessons.
2. When the lesson is text-heavy and requires reading and reflection.

Self-Guided Learning

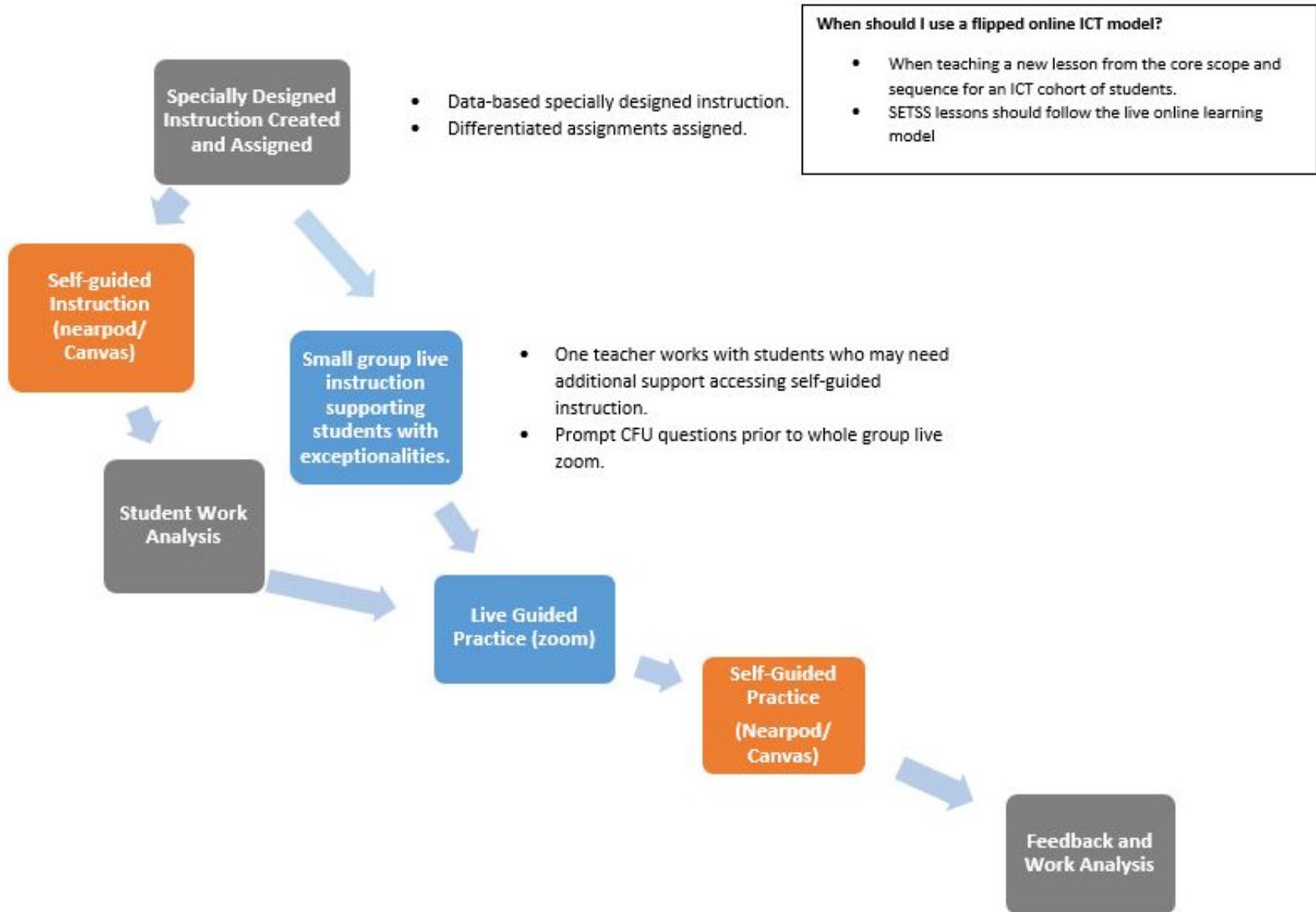
- Frame & Engage
- New Material Video *OR*
- Independent Practice Activities
- Closing

Self-Guided Practice

- Independent Practice
- Exit Ticket

Feedback & Student Work Analysis

Flipped Online Learning Model for ICT



Remote Learning Picture of Excellence

Flipped Online Learning Model	
Part I: Self-Guided Learning	
<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video</p> <p>(8-15 min) Independent Practice</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> • Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> • The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> • Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> • The teacher is zesty and models a love of learning. <Ignite the Flame> • The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> • The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> • Self-guided independent practice opportunities are aligned to direct instruction and student responses will support teachers in planning live guided practice. <Teaching is Thinking> • The direct instruction video and associated checks for understanding culminate with a summary and next steps for more practice either independently or in follow-up synchronous guided practice. <Teaching is Thinking>
Part II: Live Practice	
<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(5-8 min) Frame & Connect Self-Guided Learning</p> <p>(8-16 min) “We Do” or “I Do/We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Prior to facilitating guided practice, the teacher has reviewed online student work, and uses their analysis of that work to determine the entry-point of practice. <It Starts & Ends with Student Work> • It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> • All students log in for the video conference, and attendance is taken. <Create the Climate> • Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> • The teacher re-models or explains content if necessary, and facilitates “we do” practice. <It Starts & Ends with Student Work> • The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> • The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>

Live Online Learning Model

<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material</p> <p>(8-16 min) “We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> ● All assigned students log in for the call, and attendance is taken. <Create the Climate> ● Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory device (e.g., the teacher uses a model if the objective calls for it vs. an analogy, sticky image, or demonstration). <Teaching is Thinking> ● The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> ● The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>
--	--

Self-Guided Online Learning Model

<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video/Text</p> <p>(8-30 min) Independent Practice Activities</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> ● The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> ● Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> ● The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> ● Self-guided independent practice opportunities are aligned to direct instruction and at the appropriate rigor level for independent work without teacher guidance (i.e., the practice is a review or extension of a previous lesson with teacher guidance). <Teaching is Thinking> ● There is a plan in place for thorough written teacher feedback in lieu of teacher guided practice. <It Starts & Ends with Student Work>
--	--

Facilitating Online Discussion

Live Discussion

The teacher prioritizes live discussions when students need more guidance, when a new concept/theme is being introduced, when immediate teacher feedback is beneficial or needed based on pre-work, critiquing student work products together

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Create the Climate>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participation in discussions and deliver real-time feedback <It Starts and Ends with Student Work>
- The teacher assigns prep-work to students to inform teacher agenda and warm calling <It Starts and Ends with Student Work>
- The teacher connects asynchronous activities to the synchronous discussion (e.g. the teacher assigns students to bring a peer comment to the live discussion) <No Struggle, No Progress>
- The teacher scripts objective-aligned questions in advance to support student understanding and invite deep critical thought. <No Struggle, No Progress>
- The teacher uses live discussion as an opportunity to shout out, give feedback & highlight student responses from asynchronous work <Ignite the Flame>
- The teacher and students use written platform in tandem with live chat (e.g., Chat, google doc, whiteboards, Zoom reactions) to provide opportunities for all students to engage in heavy thinking around reflection, synthesis, questioning and dialogue with each other) <No Struggle No Progress>
- The teacher structures the discussion with clear expectations and roles, based on needs of the discussion <Create the Climate>
 - e.g. Fishbowl Model
 - Assign kids (4-6 Upper Elementary and up to 10 kids in MS) to discuss while the rest of class is outer circle is on mute and interacting in other ways (google doc, chat, reactions, etc.)
 - Trade kids involved by question or from one discussion to

Self-Guided Discussion Boards

Self-guided, asynchronous discussion can be used to give students who may find it challenging to participate in live discussion, allowing for more think time and additional access points.

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Teaching Is Thinking; No Struggle, No Progress>
- The teacher responds to students early in the discussion and/or gives immediate feedback to support the quality of student comments <Teaching Is Thinking; It Starts and Ends with Student Work; No Struggle, No Progress>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participate in discussion <Teaching Is Thinking; No Struggle, No Progress>
- The teacher leverages asynchronous discussion in future synchronous activities and discussion (e.g., by bringing, or asking students to bring, one comment to the live discussion) <No Struggle, No Progress>
- The teacher highlights and celebrates strong student comments from asynchronous discussion and gives feedback to the whole group <It Starts and Ends with Student Work>
- Text-Based Discussion: The teacher scripts an objective-aligned question, or small set of questions, about the text(s) for discussion. The questions require deep critical thought and address analytical or interpretive levels of comprehension <No Struggle, No Progress>
- Student Work-Based Discussion: The teacher creates digital space (e.g., in a doc) for students to share parts of their work and for peers to give feedback on their work—and for teachers to give feedback on the work or on the feedback <No Struggle, No Progress>
- Alternative Discussions: The teacher posts a video or image to which students respond in discussion. <No Struggle, No Progress>

- another
- Assign participation through chat or written work for outer circle

Curriculum Overview

Elementary School Literacy Components						
	Comprehension: KIPP Foundation Wheatley	Foundational Skills: Phonics	Writing: KIPP NYC Writers' Workshop	Guided Reading	Sight Words	Independent Reading
Grade Level	K-4	K-2	K-4	K-4	K-1 and T1 of G2	K-4
In-Person Time Minimums	45 minutes	45 minutes total	45 minutes	20 minutes	10 minutes	15 minutes
Remote Learning Time Minimums	K-2: 20 minutes 3-4: 30 minutes	K-2: 30 minutes	K: 15 minutes 1-4: 30 minutes	K-4: 30 minutes	K-1: 10 minutes	K-4: 15 minutes (ideally 30 minutes)
Remote Learning Curricula	Self-Guided: KIPP Foundation Wheatley Online Lessons	Live Zoom Literacy Meeting	K-2: Prompt introduced in Live Zoom Literacy Meeting (WW still an option) 3-4: KIPP NYC Writer's Workshop Self-Guided Lessons	Live Zoom	Live Zoom Literacy Meeting	Self-Guided
TLS Support	Scope and Sequence of Foundation Lesson Plans + Foundation Online Lessons No Amplify for 20-21	Scope and Sequence of SFA Lessons and digital versions of resources provided	K: Will purchase Handwriting Without Tears for students 1-2: Prompts OR Writer's Workshop 3-4: KIPP NYC Writer's Workshop Scopes + Model Videos	Epic! access for all students	Sight Words Videos for K-1 Sight Words list for G2 T1 (optional).	

Elementary School Math Components					
	Core Curricula: Eureka Math	CGI	Counting Jar	Math Routines	Automaticity
Grade Level	K-4	K-2	K	K-4	K-1 and T1 of G2
In-Person Time Minimums	60 minutes	30 minutes	20 minutes	20 minutes	10 minutes
Remote Learning Time Minimums	K-2: 30 minutes 3-4: 45 minutes	30 minutes (Launch: 10; Independent Work: 10; Debrief 10)	20 minutes	20 minutes	10 minutes
Remote Learning Curricula	K: Live Zoom Math Meeting Self-Guided (G1-2): Zearn and/or Direct Instruction Videos + Eureka Problem Sets Self-Guided (G3-4): KIPP NYC Eureka Direct Instruction Videos + Live Zoom Guided Practice	GK: Will start later in the year. G1-4: Self-Guided; Launch and Debrief in Live Zoom Math Meeting	Live Zoom Daily OR Self-Guided Video Daily (Math Meeting) + Self Guided Work	Live Zoom Math Meeting as needed	Live Zoom Math Meeting Daily
TLS Support	Scope and Sequence aligning Eureka lessons to Zearn Missions G3-4: Self-guided direct instruction videos aligning to Eureka Lessons.	Scope and Sequence + At home CGI materials	At home counting jar materials	Bank of math routines provided on KIPP:Go	Student Automaticity Packets



Click [here](#) to enroll in a “Curriculum Sandbox” prototype course that provides examples of TLS created online learning resources.

Kindergarten Prototypes and Guidance

First Grade Prototypes and Guidance

Second Grade Prototypes and Guidance

Third Grade Prototypes and Guidance

Fourth Grade Prototypes and Guidance

Canvas Adoption Overview



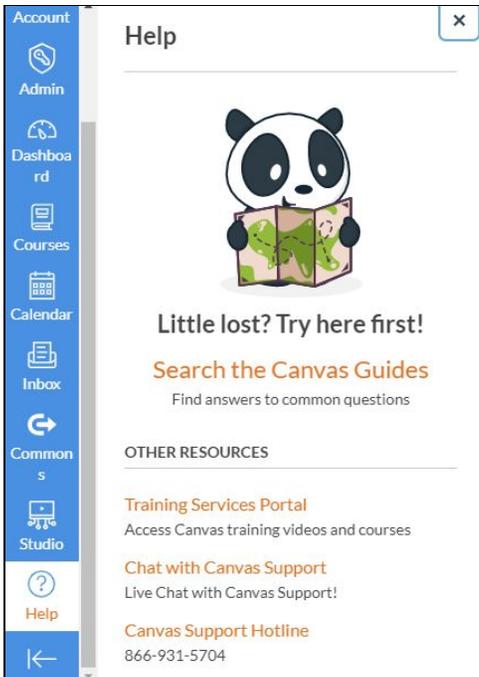
Canvas is an incredibly robust learning management system, and it has dozens (if not hundreds) of features. We will strategically roll out features as we need them, with a focus on the foundational features that will support a strong start to the school year. We'll think about rollout and adoption of tools in three phases, and provide professional development and guidance along the way accordingly.

<p>Phase 1 (Aug 6 - Aug 17)</p>	<p>Canvas Basics for Teachers & Leaders</p> <ul style="list-style-type: none"> ● Staff Account Login - use https://kipppnyc.instructure.com/login/saml ● Obtaining help from Canvas and accessing self-paced training ● Using the Canvas Commons ● Customizing Commons Content ● Course set up (e.g., home page, resources, expectations) ● Creating assignments ● Grading & feedback Tools
<p>Phase 2 (Aug 17 - Sept 8)</p>	<p>Rolling out Canvas to Students & Families</p> <ul style="list-style-type: none"> ● Student Account Login Process ● Parent 'Observer' Account Process ● Using Canvas to communicate with families ● Navigating Canvas with students & families
<p>Phase 3 (Sept 8 - Oct 1)</p>	<p>Getting Comfortable with Canvas</p> <ul style="list-style-type: none"> ● Supporting students & families ● Teacher & leader feedback on Commons content ● Gathering & sharing best practices ● Canvas to Powerschool grade "passback" ● Planning for next cycle

Phase 1 Professional Development Dates

Who	When	What
All Leaders	Self-Guided on Canvas <ul style="list-style-type: none"> Made available July 29 Due August 6 	KIPP NYC: Growing with Canvas
All Teachers	Self-Guided on Canvas <ul style="list-style-type: none"> Made available August 6 Due August 11 	KIPP NYC: Growing with Canvas
Principals	August 6th @ 3:15pm	Creating an Online Community with Canvas <ul style="list-style-type: none"> Communication features Using Canvas for SEL <advisory, morning announcements, etc.> Tracking progress & grades
ES, MS Math, MS ELA, MS Science Teachers	August 11th (during regional PD content time)	Introduction to Canvas Commons Content <ul style="list-style-type: none"> What's provided? How do I find it? How do I add it to my own course?
MS History and K-8 Enrichment Teachers*	August 11th <ul style="list-style-type: none"> 9-9:30: MS History 10-10:30: Enrichment <p>There will also be office hours for support during their work time on this day.</p>	Introduction to Course Design <ul style="list-style-type: none"> Module organization Adding teaching videos and assignments Collaboration across schools
HS Teachers	August 12th <ul style="list-style-type: none"> 1-2pm: Q&A with Teacher Leader 	"Need to Know" Features for a Strong Start <ul style="list-style-type: none"> Importing content from the Commons Customizing modules, adding pages, customizing the course homepage

	<ul style="list-style-type: none"> ● 2-3pm: General Session 	<ul style="list-style-type: none"> ● Giving feedback and grading assignments ● Utilizing the Google Assignment and Nearpod integrations
MS Teachers	<p>August 12th</p> <ul style="list-style-type: none"> ● 3-4pm: ALL, Freedom, Academy, Infinity ● 4-5pm: WHMS, STAR, AMP 	<p>Teachers should come to these sessions having completed the “KIPP NYC: Growing with Canvas” self-guided course.</p> <p><i>*History and Enrichment teachers will be responsible for creating more of their own content, so they will receive more support with Canvas course design and have ample work time on August 11th to create the course pages.</i></p>
ES Teachers	<p>August 13th</p> <ul style="list-style-type: none"> ● 2-3pm: Elements, Freedom, WHES, AMP ● 3-4pm: Infinity, STAR, Academy 	



During all phases, help is available from Canvas! Just click on the ‘Help’ icon after logging in to your Canvas Staff Account at <https://kipnyc.instructure.com/login/saml>.

← Look for the map-reading panda.

Then navigate through the resources as needed...

- Click ‘Search the Canvas Guides’ to join the Canvas Community
- Click ‘Training Services Portal’ for library of self-paced training
- Chat with Canvas Support & Canvas Support Hotline



Supporting Students with Exceptionalities (ICT and SETSS)

	Remote Learning Considerations	Resources Provided
<p>ICT</p>	<ul style="list-style-type: none"> ● Within the ICT co-teaching pair, it is the responsibility of the special education teacher to create specially-designed instruction (SDI) for their students with exceptionalities. ● To do this, special education teachers should access the Tier 1 content materials during the lesson internalization process, and consider which parts of the lesson may be difficult for their students with exceptionalities to access based on their learning profile. Teachers should then differentiate the materials, employing strategies outlined in the professional development they'll participate in on August 11th. ● After creating SDI based on student learning profiles, ICT pairs should determine together which students should have work assigned independently for the self-guided instruction, and which students will need small group instruction during this time. Set-up Canvas accordingly. ● While students who can access the instruction independently work on the self-guided instruction, special education teachers will work with selected students for small group instruction. This group can be homogenous. ● Following small group or self-guided instructional time, students come back together in heterogeneous groups for teachers to facilitate guided practice based on feedback gathered from student work completed independently and from the small group direct instruction. ● The rest of the remote lesson follows the same framework as a general education lesson: Following live guided practice, students have time to work independently. Teachers then work to analyze student work and provide feedback. ● A note on groupings: Students <u>cannot</u> spend their <i>whole day</i> grouped homogeneously by learning needs. Groups should be heterogeneous. This will mean that SpEd Teachers and Gen Ed 	<ul style="list-style-type: none"> ● Self-guided and Live professional development sessions, focused on best practices for creating SDI. ● All SpEd ICT teachers will participate in self-guided PD on August 11th that specifically focuses on strategies for preparing them to create SDI in a remote or hybrid setting. ● All SpEd ICT teachers will participate in live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SDI they've created. ● All DS3s/SpEd leaders will be given PD sessions that they can turnkey during school-based PD days, focused on the following: <ul style="list-style-type: none"> ○ Differentiation based on specific disability profiles. ○ Relationship-building and co-planning structures for ICT co-teaching pairs in remote learning. <p>DS3s can turnkey these sessions at a time/date that works best for each school, at the principal's discretion.</p>

	<p>Teachers are each leading heterogeneous groups for part of the day. It is still the responsibility of the SpEd teacher to create SDI, even if the Gen Ed teacher is delivering that material with students.</p>											
<p>SETSS (SGI)</p>	<ul style="list-style-type: none"> • SETSS (SGI) instruction should happen live, and should follow the live online learning model outlined above. • Groupings for SETSS can be homogeneous and targeted by skill to the extent possible. Given that SGI blocks will be one hour, this allows for two thirty-minute blocks of time. SETSS schedules could look like this, depending on the SETSS needs and mandates of each student. <table border="1" data-bbox="512 643 1079 1127"> <tr> <th colspan="2">Student with SETSS for ELA only</th> </tr> <tr> <td>2:00-2:30</td> <td>Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)</td> </tr> <tr> <td>2:30-3:00</td> <td>Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)</td> </tr> </table> <table border="1" data-bbox="512 1200 1079 1438"> <tr> <th colspan="2">Student with SETSS for Math only</th> </tr> <tr> <td>2:00-2:30</td> <td>Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)</td> </tr> </table>	Student with SETSS for ELA only		2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)	Student with SETSS for Math only		2:00-2:30	Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)	<ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> ○ Support with assessment and grouping for creation of guided reading groups. ○ Physical and soft copies of LLI readers provided to each school for guided reading, found here. ○ Support in analyzing Lexia data and using it to inform decision making about small group instruction. ○ Orton-Gillingham lesson plans, demo videos, and materials for Tier 3 students, found here. ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created. ○ Self-guided PD that DS3s/SpEd leaders can assign to any teachers who are new Lexia users to orient them to the online learning platform. • Math: <ul style="list-style-type: none"> ○ Math Tier 2 pre-teach lessons, focusing on highest-leverage aims for each week, found here.
Student with SETSS for ELA only												
2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)											
2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)											
Student with SETSS for Math only												
2:00-2:30	Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)											

	<table border="1"> <tr> <td data-bbox="510 219 772 462">2:30-3:00</td> <td data-bbox="772 219 1077 462">Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)</td> </tr> <tr> <td colspan="2" data-bbox="510 537 1077 602" style="text-align: center;">Student with both Math and ELA SETSS</td> </tr> <tr> <td data-bbox="510 602 772 740">2:00-2:30</td> <td data-bbox="772 602 1077 740">Live SGI with math teacher: pre-teach or re-teach</td> </tr> <tr> <td data-bbox="510 740 772 878">2:30-3:00</td> <td data-bbox="772 740 1077 878">Live SGI with teacher: guided reading or Orton Gillingham.</td> </tr> </table>	2:30-3:00	Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)	Student with both Math and ELA SETSS		2:00-2:30	Live SGI with math teacher: pre-teach or re-teach	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham.	<ul style="list-style-type: none"> ○ Support in analyzing Zearn data and using it to inform small group instruction. ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created.
2:30-3:00	Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)									
Student with both Math and ELA SETSS										
2:00-2:30	Live SGI with math teacher: pre-teach or re-teach									
2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham.									

Scheduling Guidelines

Alignment to Vision:

“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”

“We are starting the year with a clear and consistent plan for communicating key information with kids and families.”

The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. In order to be able to clearly communicate student schedules to students and families as well as ensure that content areas aren’t competing for time with students, we’re proposing the following schedule guidelines for days when students are fully remote.

K-8 Scheduling Guidelines:

1. The KIPP NYC K-8 Remote School Day for students is 8:00AM-3:00PM.
2. Monday-Tuesday and Thursday-Friday should be one static schedule, and Wednesday will serve as a half day region-wide across K-8 with a common schedule.
3. All K-8 schools will offer standing KIPP NYC Office Hours for families on Wednesday from 9-10AM where staff are available to support. This will include leaders in addition to teaching staff. We will communicate this access point to all of our families centrally.
4. Please schedule 1-2 family-facing Office Hours.
5. We are strongly encouraging students to take a device-free lunch.
6. All schools will offer 30 minutes of dedicated SEL time to all students Monday-Friday. The format may alter and a suggested flow is pasted in the SEL section and within the sample schedules.
7. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. Teachers need at minimum 45 minutes between self-guided time and Live Zoom in order to look at student work and prepare for Guided Practice.
8. Guided Practice sessions are 30 minutes long. We expect that students will be sent on to Independent Practice throughout that block depending on demonstrated ability.
9. A sacred SGI block for SETTS and math and ELA intervention at non-competing times.
10. All schools should have a Live Fitness Break at some point in the day to the extent possible led by the Physical Education teacher.



11. We want to be mindful of Zoom capacity in Guided Practice sessions with students. We are recommending a 15 student cap to preserve a sense of belonging. We are recommending splitting grades into smaller consistent cohorts (4th grade is split into 6 cohorts of 15 students each, for example) that they “travel” to their Zoom Guided Practice sessions in. This might mean bringing in additional staff from SPED, LT, etc. to support general education teachers in follow-up Guided Practice sessions, particularly in Math and ELA to ensure class can happen daily in smaller groups.
12. Learning Specialists schedules should be built to allow them to provide support during asynchronous instruction, lead heterogenous live Guided Practice Zooms on their grade-level, and lead homogenous SETSS/intervention blocks.
13. All core content areas are assigning daily asynchronous work regardless of whether they are live that day (i.e. Science, Social Studies).
14. Where possible, people should lean into their strengths and interests to provide additional ways to build community and support student passion during this time. We encourage school teams to think creatively about the people on their teams, consider their individual schedules, and how they might best support a holistically strong remote experience for kids.
15. Schools are welcome to think creatively about scheduling for students and staff outside of the 8:00AM-4:00PM day, as we do when we are in person for special events, parent meetings, etc. Please be mindful of the amount/frequency of those events overall and whether attendance is mandatory or optional.

K-4 Sample 100% Remote Schedule (Mon/Tues-Thurs-Fri)

Below is a sample 100% remote schedule for K-4. The sample schedule encompasses the following expectations in elementary schools that :

- Live zoom classes (in green) have a student to teacher ratio of 15:1 (max).
- Each block of time is prescribed to help families navigate the school day for their child at home.
- Assumes 3 hours of Live Zoom classes everyday
- Anytime students have self-guided time is time for teacher prep or conferences.

	Student Schedule					Teacher Schedule
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	K-4 Teachers
8:00 AM	Morning Meeting	Morning Meeting				
8:15 AM						
8:30 AM	Typing Practice	Self-Guided: Zearn Math	Self-Guided: Zearn Math	Self-Guided: KIPP NYC Eureka Online	Self-Guided: KIPP NYC Eureka Online	Prep or Conference
8:45 AM	Handwriting Practice					
9:00 AM	Literacy Meeting: Sight Words + Phonics	Literacy Meeting: Sight Words + Phonics	Literacy Meeting: Sight Words + Phonics	Literacy Meeting	Literacy Meeting	Literacy Meeting Live Zoom Teaching
9:15 AM						
9:30 AM						
9:45 AM	Movement Break	Prep/ Math Data Meeting				
10:00 AM	Self-Guided: Wheatley Online					
10:15 AM						
10:30 AM	Self-Guided: Zearn Math and Counting Practice	Conferences + Independent Writer's Workshop				
10:45 AM						
11:00 AM	Guided Reading + Independent Reading (alternate 30 + 30)	Guided Reading + Independent Reading (alternate 30 + 30)	Guided Reading + Independent Reading (alternate 30 + 30)	Guided Reading + Independent Reading (alternate 30 + 30)	Guided Reading + Independent Reading (alternate 30 + 30)	Guided Reading Live Zoom (2 groups/ 30 minutes each)
11:15 AM						
11:30 AM						
11:45 AM						
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 PM						
12:30 PM	Play Time	Play Time	Play Time	Specials/ STEM	Specials/ STEM	Prep

12:45 PM		Typing Practice	Typing Practice			
1:00 PM	Math Meeting	Math Live Zoom Teaching				
1:15 PM						
1:30 PM						
1:45 PM	Specials/ STEM	Specials/ STEM	Specials/ STEM	Math Independent Practice + CGI	Math Independent Practice + CGI	Prep
2:00 PM						
2:15 PM	Break/ Play Time	Break	Break	Break	Break	
2:30 PM	Conferences + Office Hours OR Celebration					
2:45 PM						
3:00 PM	Optional "Afterschool" Programming					Prep, Meetings, Afterschool Tutoring, etc.
3:15 PM						
3:30 PM						
3:45 PM						
4:00 PM						

Elementary school schedules are at the discretion of school leaders. The above schedule represents one sample that maximizes teacher prep time by making Live Zoom classes larger (15:1). Here are some examples of other models you could consider and their existing trade-offs:

Scheduling Decision	Pros	Cons
Having smaller Live Zoom classes so that student to teacher ratio was 5:1.	<ul style="list-style-type: none"> • Live Zoom more engaging for students and could be more effective. • Could maximize content in the time allotted OR could make the live zoom times shorter (helpful for younger kids). 	<ul style="list-style-type: none"> • Teachers are on Live Zoom all day (1 morning meeting + 3 literacy meeting + 3 math meeting + office hours/ conferences) • Less flexible time for conferences • Very little time for prep
Instead of running a school-wide guided reading, teacher runs guided reading for their 15 kids.	<ul style="list-style-type: none"> • Higher accountability of reading goals and progress since teacher knows each kid very well. 	<ul style="list-style-type: none"> • Could have kids on lots of different levels and requires lots of planning.
Have all live zoom sessions in the AM together/	<ul style="list-style-type: none"> • One time login for kids and families (helpful for 	<ul style="list-style-type: none"> • Doesn't always allow for flexibility in staff who are

concurrently.	younger kids)	managing other things at home <ul style="list-style-type: none"> • If not done well, could be like “watching TV” for kids for a long time.
---------------	---------------	---

Literacy and Math Meeting Suggested Agendas:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Literacy Meeting	45 minutes <ul style="list-style-type: none"> • 5 mins Intro and Sight Word Practice • 30 min Phonics • 10 Writing Prompt Intro 	45 minutes <ul style="list-style-type: none"> • 5 mins Intro and Sight Word Practice • 30 min Phonics • 10 Writing Prompt Intro 	45 minutes <ul style="list-style-type: none"> • 5 mins Intro and Sight Word Practice • 30 min Phonics • 10 Writing Prompt Intro 	30 minutes <ul style="list-style-type: none"> • 5 mins Intro • 15 Whole Group Feedback from Wheatley • 10 Writing Whole Group Feedback 	30 minutes <ul style="list-style-type: none"> • 5 mins Intro • 15 Whole Group Feedback from Wheatley • 10 Writing Whole Group Feedback
Guided Reading	1 hour <ul style="list-style-type: none"> • 2 groups of 30 minutes each 	1 hour <ul style="list-style-type: none"> • 2 groups of 30 minutes each 	1 hour <ul style="list-style-type: none"> • 2 groups of 30 minutes each 	1 hour <ul style="list-style-type: none"> • 2 groups of 30 minutes each 	1 hour <ul style="list-style-type: none"> • 2 groups of 30 minutes each
Math Meeting	45 minutes <ul style="list-style-type: none"> • 10 mins math routine • 20 mins counting jar • 15 Eureka Discourse/ Guided Practice 	45 minutes <ul style="list-style-type: none"> • 10 mins intro and automaticity • 20 mins CGI discourse • 15 Eureka Discourse/ Guided Practice 	45 minutes <ul style="list-style-type: none"> • 10 mins intro and automaticity • 20 mins CGI discourse • 15 Eureka Discourse/ Guided Practice 	45 minutes <ul style="list-style-type: none"> • 10 mins intro and automaticity • 20 mins CGI discourse • 15 Eureka Discourse/ Guided Practice 	45 minutes <ul style="list-style-type: none"> • 10 mins intro and automaticity • 20 mins CGI discourse • 15 Eureka Discourse/ Guided Practice

Sample K-8 Wednesday Schedule

The purpose of Wednesday in K-8 is intentional data-based follow-up designed for teachers to support students who need it. Wednesday afternoon grade-teams will meet weekly to review data, determine student groups, and delegate family follow-up and school wide professional development.

Time	Students	Teachers
8:00	Sign onto Canvas! (attendance)	
8:00-8:30	School-wide SEL Time <i>Suggested grade-level community meeting celebrating the accomplishments of the week!</i>	- Lead advisory, lead/support in grade-level community meeting, or support during school-wide meeting
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.	
8:30 - 12:00	Depending on student progress and needs, students would be engaging in: <ul style="list-style-type: none"> - 1:1 Conferences - Small Group Instruction - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery - Learning platforms for select students (i.e. Lexia, Zearn, etc.) - Typing Practice <p>Students who are meeting or exceeding online learning expectations might have stretch opportunities, additional enrichment, attend virtual field trips, etc. on this day.</p>	Expectations would be confer with students who need additional support between 0-90 minutes. Additional potential use of time: <ul style="list-style-type: none"> - Make weekly advisory phone calls - Planning time - Review student work - Submit grades - Reach out to families
12:00-1:00	Device-Free Lunch + Movement Break	
1:00-3:00	Independent Student Work Time (until 3:00pm) <ul style="list-style-type: none"> - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery - Learning platforms for select students (i.e. Lexia, Zearn, etc.) 	Staff Professional Development (until 4:00pm) <ul style="list-style-type: none"> ● All Staff Meeting ● Department Meetings ● Committee Work ● Staff Community Time ● Additional work time <p>Earlier in the week:</p> <ul style="list-style-type: none"> ● Grade-Level Meetings (Monday) ● Leadership Team Meeting
3:00-4:00	Play Time	

Tech Tools

- For a high-level quick overview of the tech tools that will be used during remote learning, click [here](#).

Category	Approach	Where can I find more resources?	Common Questions
Staff Hardware	All KIPP NYC employees have been issued a KIPP NYC Dell Latitude PC and a KIPP NYC iPhone as part of their onboarding with KIPP NYC.	https://support.kippnyc.org Click on 'Check my KIPPTop's Birthdate' If it is 5 years or older, we will try to provide an upgrade within 6 weeks of your request, assuming stock is available.	How do I get a laptop upgrade? Email techsupport@kippnyc.org with a screenshot of the KIPPTop birth date.
Student Hardware	We have standardized on Dell series KIPP NYC Chromebooks for all students! If a student reports that they do not yet have KIPP NYC Chromebooks (most do), please submit a request for a Chromebook via the Student Hardware Request Form in the next column. :)	To request a Chromebook for a student who does not already have one, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks. Each KIPP NYC student should have a Chromebook for Remote Learning. We are trying to move away from the use of personal devices by students to make it easier to support Remote Learning. Siblings do not need to share!	Can students use their own home technology instead of the KIPP NYC Chromebook? We do understand that there will be outlier situations, but we recommend making the KIPP NYC Chromebook the primary hardware for the student at home This will make it easier for everyone to support Remote Learning at scale. When/if students are on site at school, should the students carry the home KIPP NYC Chromebook to school? Guidance on this item is evolving. More information will be provided closer to the first on-site days.
Disinfecting Tech Hardware (COVID-19 Response Guidance)	Follow science and public health guidance related to surface disinfection protocols safe for tech devices.	Please review these slides re Device Disinfecting generated by the KIPP NYC Tech Team for the New-to-KIPP Orientation.	How do I do this without accidentally flooding my laptop and ruining the brains behind the keyboard? We recommend using 70 percent or more isopropyl alcohol wipes or dipping cotton swabs in liquid isopropyl alcohol and gently rounding the keys. Allow the alcohol to air dry.

			Never use cleaning spray directly on or near the laptop or phone as the mist may damage the components. If you must use a spray, spray directly on the cloth first (4'-6' away from the device) and then gently wipe the surface. Use a clean cloth for the screen to prevent small particulate matter from scratching the LCD.
Student Internet	We are providing assistance with student Internet access via MiFi on an as-needed basis when budget is available.	To request Internet Assistance for a student, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks. One MiFi per family as multiple device connections to one MiFi are supported.	Will KIPP NYC pay for a family to have home Optimum, Spectrum, or Verizon service? Not at this time.
Real-Time Video Teaching (Zoom Pro)	All KIPP NYC Staff Members have a KIPP NYC Zoom Pro Account! Log in with your KIPP NYC Google Account at https://kippnyc.zoom.us or directly into the Zoom App installed on your laptop.	KIPP NYC Zoom Training Resources Zoom Training Resources	Does KIPP NYC pay for every staff member to have Zoom Pro? Yes, we sure do! No 40-minute cap! :) And better-than-average default security settings. Will Breakout Rooms be available for use by teachers with students in SY20-21? Yes. But please know that any participant in any breakout room has the ability to do all Zoom functions, including screen sharing. There is nothing the Tech Team can do (currently) to prevent that, so please secure your main meeting room appropriately to prevent Zoombombers from ruining your meeting.
Learning	During Summer 2020, KIPP NYC shifted	After logging in, click on the 'Help' button on	Can we just keep using Google Classroom?

<p>Management System / Online Home for Course Materials</p>	<p>away from Google Classroom. We are now using KIPP NYC Canvas/Instructure Learning Management System. Sign up at https://kippnyc.instructure.com/login/saml with your KIPP NYC Google Account.</p>	<p>the left Nav. From there, you can open a chat or call Canvas support, enroll in Self-Guided Training, or review the Canvas Guides community site.</p>	<p>No, the region is standardizing on Canvas as the Learning Management System. Fortunately, you can still use Google Assignments at https://assignments.google.com to build assignments, which you can then share in Canvas.</p>
<p>Screencastify quick video and screen recording tool</p>	<p>Log into your KIPP NYC Chrome Browser on your laptop. The Screencastify extension should auto install in the toolbar. Log in with your KIPP NYC credentials.</p> 	<p>https://www.screencastify.com/course/master-the-screencast</p>	<p>Why is this tool easier to use than Zoom if I am recording a lesson or feedback asynchronously (i.e. not live with students)? The recording gets auto-saved to your KIPP NYC Google Drive, making it easy to share. Also, Screencastify lets you elect to record just a browser tab, or your full screen, and/or yourself narrating the screencast via microphone or webcam. Super simple & quick.</p>
<p>Online Instructional Apps for Students</p>	<p>We integrate as many Instructional Apps into the students' KIPP NYC Clever Login Portal as possible. KIPP NYC Clever is at https://www.clever.com/in/kippnyc. The apps in use are based on what's supported as part of the curriculum.</p>	<p>Link to Instructional Apps Document Support available by emailing TechSupport@kippnyc.org</p>	<p>Can't I just sign up my students for anything on the Internet that I think is awesome? No, teachers and school teams cannot sign staff or students up for software programs. KIPP NYC's tech, data, and legal teams must review and approve jointly all online software programs ahead of use by students and staff to ensure that the application providers take appropriate measures to protect and safeguard private student data, including educational records tied to the Family Educational Rights & Privacy Act and the new NYS Ed2D law, and to comply with age-based login requirements per the Children's Online Privacy Protection Rule. If you have an app you would like to use with students, the first</p>

			step is to email TechSupport@kipponyc.org with information about the app and links to its Privacy Policies and Terms & Conditions.
--	--	--	--



Assessment

KIPP NYC will continue to use regional assessments as a tool for gauging student progress toward mastery of grade-level standards and content.

20-21 Regional Assessment Components

- Diagnostic
 - We know that our students will be returning in 20-21 from disparate remote learning experiences and with varied instructional needs. It will be critical to administer early diagnostic assessments in order to address student needs when they return.
- Progress Monitoring
 - At this time, monitoring student progress is as and even more important than ever as we seek to gain an understanding of where students are returning to us post 19-20 remote learning and how they are progressing throughout the year.
 - The regional assessment program will be thoughtfully planned to maximize instructional time while providing meaningful opportunities to assess student progress.
- Remote Access
 - We will prioritize in-person testing for key benchmark assessments. For example, if all students are in-person at least 1 day a week, a portion of that day can be used to administer and IA, for example. Even when students are in school, assessments can be administered online to maximize efficiency (e.g. no bubble sheet scanning).
 - With near certainty, there will be periods of time when all or a subset of our students will be required to take an assessment remotely. To support the efficacy of assessment administration during that time, we will employ administration and technical strategies that promote academic honesty and increase students' skills in taking online assessments
 - If an assessment cannot be administered remotely, we will work to find a viable alternative for remote administration or reconsider the assessment's place in the regional assessment program.
- Goals
 - We must assume that end of year state and national assessments (NYS, Regents, AP, PSAT, SAT) will proceed as usual in 20-21. Our regional assessment program will ensure that we continue to prepare our students for these benchmarks and keep our Moon Shot goals on the radar.

20-21 Remote Regional Assessments Guidelines

KIPP NYC will continue to use Illuminate as our central assessment administration and data collection tool. If regional assessments are administered outside of Illuminate (e.g. Google Classroom), final scores will still be entered in Illuminate. This will enable our downstream systems to continue to provide regional reporting and allow for data continuity over time.



All regional assessments will be created with the ability to administer both in school and remotely.

KIPP NYC will put in place measures and expectations to maximize the efficacy of remote assessment administration. While it will not be possible to **ensure** 100% compliance with academic honesty expectations while testing remotely, there are measures that we will take to get as close as possible.

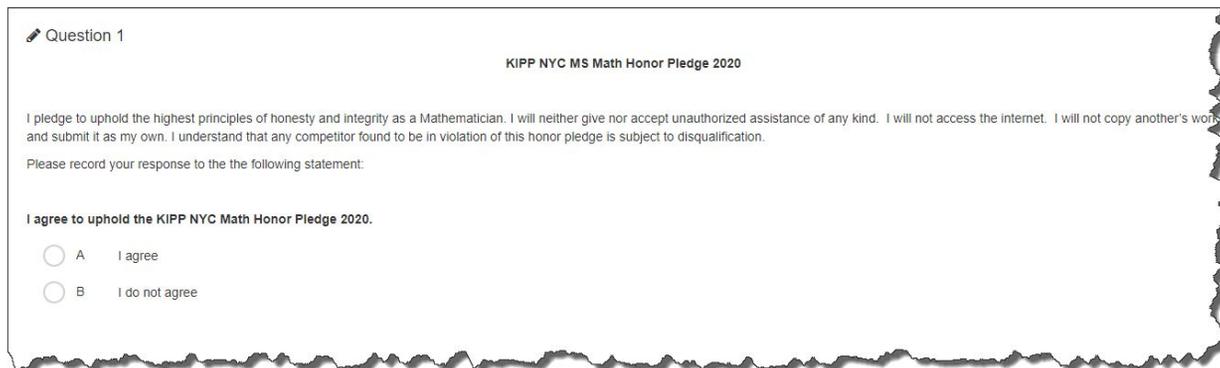
Assessment Security & Access

Illuminate’s online assessment feature includes several options that promote assessment security. Additionally, Illuminate allows for customizing administrations to ensure that all students have access to any testing modifications they require. **The following will be in place for all key benchmark assessments (Interim Assessments, Mid-Terms, Mocks, Finals, End of Units):**

Feature	Capability
Locked Browser	Students cannot open/access other browsers while an assessment is active
Randomization of answer choices	Students see the same questions in the same order, but the answer choices are shuffled
Set Administration Windows and Time Limits	Students working in school and remotely will take the assessment at the same time . This will minimize the opportunity to share answers and allow for virtual proctoring. Different grades can test at different times/days, but one entire grade should test together
Virtual Proctoring	Illuminate has a live proctoring feature. Students have the ability to alert the teacher if there are any questions. Teachers have the ability to see student progress on the assessment and to pause an assessment for all students if needed. Zoom can be used in conjunction/in place of the Illuminate feature.
Testing Accommodations	Create administrations tailored to students individualized needs <ul style="list-style-type: none"> ● Text to Speech Questions: Questions and answer choices read to students ● Text to Speech Passage: Passage ready to students ● Extended Time ● Multiple Breaks (via unlimited/high number of pauses)

Additionally, the first question on each test can be a commitment to uphold an academic integrity pledge. The question would be worth zero points, and would serve to remind students of their responsibility to hold themselves accountable.

Sample from 19-20 Math is Life tournament:



The image shows a screenshot of a digital assessment question. At the top left, it says 'Question 1' with a pencil icon. In the center, the title is 'KIPP NYC MS Math Honor Pledge 2020'. The main text of the question reads: 'I pledge to uphold the highest principles of honesty and integrity as a Mathematician. I will neither give nor accept unauthorized assistance of any kind. I will not access the internet. I will not copy another's work and submit it as my own. I understand that any competitor found to be in violation of this honor pledge is subject to disqualification. Please record your response to the the following statement: I agree to uphold the KIPP NYC Math Honor Pledge 2020.' Below this text are two radio button options: 'A I agree' and 'B I do not agree'. The entire screenshot is framed with a torn paper effect.

Teacher Expectations

- Communicate with students and parents regarding assessment window and at home expectations for remote assessments.
- Virtually proctor during the assessment via Illuminate and/or Zoom
- Respond to student questions real-time
- Enforce school academic dishonesty policy if cheating is suspected

Student Expectations

- Take assessment during assessment window
- Turn phone off
- Adhere to school academic honesty policy
- Show all work in a notebook or scrap paper

Home Expectations

- Assist with at home “proctoring” to the best of family’s ability
- Ensure student completes assessment in designated window
- Ensure student is not on phone while taking assessment



- Ensure a quiet and distraction free space for student to the best of family's ability

Grading Policy and PowerSchool

Social Emotional Learning

Advisory (Community Time) is an essential part of Tier 1 community building and creating a sense of belonging for all of our students. Even while remote, it is critical that we are using this time for our students to connect with each other and with their teachers, and that they're able to build trusting relationships.

Advisory should happen at a minimum one time per week for a minimum of 40 minutes, but during remote learning this should be increased to three-four times per week to increase the frequency of check ins.

The S3 team is working to create materials that can be used by grade band to facilitate high-quality advisory times. These resources will be created by a working group of volunteers and will be centrally available to all staff. All schools also have access to the [Calm Classroom](#) materials from the 2019-2020 school year, which can be used to facilitate daily mindfulness moments.

A note about community time during the first week of remote learning: During the first week of school, August 24th-Aug 28th, it is recommended that each day focus on community building and that advisory is the primary focus of each day. More resources will be available from the S3 team, with a scope of the daily aims and themes provided by 7/31, and proposed activities and resources becoming available throughout the beginning of August.

The [SEL Rubric](#) can be used in all settings, and it is especially helpful in considering how to support advisory. The KIPP CARE (LRE) rubric also provides guidance for advisory and community times:

Equitable Policies and Practices				
DOCUMENTATION	Passive/Exclusionary	Compliance/Symbolic	Affirming/Identity	Transformative/Structural
KEY INDICATOR: <i>Operational Principles</i>	<i>Intentional policies and practices in place that support the institutionalization of racism at all levels. White cultural norms are viewed as the right way.</i>	<i>Makes official policy pronouncements regarding diversity, but little or no contextual change in culture, enactment of policies and decision making.</i>	<i>Begins to develop intentional identity and increases commitment to dismantle racism and white supremacy.</i>	<i>Audits and restructures all aspects of institutional policies. Implements structures, policies and practices with inclusive decision making and other forms of power sharing.</i>
Community Rituals	<i>Community meetings rarely occur and focus predominately on reinforcing white cultural norms</i>	<i>Community meetings, circles occur infrequently, lacking clear purpose / continuity</i>	<i>Community meetings or circles occur periodically, have clear purpose, and validate students' experiences and needs within the school.</i>	<i>Community meetings or circles occur on a routine basis, have clear purpose, and proactively address comm. events / issues and support student identity development</i>

Suggested schedule for a four time/week advisory schedule:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing?

<ul style="list-style-type: none"> ● Mindfulness Moment ● Goal-setting for the week. What are you excited for about this week? What do you want to accomplish? How will you know you've accomplished your goals? 	<ul style="list-style-type: none"> ● Mindfulness Moment ● SEL Direct Instruction (regionally provided) 	<ul style="list-style-type: none"> ● Mindfulness Moment ● Logistics and announcements Day. ● If needed, this is a time when restorative circles can happen to repair any harm. 	<ul style="list-style-type: none"> ● Mindfulness Moment ● Close-out of the week. What went well? What do you want to work on? What are you looking forward to for the weekend?
--	--	---	--

Agenda	Criteria for Success: Advisory
<ul style="list-style-type: none"> ● Welcome ● Check-in: how are you doing? ● Mindfulness Moment ● Learning and Growing Activity (differs by day) 	<ul style="list-style-type: none"> ● Tone is warm and reflects genuine excitement by staff to be in this space with students. ● Time is held sacred as a space to connect and build a sense of belonging, with minimal time (5 minutes or less) given to logistics and announcements. ● Advisory is structured and follows a clear agenda, which is presented to students at the beginning of the session. ● Norms are set as a group within the first week together, and those norms are referenced and adhered to throughout the year. ● Opportunities are provided for <u>all</u> students to share in whatever way they feel most comfortable. ● When norms are not adhered to or when harm is caused, advisory participates in a restorative circle or restorative conversation to repair the harm done. ● Staff are providing opportunities for students to demonstrate and develop their social-emotional learning capacities, in alignment with the practices highlighted in the SEL Rubric.

Social Work Picture of Excellence

Regardless of which social-distancing scenarios we may find ourselves in next year, we want to clearly define a picture of excellence for key remote counseling tactics employed across our region, as well as the support and resources provided by the S3 Team for implementation and expectations of social workers and their managers.

Remote Counseling

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social workers with developing school based programming to meet the needs of students and families</p> <p>Regional social work team will assist social workers with offering school based professional development to support staff in meeting the needs of students and families</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Continue to conduct needs assessments, risk assessment and trauma/resilience assessment to determine targeted interventions</p> <p>Enter student progress data in Illuminate, SESIS or any progress monitoring tracker identified by team.</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill expectations for mandated and at risk students</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill mandates on IEP's for parent training/support as well as conduct collateral/family sessions for family and student support.</p> <p>Offer Family Engagement/Support Workshops on topics determined by families' needs (see Family Engagement section above)</p>	<p>Manager will support social workers in their conducting assessments and ensure that school systems allow for social workers and staff meet go share strategies on how to best support students in classrooms</p> <p>Managers will support social workers in having time in their schedule to provide counseling to ensure students receive their counseling mandates in addition to instructional time</p> <p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops (see Family Engagement section above)</p> <p>Manager will coordinate efforts with school based team to ensure that Family Assistance Fund requests are submitted in a timely manner</p>

	<p>Perform risk assessments and crisis counseling as needed</p> <p>Coordinate efforts with school based team to identify families who might benefit from the Family Assistance Fund</p> <p>Coordinate care with outside providers including Northside and Interborough as well as coordinate to Family Resources Manager (new role) to connect students and families to resources.</p> <p>Deliver PD on Mandated Reporting, DASA, as well as facilitate PD on Trauma, Resilience, Protective Factors and SEL, Safe Touch and Anti-Bullying Curriculum</p> <p>Coordinate efforts to investigate and log DASA incidents as well as complete incident reports for safety assessments (suicidal & homicidal ideation, hospitalizations etc)</p>	<p>Manager will ensure social work team has resources and time in schedule to conduct these PD's and Curriculum</p> <p>Manager will contribute to coordinated efforts to ensure DASA incidents are investigated, logged within 48 hours of incident and resolved in a timely manner</p>
--	---	---

Family Engagement

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social work with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Social Workers will analyze feedback from family needs survey offered at start of year to determine nature of family offerings in programming</p> <p>Social workers will engage families at start of year to assess/reassess student's current functioning and set annual counseling goals</p>	<p>Manager will assist social work team with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Manager will engage social work team in discussing family input @ student assessment, goal setting, and progress monitoring</p>

	<p>Social workers will be in communication with families at least once per month to check on progress towards goals at home and student functioning at home</p> <p>Social workers will conduct at least two workshops annually related to social emotional health-offerings should correspond with family interest indicated on the family needs survey at start of year</p>	<p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops</p>
--	--	--

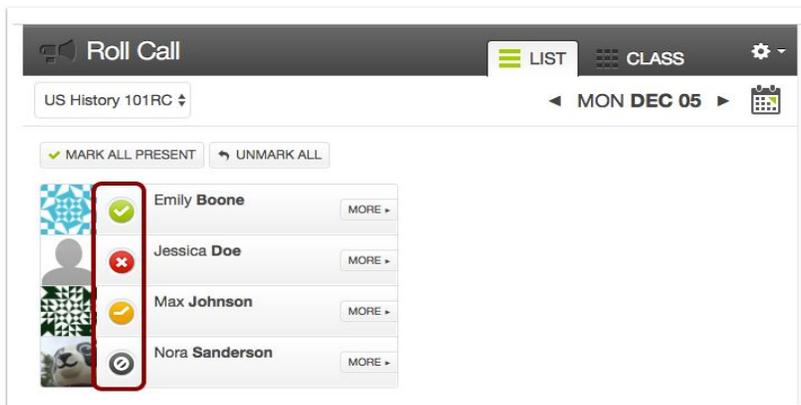
Attendance

Expectations

1. Students “attend” school every day (*Goal 75% at 97% attendance*)
2. Remote students will be expected to log into Canvas each day by 8:00AM daily.
3. Interventions: All students marked absent as of check-in time will receive follow up from the school.

Process

1. All attendance will be taken via Canvas
 - **Remote** daily attendance will be taken **passively** using Canvas login+activity data - **no action required by student or teacher**
 - **In-person** student daily attendance will be taken via Canvas’ Roll Call feature by teachers



Note: detailed instructions for using Canvas’ Roll Call feature will be added when available



2. Audit: Schools can update attendance directly in Power School when contact is made with a student formerly marked absent and a determination is made that they should be marked present.
3. Most up to date attendance data will live in [Schoolzilla's Attendance dashboard](#)
 - Data will be refreshed hourly
 - Schools can also use Canvas' attendance and activity reporting to monitor attendance
4. All attendance data will be imported into Power School and will be updated the following day. Attendance entered directly into Power School for the attendance audit **will not be overwritten**.

Sample "Day in the Life"

QTIDWTFTA

What if a student cannot complete their asynchronous work within the 30 minutes allotted?

What should we do if academic dishonesty becomes a pervasive challenge?

What should we do if a student cannot make a Live Zoom session?

How should we handle the mistreatment of technology?



KIPP NYC REMOTE LEARNING PLAYBOOK FOR MIDDLE SCHOOLS

Letter to the Team	3
Remote Learning Vision	4
Year Long Calendar	5
Six Week Cycles	5
MD Recommended Use of the First Two Weeks	6
Shared Student Experience & Staff Expectations	7
Remote Learning Models	8
Flipped Online Learning Model	9
Live Online Learning Model	10
Self-Guided Online Learning Model	11
Flipped Online Learning Model for ICT	12
Remote Learning Picture of Excellence	13
Curriculum Overview	16
Click here to access Canvas and be enrolled in a “sandbox” course that houses prototypes for lessons. All remote curricula will be shared on Canvas.	16
ELA Lesson Prototype	17
Math Lesson Prototype	18
Science Lesson Prototype	19
Canvas Adoption Overview	20
Supporting Students with Exceptionalities (ICT and SETSS)	23



Scheduling Guidelines	26
Two Sample Middle School 100% Remote Learning Schedules:	28
Sample #1: Front-loading Self-Guided Work, using the afternoon for Live Zoom Instruction	28
Sample #2 : Interspersing Synchronous and Asynchronous Instruction throughout the school day	31
K-8 Wednesday Schedule	34
Tech Tools	35
Assessment	39
20-21 Regional Assessment Components	39
20-21 Remote Regional Assessments Guidelines	39
Grading Policy and PowerSchool	42
Social Emotional Learning	43
Social Work Picture of Excellence	45
Remote Counseling	45
Family Engagement	46
Attendance	48
Sample “Day in the Life”	50
Student	50
Teacher	51
Dean	52
QTIDWTF TA	53



Letter to the Team

Dear KIPP NYC MS Community,

We hope this note finds you well, safe, and feeling rested and ready to dig into what will inevitably be one of our most challenging, important, and inspiring years in all of KIPP NYC's history. We are so thankful for the ways we worked together last spring to transition our work online, bring our content to life in a remote world, continue to foster relationships with our community, find new and unique ways to celebrate and bring joy to our work, and hold our kids and ourselves accountable to continued learning and development. We have a lot to be proud of.

We are also incredibly thankful to the members of the KIPP NYC community for all the ways we lived our values since the pandemic hit New York. If there ever was a time to teach and lead with Revolutionary Love - the time is now. If there ever was a time to problem solve with the spirit of Finding a Way or Making One - the time is now. If there ever was a time to personally reflect, revisit practices, and make new commitments in order to Build a Better Tomorrow - the time is now. We have been there for our KIPPsters, we have been there for our families, and we have been there for each other, and we plan to continue demonstrating that love and commitment throughout this year.

This Remote Learning Playbook represents the work of countless staff members and attempts to curate the ideas - both big and small - that led to strong feelings of connection, academic success, and holistic support. We know that our team dove headfirst into the unknown in March and through that struggle came real learning, innovation, and improvement. While we will continue to innovate, openly share, and rapidly adopt, we also need to commit to what worked in the spring and what has worked outside of KIPP NYC. Thanks to our data team, transparent sharing from principals about each school's wins and challenges, feedback from leaders and teachers captured via TLS calls in the spring, and hearing feedback directly from our families, we are ready to lock hands and commit to a set of shared practices and expectations that will help improve remote learning for all. We are so grateful to all of our teams for contributing to our path forward and committing to it's evolution over the course of this year. This document will stay in draft form as this year will undoubtedly change, and we want one central location to continue to capture our learning.

With tremendous gratitude, love, and respect for all that you do,

Team MD



Remote Learning Vision

Simply put, we learned a lot of valuable lessons last year. The playbook for remote learning this year will build upon the strengths of last year’s use of technology and systems, address the pain points we experienced due to “building the plane as we flew it,” and fully embrace this opportunity to reimagine schooling for our KIPPsters and take advantage of the multiple benefits of a remote learning model.

Remote Learning Last Year	Remote Vision for SY 2020-21
<i>We stayed connected with kids and families.</i>	<i>We are staying connected with kids and families.</i>
<i>We found new and unique ways to share joy and celebrate KIPPster learning.</i>	<i>We are finding new and unique ways to share joy and celebrate KIPPster learning.</i>
<i>We did everything we could to ensure the physical and emotional safety of our KIPPsters and their families.</i>	<i>We are doing everything we can to ensure the physical and emotional safety of our KIPPsters and their families.</i>
We tried to prevent learning loss.	We are meaningfully pushing learning forward and maintaining connectivity between being in school and out of school. We are leveraging technology to provide alternative modes of instruction moving forward, even after the need for social distancing due to COVID-19 (e.g. snow days, teacher coverages).
We learned new tools to enhance the remote learning experience.	We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.
We innovated across KIPP NYC and did a lot of creation at the teacher level. We had many different approaches to how to deliver remote instruction.	We are harnessing the power of the TLS team and teacher leaders across the region to generate shared core content and student-facing lesson materials so that teachers can focus on facilitating live guided practice to support students, conferring, and giving high quality individual feedback to students.
We converted existing systems of student and family communication in real-time.	We are starting the year with a clear and consistent plan for communicating key information with kids and families.
We troubleshoot tech issues as we went along, and did our best to support students and their families.	We are equipping our families with the knowledge and skills they need to navigate our online portal and support their KIPPsters online engagement from home, and we are providing each KIPPster with the technology they need in order to be successful. We are embracing the process of working through technology hiccups as an opportunity for our students to practice critical problem solving and 21st-century communication skills.
We did our best to hold students accountable to show up in remote learning and participate. We gave teachers broad latitude to evaluate student work.	We are building accountability systems around grades and evaluations that will ask KIPPsters to apply themselves, take risks and master new material. These expectations will be universally held by teachers and shared with students and their families.

Year Long Calendar

Six Week Cycles

Given the quick-changing nature of the pandemic, we wanted to commit to a year-long calendar that acts as an anchor to engage in some long-term planning and keeps us nimble to shift from fully remote to hybrid models of schooling next year. As a result, we are dividing the year into six cycles that are approximately six instructional weeks each. In this model, two cycles will be equivalent to one trimester. Each cycle will represent a time families can elect to have their children attend school fully remotely or in-person in our hybrid model (if the option exists). The cycles will also allow us to make decisions whether or not to remain fully remote or open our schools given the most present information. Each cycle will begin or end with two days for planning or PD, which will allow teachers to prepare for any changes to school schedules that may occur.

Below are the cycle start and end dates along with confirmed PD/ Prep days and holidays within each cycle. Please note that a couple of PD/Prep days are still TBD. Cycle 1 will be fully remote.

Cycle #	Start Date	End Date	# of Instructional Weeks	# of Total Weeks	Notes	Holidays within Cycle
1	Aug 24	Sept 30	5 Weeks	5 Weeks	Ends with two PD/ Prep Days (9/29, 9/30)	Yom Kippur (9/28)
2	Oct 1	Nov 20	7 Weeks	7 Weeks	Ends with two PD/ Prep Days (11/19, 11/20)	
Thanksgiving Break	Nov 23	Nov 27	0 Week	1 Week		
3	Nov 30	Jan 29	7 Weeks	9 Weeks	K-8 PD/ Prep Days (1/28, 1/29) HS PD/Prep Days (2/1, 2/2)	Winter Break (12/21-1/1) MLK Day (1/18)
4	Feb 1	Mar 26	7 Weeks	8 Weeks	PD/ Prep Days (3/11, 3/12)	February Break (2/15-2/19)
Spring Break	Mar 29	Apr 2	0 Week	1 Week		
5	Apr 5	May 14	6 Weeks	6 Weeks	PD/ Prep Days (5/17)	
6	May 17	Jun 25	6 Weeks	6 Weeks	Last Day for Students (6/24); Last Day for Staff (6/25)	Memorial Day (5/31) Juneteenth (6/18)

MD Recommended Use of the First Two Weeks

- **Week 1 Goals: (week of August 24th)**
 - Welcome students & families back
 - Launch the 8:00am-3:00pm remote learning schedule!
 - Build culture, community, and sense of belonging through the use of Morning Meetings, Community Meetings, etc.
 - Transition students from previous year’s teachers (where possible) to new teachers (i.e. Intentional advisor transition)
 - Find a ton of resources, including a suggested scope of activities for the first week of school, [in this folder!](#)
 - These resources are available centrally in KIPP: Go for all staff!

- **Week 2 Goals: (week of August 31st)**
 - Meet teachers for the current school year!
 - Begin introductions to courses and materials to build love of learning.
 - Gradually on-board students and families to tech tools, platforms, etc.
 - Roll out important school systems, codes of conduct for remote learning, and other school-wide expectations (i.e. attendance, HW, grades, etc.)
 - Begin diagnostic testing. Below is a sample diagnostic testing schedule for this week. This schedule is a sample of one that you may choose to follow in planning for that week. Additional information on each assessment can be found [here](#).

Monday, 8/31	Tuesday, 9/1	Wednesday, 9/2	Thursday, 9/3	Friday, 9/4
Introduce SRI through self-guided lesson. Administer SRI.	Analyze SRI Results, determine OG testing groups. Zearn math Placement: Assign Mission 1 for grade level.	Administer OG placement through live zoom.	Administer OG placement through live zoom.	Begin F&P testing for students who test out of OG.

- **Week 3: Starting Tuesday, September 8th**
 - Begin formal scope & sequences

Shared Student Experience & Staff Expectations

We seek to create an engaging and effective remote experience for our KIPPsters across KIPP NYC. In that shared pursuit, there are certain elements we want to offer at all of our middle schools that will allow us to maximize the resources of our network and ensure all KIPPsters receive similar amounts of instruction, academic feedback, community building time, and support. Context, community, and the people on our teams matter greatly in school planning and will impact the plans individual schools put in place for the start of school. This list captures what the *shared* student experience and staff expectations will be across KIPP NYC middle school this fall during Remote Learning.

During Remote Learning, all students will:

1. Experience a consistent school schedule that will allow students and families to approach each week with clarity about week ahead
2. Participate in a minimum 2.5 hours of synchronous instruction daily with peers and staff. Time is inclusive of instruction, socioemotional learning time, enrichment, and general support
3. Complete 2-3 hours of asynchronous instruction on Canvas daily
4. Receive one weekly holistic phone call home (many schools leveraged advisors for this outreach) checking in and offering support on all areas of school - student and family wellness, work completion, and content support
5. Opt into weekly office hours and tutoring support to access support and problem solve with school staff
6. Receive timely feedback on the asynchronous work submitted.
7. Choice read nightly!
8. Take all KIPP NYC and school-based assessments on the Illuminate platform (where applicable)
9. Receive specially designed instruction and other related services as outlined in student IEPs.
10. Receive a weekly report via DeansList that captures anecdotal data about student participation and performance from that week.

During Remote Learning, all staff will:

1. Provide a minimum of 2.5 hours of daily synchronous instruction and/or support based on specific roles (includes SEL, academics, and support)
2. Provide daily asynchronous instruction on Canvas to support live instruction or further independent learning
3. Support SEL instruction throughout the week and in a variety of settings (small group advisories, community meetings in grade-levels, whole school meetings)
4. Offer weekly office hours to provide students and families support as needed
5. Provide feedback 2-3 times a week on asynchronous work
6. Keep grades in PowerSchool up-to-date allowing for families to check academic progress fluidly throughout remote learning
7. Attend remote staff professional development, including 03s, grade-level meetings, department meetings, all staff meetings, regional PD, etc.
8. Administer all KIPP NYC and school-based assessments on the Illuminate platform (where applicable)
9. Input weekly data in DeansList allowing families to understand the strengths and areas to grow for their child that week.
10. Role dependent: Leverage passions and outside interests to support clubs, affinity groups, and other ways to build and sustain community with students online

Remote Learning Models

Alignment to Vision:

“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”

“We are harnessing the power of the TLS team and teacher leaders across the region to generate shared core content and student-facing lesson materials so that teachers can focus on facilitating live guided practice to support students, conferring, and giving high quality individual feedback to students.”

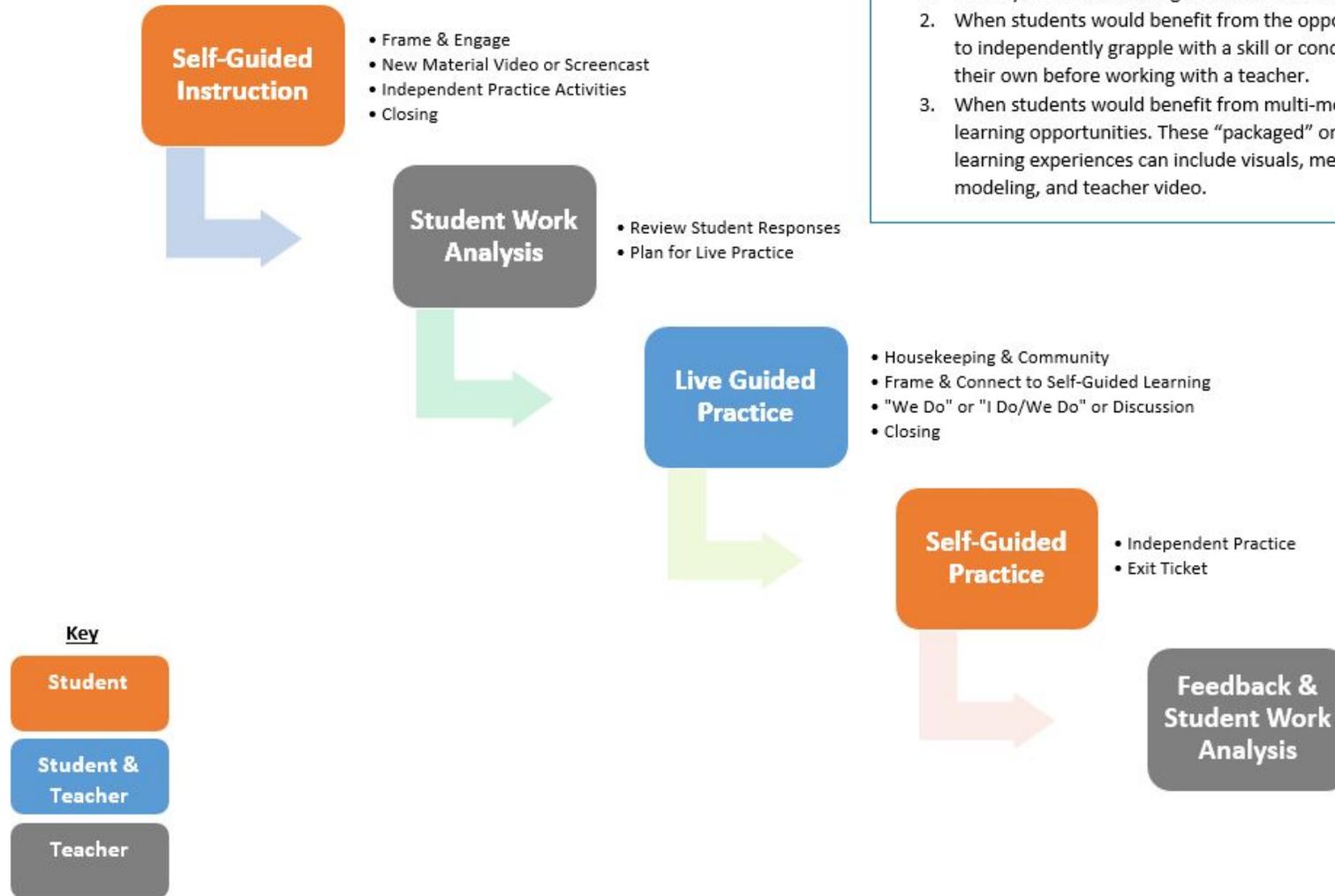
In an effort to streamline instructional plans, take the planning and content creation burden off teachers so they can focus on directly supporting students, conferring, and giving feedback, we’ve landed on four remote learning models that will be used across the regional curriculum for middle school.

1. Flipped Online Learning Model
2. Live Online Learning Model
3. Self-Guided
4. Flipped Online Learning Model for ICT

See the following pages for a visual and detailed information for each model.

Flipped Online Learning Model

Flipped Online Learning Model



When should I use a flipped online learning model?

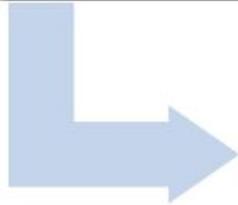
1. When you are introducing a new skill or concept.
2. When students would benefit from the opportunity to independently grapple with a skill or concept on their own before working with a teacher.
3. When students would benefit from multi-modal learning opportunities. These "packaged" online learning experiences can include visuals, media, modeling, and teacher video.

Live Online Learning Model

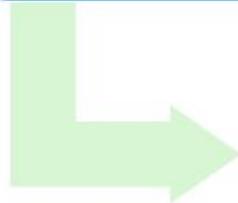
Live Online Learning Model



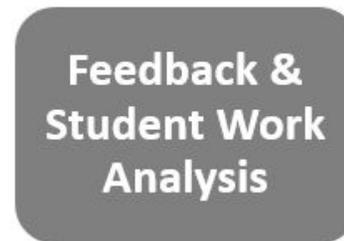
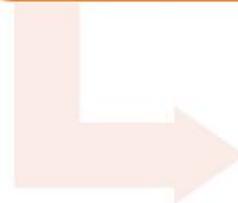
- Review Student Responses
- Plan for Live Online Learning



- Housekeeping & Community
- Frame & Engage
- New Material
- "We Do" or Discussion
- Closing



- Independent Practice
- Exit Ticket



When should I use a live online learning model?

1. When you are re-teaching or reviewing a concept or skill in response to student data.
2. When facilitating Tier 2 and Tier 3 intervention with small groups.
3. When you want to confer with students.
4. When your students would benefit from a "live" model of a skill or metacognitive strategy instead of a video model.
5. When the lesson is predominantly guided practice.

Self-Guided Online Learning Model

Self-Guided Online Learning Model

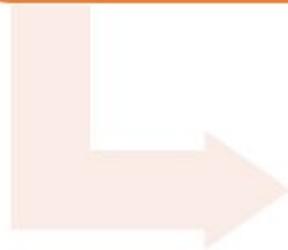
Self-Guided Learning

- Frame & Engage
- New Material Video *OR*
- Independent Practice Activities
- Closing



Self-Guided Practice

- Independent Practice
- Exit Ticket

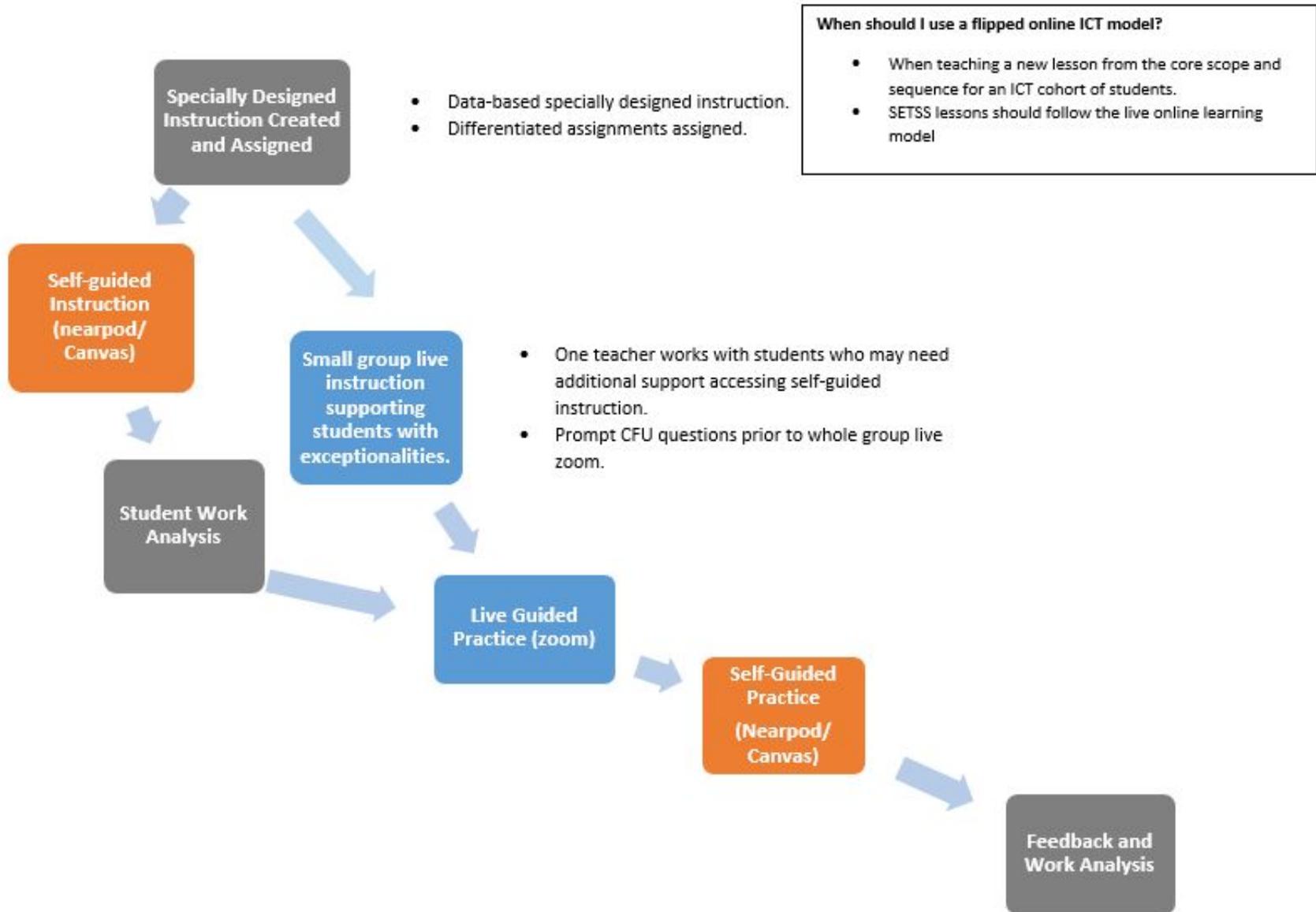


Feedback & Student Work Analysis

When should I use a self-guided online learning model?

1. When you are reviewing content or as an extension of other lessons.
2. When the lesson is text-heavy and requires reading and reflection.

Flipped Online Learning Model for ICT



Remote Learning Picture of Excellence

Flipped Online Learning Model	
Part I: Self-Guided Learning	
<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video</p> <p>(8-15 min) Independent Practice</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> • Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> • The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> • Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> • The teacher is zesty and models a love of learning. <Ignite the Flame> • The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> • The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> • Self-guided independent practice opportunities are aligned to direct instruction and student responses will support teachers in planning live guided practice. <Teaching is Thinking> • The direct instruction video and associated checks for understanding culminate with a summary and next steps for more practice either independently or in follow-up synchronous guided practice. <Teaching is Thinking>
Part II: Live Practice	
<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(5-8 min) Frame & Connect Self-Guided Learning</p> <p>(8-16 min) “We Do” or “I Do/We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Prior to facilitating guided practice, the teacher has reviewed online student work, and uses their analysis of that work to determine the entry-point of practice. <It Starts & Ends with Student Work> • It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> • All students log in for the video conference, and attendance is taken. <Create the Climate> • Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> • The teacher re-models or explains content if necessary, and facilitates “we do” practice. <It Starts & Ends with Student Work> • The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> • The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>

Live Online Learning Model

<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material</p> <p>(8-16 min) “We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> ● All assigned students log in for the call, and attendance is taken. <Create the Climate> ● Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory device (e.g., the teacher uses a model if the objective calls for it vs. an analogy, sticky image, or demonstration). <Teaching is Thinking> ● The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> ● The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>
--	--

Self-Guided Online Learning Model

<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video/Text</p> <p>(8-30 min) Independent Practice Activities</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> ● The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> ● Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> ● The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> ● Self-guided independent practice opportunities are aligned to direct instruction and at the appropriate rigor level for independent work without teacher guidance (i.e., the practice is a review or extension of a previous lesson with teacher guidance). <Teaching is Thinking> ● There is a plan in place for thorough written teacher feedback in lieu of teacher guided practice. <It Starts & Ends with Student Work>
--	--

Facilitating Online Discussion

Live Discussion

The teacher prioritizes live discussions when students need more guidance, when a new concept/theme is being introduced, when immediate teacher feedback is beneficial or needed based on pre-work, critiquing student work products together

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Create the Climate>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participation in discussions and deliver real-time feedback <It Starts and Ends with Student Work>
- The teacher assigns prep-work to students to inform teacher agenda and warm calling <It Starts and Ends with Student Work>
- The teacher connects asynchronous activities to the synchronous discussion (e.g. the teacher assigns students to bring a peer comment to the live discussion) <No Struggle, No Progress>
- The teacher scripts objective-aligned questions in advance to support student understanding and invite deep critical thought. <No Struggle, No Progress>
- The teacher uses live discussion as an opportunity to shout out, give feedback & highlight student responses from asynchronous work <Ignite the Flame>
- The teacher and students use written platform in tandem with live chat (e.g.. Chat, google doc, whiteboards, Zoom reactions) to provide opportunities for all students to engage in heavy thinking around reflection, synthesis, questioning and dialogue with each other) <No Struggle No Progress>
- The teacher structures the discussion with clear expectations and roles, based on needs of the discussion <Create the Climate>
 - e.g. Fishbowl Model
 - Assign kids (4-6 Upper Elementary and up to 10 kids in MS) to discuss while the rest of class is outer circle is on mute and interacting in other ways (google doc, chat, reactions, etc.)
 - Trade kids involved by question or from one discussion to another
 - Assign participation through chat or written work for outer circle

Self-Guided Discussion Boards

Self-guided, asynchronous discussion can be used to give students who may find it challenging to participate in live discussion, allowing for more think time and additional access points.

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Teaching Is Thinking; No Struggle, No Progress>
- The teacher responds to students early in the discussion and/or gives immediate feedback to support the quality of student comments <Teaching Is Thinking; It Starts and Ends with Student Work; No Struggle, No Progress>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participate in discussion <Teaching Is Thinking; No Struggle, No Progress>
- The teacher leverages asynchronous discussion in future synchronous activities and discussion (e.g., by bringing, or asking students to bring, one comment to the live discussion) <No Struggle, No Progress>
- The teacher highlights and celebrates strong student comments from asynchronous discussion and gives feedback to the whole group <It Starts and Ends with Student Work>
- Text-Based Discussion: The teacher scripts an objective-aligned question, or small set of questions, about the text(s) for discussion. The questions require deep critical thought and address analytical or interpretive levels of comprehension <No Struggle, No Progress>
- Student Work-Based Discussion: The teacher creates digital space (e.g., in a doc) for students to share parts of their work and for peers to give feedback on their work—and for teachers to give feedback on the work or on the feedback <No Struggle, No Progress>
- Alternative Discussions: The teacher posts a video or image to which students respond in discussion. <No Struggle, No Progress>

Curriculum Overview

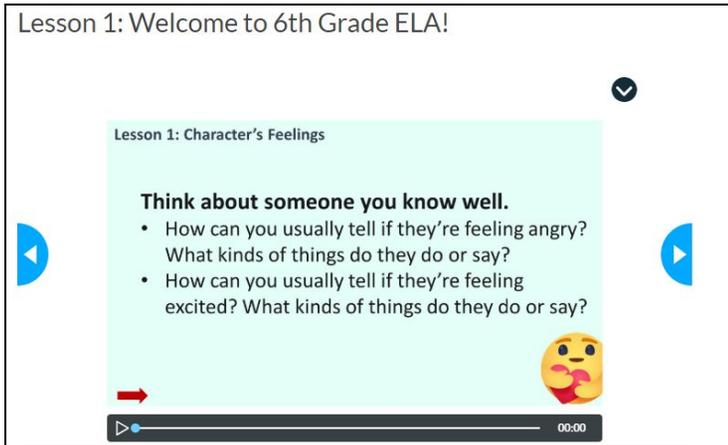
- Click [here](#) to access Canvas and be enrolled in a “sandbox” course that houses prototypes for lessons. All remote curricula will be shared on Canvas.

Subject	Scope and Sequence Changes	Curriculum Changes	Assessment Changes	Remote Curricula Provided by TLS
ELA	<ul style="list-style-type: none"> 4 objectives a week + 1 day for flex/ feedback/ reteach Inclusion of a Unit 0 that consists of more short stories and highlight specific skills to be used as informal diagnostics for the first three remote weeks 	<ul style="list-style-type: none"> Choice of books by unit (survey went out to teachers to indicate what their plan is for this year) Cutting one unit 	<ul style="list-style-type: none"> Unit 0 will include 3 embedded diagnostics on comprehension and Response to Lit (RTL) skills for each grade level No major assessment changes, except Mid-Unit Assessments will be fully optional and not administered in Illuminate 	<ul style="list-style-type: none"> Self-guided online materials will be provided for Essential lessons (Thinking Job for Wheatley and Planning Lessons for Baldwin) and will be created by TLS and regional teacher leaders/ deans These materials will also serve as exemplars to guide teacher creation of materials Guidance will be provided for creation of online materials if they are not provided for a lesson
Math	<ul style="list-style-type: none"> 4 objectives a week + 1 day for flex/ feedback/ reteach / assessment Embedded remediation lessons prior to each unit for teachers to activate and address standards that serve as prerequisites for upcoming content 	<ul style="list-style-type: none"> No major changes Select lessons from each unit have been cut/merged to open-up flex and remediation time based on recommendations from Deans and veteran teachers. 	<ul style="list-style-type: none"> IA 1 will be one day instead of 2 days 	<ul style="list-style-type: none"> Daily self-guided lessons will be included for every lesson that will take kids about 30 minutes to complete
Science	<ul style="list-style-type: none"> Build in additional flex days within the unit Note: science will not be doing 4 objectives a week due to the assessment placement. 	<ul style="list-style-type: none"> Shifting to Amplify Science 	<ul style="list-style-type: none"> Following the assessment cycle built from KIPP Foundation within the unit. Assessments are already done for the year. 	<ul style="list-style-type: none"> Daily “DI videos” will be included for every lesson that will take kids about 30 minutes to complete Daily classwork handouts will be created

<p>Social Studies</p>	<p>Teachers will receive access to a suite of curriculum resources, along with advanced Canvas training so they are equipped with the tools they need to create online learning materials. They will receive ample protected work time during regional PD to create materials and we will facilitate a curriculum sharing process across the Social Studies community using the Canvas Commons to ease the planning and content creation burden.</p>
<p>Enrichment</p>	<p>Our recommendation is that enrichment classes be facilitated in Live Zoom sessions whenever possible, and time will be provided during regional PD for the Enrichment teacher community to collaborate and share resources. Enrichment teachers will also receive advanced Canvas training so they know how to use the tool to upload videos and assignments. Time is currently built into the sample schedule for a live Fitness break daily.</p>

[ELA Lesson Prototype](#)

Direct Instruction Video



Check for Understanding

Record one example of Rachel's words and/or actions and then describe her feelings. For example, "That's not, I don't, you're not..." in a little voice, Rachel feels scared to speak up for herself.

Ready? Enter your answer here.

Submit

Provided by TLS

- Self-guided online materials will be provided for Essential lessons (Thinking Job for Wheatley and Planning Lessons for Baldwin) and will be created by TLS and regional teacher leaders/ deans
- Self-guided online materials will include both direct instruction videos and interspersed checks for understanding (pictured here in Nearpod)
- These materials will also serve as exemplars to guide teacher creation of materials
- Guidance will be provided for creation of online materials if they are not provided for a lesson

Teacher Expectations

- Creation of self-guided instructional material (excluding the Wheatley Thinking Job and Baldwin Planning lessons that have been provided)
- Review self-guided lesson data to prepare to lead live Zoom guided practice; facilitate live Zoom guided practice lessons
- Create re-teach materials or supplementary assignments in Canvas
- Provide feedback on student work

Coach Support Needed

- Feedback on creation of self-guided online lessons using Remote Learning Picture of Excellence and exemplar lessons as a guide
- Support teachers in planning for flex days and reteach
- Monitor/give feedback on quality and frequency of feedback to students
- Review of student work for *Data Meetings*; facilitation of Data Meetings to help teachers prepare for live Zoom guided practice
- Follow up *Observation* of Live Zoom instruction after *Data Meetings*

Math Lesson Prototype

Direct Instruction Video



Check for Understanding

Question 1 / 1 Which of the following is NOT one of the phrases used to describe ratio relationships?

00:00 | 00:27

A. "for every"

B. "to"

C. "for each"

D. "more than"

Select an answer

Submit

Provided by TLS

- Self-guided online materials for each lesson
- Self-guided online materials will include both direct instruction videos and interspersed checks for understanding (pictured here in Nearpod)
- Self-guided online materials have been created by teacher leaders from across the network

Teacher Expectations

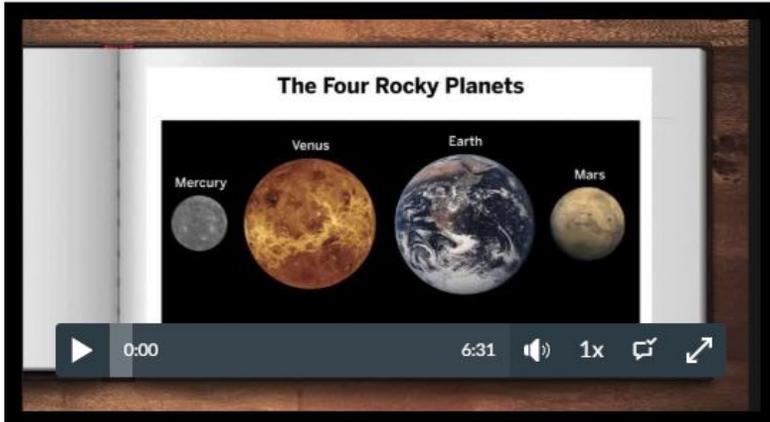
- Review self-guided lesson data to prepare to lead live Zoom guided practice; facilitate live Zoom guided practice lessons
- Create re-teach materials or supplementary assignments in Canvas
- Plan re-teach or review lessons for flex days
- Provide feedback on student work

Coach Support Needed

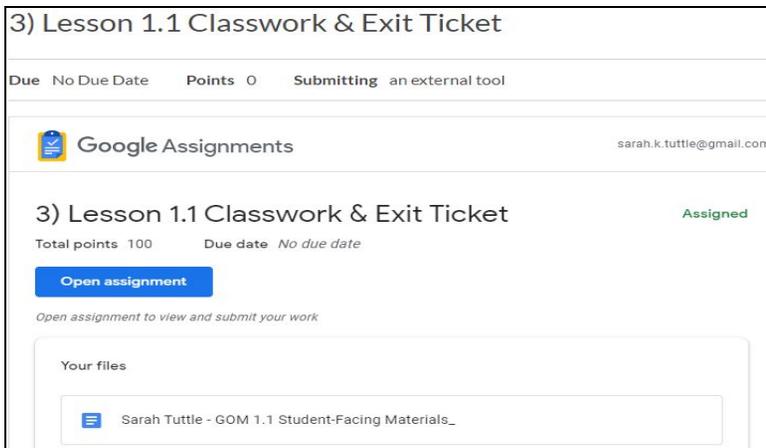
- Monitor/give feedback on quality and frequency of feedback to students
- Review of student work for *Data Meetings*; facilitation of Data Meetings to help teachers prepare for live Zoom guided practice
- Support teachers in planning for flex days and reteach
- Follow up *Observation* of Live Zoom instruction after *Data Meetings*

[Science Lesson Prototype](#)

Direct Instruction Video



Classwork & Exit Ticket



Provided by TLS

- “DI Videos” and digital classwork and Exit Tickets
- Daily Lesson Guide and PPT to use for live Zoom guided practice
- Self-guided online materials have been created by teacher leaders from across the network using Amplify Science curriculum

Teacher Expectations

- Review self-guided lesson data to prepare to lead live Zoom guided practice; facilitate live Zoom guided practice lessons
- Create re-teach materials or supplementary assignments in Canvas
- Plan re-teach or review lessons for flex days
- Provide feedback on student work

Coach Support Needed

- Monitor/give feedback on quality and frequency of feedback to students
- Review of student work for *Data Meetings*; facilitation of Data Meetings to help teachers prepare for live Zoom guided practice
- Support teachers in planning for flex days and reteach
- Follow up *Observation* of Live Zoom instruction after *Data Meetings*

Canvas Adoption Overview



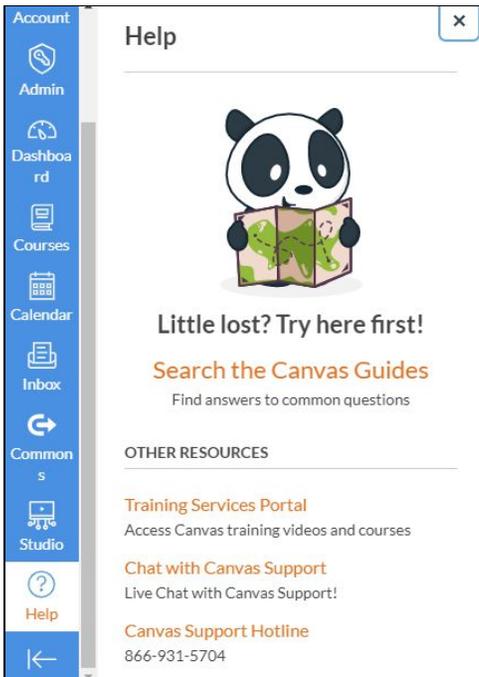
Canvas is an incredibly robust learning management system, and it has dozens (if not hundreds) of features. We will strategically roll out features as we need them, with a focus on the foundational features that will support a strong start to the school year. We'll think about rollout and adoption of tools in three phases, and provide professional development and guidance along the way accordingly.

<p>Phase 1 (Aug 6 - Aug 17)</p>	<p>Canvas Basics for Teachers & Leaders</p> <ul style="list-style-type: none"> ● Staff Account Login - use https://kippnyc.instructure.com/login/saml ● Obtaining help from Canvas and accessing self-paced training ● Using the Canvas Commons ● Customizing Commons Content ● Course set up (e.g., home page, resources, expectations) ● Creating assignments ● Grading & feedback Tools
<p>Phase 2 (Aug 17 - Sept 8)</p>	<p>Rolling out Canvas to Students & Families</p> <ul style="list-style-type: none"> ● Student Account Login Process ● Parent 'Observer' Account Process ● Using Canvas to communicate with families ● Navigating Canvas with students & families
<p>Phase 3 (Sept 8 - Oct 1)</p>	<p>Getting Comfortable with Canvas</p> <ul style="list-style-type: none"> ● Supporting students & families ● Teacher & leader feedback on Commons content ● Gathering & sharing best practices ● Canvas to Powerschool grade "passback" ● Planning for next cycle

Phase 1 Professional Development Dates

Who	When	What
All Leaders	Self-Guided on Canvas <ul style="list-style-type: none"> ● Made available July 29 ● Due August 6 	KIPP NYC: Growing with Canvas
All Teachers	Self-Guided on Canvas <ul style="list-style-type: none"> ● Made available August 6 ● Due August 11 	KIPP NYC: Growing with Canvas
Principals	August 6th @ 3:15pm	Creating an Online Community with Canvas <ul style="list-style-type: none"> ● Communication features ● Using Canvas for SEL <advisory, morning announcements, etc.> ● Tracking progress & grades
ES, MS Math, MS ELA, MS Science Teachers	August 11th (during regional PD content time)	Introduction to Canvas Commons Content <ul style="list-style-type: none"> ● What's provided? ● How do I find it? ● How do I add it to my own course?
MS History and K-8 Enrichment Teachers*	August 11th <ul style="list-style-type: none"> ● 9-9:30: MS History ● 10-10:30: Enrichment <p>There will also be office hours for support during their work time on this day.</p>	Introduction to Course Design <ul style="list-style-type: none"> ● Module organization ● Adding teaching videos and assignments ● Collaboration across schools
HS Teachers	August 12th <ul style="list-style-type: none"> ● 1-2pm: Q&A with Teacher Leader ● 2-3pm: General Session 	"Need to Know" Features for a Strong Start <ul style="list-style-type: none"> ● Importing content from the Commons ● Customizing modules, adding pages, customizing the course homepage ● Giving feedback and grading assignments

		<ul style="list-style-type: none"> Utilizing the Google Assignment and Nearpod integrations
MS Teachers	<p>August 12th</p> <ul style="list-style-type: none"> 3-4pm: ALL, Freedom, Academy, Infinity 4-5pm: WHMS, STAR, AMP 	<p>Teachers should come to these sessions having completed the “KIPP NYC: Growing with Canvas” self-guided course.</p> <p><i>*History and Enrichment teachers will be responsible for creating more of their own content, so they will receive more support with Canvas course design and have ample work time on August 11th to create the course pages.</i></p>
ES Teachers	<p>August 13th</p> <ul style="list-style-type: none"> 2-3pm: Elements, Freedom, WHES, AMP 3-4pm: Infinity, STAR, Academy 	



During all phases, help is available from Canvas! Just click on the ‘Help’ icon after logging in to your Canvas Staff Account at <https://kipnyc.instructure.com/login/saml>.

← Look for the map-reading panda.

Then navigate through the resources as needed...

- Click ‘Search the Canvas Guides’ to join the Canvas Community
- Click ‘Training Services Portal’ for library of self-paced training
- Chat with Canvas Support & Canvas Support Hotline

Supporting Students with Exceptionalities (ICT and SETSS)

	Remote Learning Considerations	Resources Provided
<p>ICT</p>	<ul style="list-style-type: none"> • Within the ICT co-teaching pair, it is the responsibility of the special education teacher to create specially-designed instruction (SDI) for their students with exceptionalities. • To do this, special education teachers should access the Tier 1 content materials during the lesson internalization process, and consider which parts of the lesson may be difficult for their students with exceptionalities to access based on their learning profile. Teachers should then differentiate the materials, employing strategies outlined in the professional development they'll participate in on August 11th. • After creating SDI based on student learning profiles, ICT pairs should determine together which students should have work assigned independently for the self-guided instruction, and which students will need small group instruction during this time. Set-up Canvas accordingly. • While students who can access the instruction independently work on the self-guided instruction, special education teachers will work with selected students for small group instruction. This group can be homogenous. • Following small group or self-guided instructional time, students come back together in heterogeneous groups for teachers to facilitate guided practice based on feedback gathered from student work completed independently and from the small group direct instruction. • The rest of the remote lesson follows the same framework as a general education lesson: Following live guided practice, students have time to work independently. Teachers then work to analyze student work and provide feedback. • A note on groupings: Students <u>cannot</u> spend their <i>whole day</i> grouped homogeneously by learning needs. Groups should be heterogeneous. This will mean that SpEd Teachers and Gen Ed Teachers are each leading heterogeneous groups for part of the 	<ul style="list-style-type: none"> • Self-guided and Live professional development sessions, focused on best practices for creating SDI. • All SpEd ICT teachers will participate in self-guided PD on August 11th that specifically focuses on strategies for preparing them to create SDI in a remote or hybrid setting. • All SpEd ICT teachers will participate in live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SDI they've created. • All DS3s/SpEd leaders will be given PD sessions that they can turnkey during school-based PD days, focused on the following: <ul style="list-style-type: none"> ○ Differentiation based on specific disability profiles. ○ Relationship-building and co-planning structures for ICT co-teaching pairs in remote learning. <p>DS3s can turnkey these sessions at a time/date that works best for each school, at the principal's discretion.</p>

	<p>day. It is still the responsibility of the SpEd teacher to create SDI, even if the Gen Ed teacher is delivering that material with students.</p>											
SETSS (SGI)	<ul style="list-style-type: none"> ● SETSS (SGI) instruction should happen live, and should follow the live online learning model outlined above. ● Groupings for SETSS can be homogeneous and targeted by skill to the extent possible. Given that SGI blocks will be one hour, this allows for two thirty-minute blocks of time. SETSS schedules could look like this, depending on the SETSS needs and mandates of each student. <div style="margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">Student with SETSS for ELA only</th> </tr> <tr> <td style="width: 30%;">2:00-2:30</td> <td>Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)</td> </tr> <tr> <td>2:30-3:00</td> <td>Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)</td> </tr> </table> </div> <div style="margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">Student with SETSS for Math only</th> </tr> <tr> <td style="width: 30%;">2:00-2:30</td> <td>Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)</td> </tr> </table> </div>	Student with SETSS for ELA only		2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)	Student with SETSS for Math only		2:00-2:30	Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)	<ul style="list-style-type: none"> ● ELA: <ul style="list-style-type: none"> ○ Support with assessment and grouping for creation of guided reading groups. ○ Physical and soft copies of LLI readers provided to each school for guided reading, found here. ○ Support in analyzing Lexia data and using it to inform decision making about small group instruction. ○ Orton-Gillingham lesson plans, demo videos, and materials for Tier 3 students, found here. ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created. ○ Self-guided PD that DS3s/SpEd leaders can assign to any teachers who are new Lexia users to orient them to the online learning platform. ● Math: <ul style="list-style-type: none"> ○ Math Tier 2 pre-teach lessons, focusing on highest-leverage aims for each week, found here. ○ Support in analyzing Zearn data and using it to inform small group
Student with SETSS for ELA only												
2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)											
2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)											
Student with SETSS for Math only												
2:00-2:30	Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)											

	<table border="1"> <tr> <td data-bbox="510 181 772 428">2:30-3:00</td> <td data-bbox="772 181 1077 428">Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)</td> </tr> <tr> <td colspan="2" data-bbox="510 501 1077 566">Student with both Math and ELA SETSS</td> </tr> <tr> <td data-bbox="510 566 772 704">2:00-2:30</td> <td data-bbox="772 566 1077 704">Live SGI with math teacher: pre-teach or re-teach</td> </tr> <tr> <td data-bbox="510 704 772 842">2:30-3:00</td> <td data-bbox="772 704 1077 842">Live SGI with teacher: guided reading or Orton Gillingham.</td> </tr> </table>	2:30-3:00	Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)	Student with both Math and ELA SETSS		2:00-2:30	Live SGI with math teacher: pre-teach or re-teach	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham.	<p>instruction.</p> <ul style="list-style-type: none"> ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created.
2:30-3:00	Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)									
Student with both Math and ELA SETSS										
2:00-2:30	Live SGI with math teacher: pre-teach or re-teach									
2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham.									

Scheduling Guidelines

<p>Alignment to Vision:</p> <p>“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”</p> <p>“We are starting the year with a clear and consistent plan for communicating key information with kids and families.”</p>

A school schedule is a reflection of what a school (or network of schools) values. If we value developing social skills, building community, and having fun, we must build it in. If we value excellent instruction, we must set ourselves up for success to review student work and provide time for teachers to prepare. If we value adult development, we must carve out time for collaboration, communication, and celebration. In order to ensure an equitable experience across our

schools and leverage the network resources effectively, there are certain things that must be true in our schedules when 100% remote. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. In order to be able to clearly communicate student schedules to students and families as well as ensure that content areas aren’t competing for time with students, we’re proposing the following schedule guidelines for days when students are fully remote. While individual school schedules and staffing may vary from school to school, the following guidelines should hold true.

K-8 Scheduling Guidelines:

1. The KIPP NYC K-8 Remote School Day for students is 8:00AM-3:00PM.
2. Monday, Tuesday, Thursday, and Friday should have one static student schedule meeting the guidelines listed here. Wednesday will continue to be treated as an instructional half-day for students, with the afternoons reserved for school-based PD.
3. All schools will offer 1-2 family-facing Office Hours per week.
4. We are strongly encouraging students to take a device-free lunch.
5. All schools will offer 30 minutes of dedicated SEL time to all students Monday-Friday. The format may alter and a suggested flow is pasted in the SEL section and within the sample schedules.
6. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. Teachers need at minimum 45 minutes between self-guided time and Live Zoom in order to look at student work and prepare for Guided Practice.
7. Guided Practice Zoom sessions are 30 minutes long. We expect that students will be sent on to Independent Practice throughout the duration of that block depending on demonstrated ability so the group size may shrink during the block.
8. A sacred SGI/Intervention block for SETTS and math and ELA intervention at non-competing times.
9. All schools should have a fitness break at some point in the day to the extent possible led by the Physical Education teacher. We are recommending that it be live.
10. All students should continue to have enrichment during remote learning - either synchronous or asynchronous.
11. We want to be mindful of Zoom capacity in Guided Practice sessions with students. We are recommending a 15 student cap to preserve a sense of belonging and allow for meaningful interaction. We are recommending splitting grades into smaller consistent cohorts (i.e. 5th grade is split into 6 cohorts of 15 students each, for example) that they “travel” to their Zoom Guided Practice sessions in. This might mean bringing in additional staff from SPED, LT, etc. to support general education teachers in follow-up Guided Practice sessions in Math and ELA to ensure class can happen daily in smaller groups.
12. Learning Specialists schedules should be built to allow them to provide support during asynchronous instruction, lead heterogenous live Guided Practice Zooms on their grade-level for math or ELA, and lead homogenous SETSS/intervention classes.
13. All core content areas are assigning daily asynchronous work regardless of whether they are live that day (i.e. Science, Social Studies, potentially Enrichment).



14. Where possible, staff should lean into their strengths and interests to provide additional ways to build community and support student passion during this time. We encourage school teams to think creatively about the people on their teams, consider their individual schedules, and how they might best support a holistically strong remote experience for kids.
15. Schools are welcome to think creatively about scheduling for students and staff outside of the 8:00AM-4:00PM day, as we do when we are in person for special events, parent meetings, etc. Please be mindful of the amount/frequency of those events overall and whether attendance is mandatory or optional.

Middle school schedules are at the discretion of school leaders. The sample schedules that follow represent two versions that meet the guidelines above. There are likely more! All schedules must be approved by your MD.

Two Sample Middle School 100% Remote Learning Schedules:

Sample #1: Front-loading Self-Guided Work, using the afternoon for Live Zoom Instruction

Pros	Cons
<ul style="list-style-type: none"> - Live Zoom classes are predominantly chunked in the latter part of the day, allowing for families and teachers with children at home to ideally plan for needed support. - The morning allows for maximum student flexibility to complete work within a larger chunk of time. - The morning allows for uninterrupted teaching planning and prep time to make the most of afternoon Live Zoom guided practice calls. - Potential open opportunity for students with modified work criteria to schedule counseling sessions, related services, etc. 	<ul style="list-style-type: none"> - A longer block of work time will require stamina and self-management to use well. - Chunking live instruction will also require stamina and focus. - Placing Live Zooms together requires that a teacher be able to be “live” for 90-120 minutes.

Monday-Thursday Schedule

Time	Students (Eg. Split into 5-6 sections depending on cohort size to create smaller groups for Guided Practice; potentially create one Zoom link that each section stays in for afternoon practice to minimize “transition” time and have teachers rotate.)						Teachers
	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	
8:00	Log onto Canvas at 8am! (attendance)						- Self-guided work is uploaded for the day.
8:00-8:30	School-wide SEL Time: Advisory, Grade Team, or Whole School Morning Meeting on Zoom <i>Potential Flow - Whole School (Monday), Small Group Advisory (Tuesday-Thursday), Grade Team Community Meeting (Friday)</i>						- Lead advisory, lead/support in grade-level community meeting, or support during school-wide meeting
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.						
8:30-9:00	Self-Guided Math Work						<ul style="list-style-type: none"> - Provide Feedback on previous day’s IP - Review self-guided student work to prepare for practice Zoom call - Data Meetings & O3s - Contact families if students missed morning Advisory - Confer with students who need support doing the self-guided work
9:00-9:30	Self-Guided ELA Work						
9:30-10:00	Exercise Break / PE on Live Zoom						
10:00-10:30	Self-Guided Science Work						
10:30-11:00	Self-Guided Social Studies Work						
11:00-11:30	Enrichment Zoom Class Live						- Enrichment teachers instruct grade-wide classes.
11:30-12:00	Device-Free Lunch						
12:00	MS goes LIVE on Zoom @ Noon!						
12:00-12:30	Math*	ELA*	Science	Math*	ELA*	Social	- Lead Live Zoom Practice calls

	Practice Zoom Call	Practice Zoom Call	Practice Zoom Call	Practice Zoom Call	Practice Zoom Call	Studies Practice Zoom Call	<ul style="list-style-type: none"> - Sections 1-3 receive Live Science Practice calls on Monday/Wednesday and Live Social Studies calls on Tuesday/Thursday. The opposite is true for Sections 4-6. - We are potentially recommending each “section” have a set Zoom link for the afternoon to avoid them jumping in and out of Zoom calls. We need to solve for never allowing them to be alone in Zoom w/o a teacher mid-transition.
12:30-1:00	Science Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	Social Studies Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	
1:00-1:30	Stretch + Snack Break						
1:30-2:00	ELA Practice Zoom Call	Science Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	Social Studies Practice Zoom Call	Math Practice Zoom Call	
2:00-2:30	SETSS / Intervention - Math Focus		Guided Study Hall / Tutoring		Choice Reading / Typing Club / Additional Enrichment (?) / Self-Guided Study Hall		<ul style="list-style-type: none"> - The following two 30 minute blocks are designed to provide academic intervention, support work habits, and build independence. - Learning Specialists provide Live intervention based on IEPs and RTI data. These groups should largely be consistent. - All other students are sorted into static groups depending on individual need.
2:30-3:00	SETSS / Intervention - ELA Focus		Guided Study Hall / Tutoring		Choice Reading / Typing Club / Additional Enrichment (?) / Self-Guided Study Hall		<ul style="list-style-type: none"> - See above.
3:00-4:00	<p>Optional: “Afterschool” Program / Clubs / Affinity Groups**</p> <p>Possible additional independent activities:</p> <ul style="list-style-type: none"> ● Typing Club ● DYCD Afterschool Programming ● Other Learning Platforms for additional practice 						<p>Staff Prep Time: <i>Suggested sequence</i></p> <ul style="list-style-type: none"> ● Monday - Grade-Level Meeting ● Tuesday - Planning & Prep ● Wednesday - Staff Development ● Thursday - Planning & Prep ● Friday - Planning & Prep

4:00-5:00	<i>All outstanding Independent Practice is due by <u>8AM</u> the following day.</i>	Housekeeping: <ul style="list-style-type: none"> - Contact families if students missed Zoom Practice calls - Be available for students with homework help questions until 8pm.
-----------	---	---

*In order for Math and ELA classes to happen daily and create smaller Guided Practice ratios, we will need additional teachers to lead Guided Practice sessions. Learning Specialists will be able to support 1-2 max.

**Depending on the planning/synchronous teaching load during the 8:00-3:00 day, I might ask a subset of staff to run “after school” type activities like clubs, student government, etc. during the 3-4 block for students that are opt-in and designed to build and sustain community.

Sample #2 : Interspersing Synchronous and Asynchronous Instruction throughout the school day

Pros	Cons
<ul style="list-style-type: none"> - Allows for shorter bursts of work time interspersed with live Zoom instruction with a teacher. Has the potential to be an overall more engaging school day for students. - Allows students to space out their asynchronous work. - Guided practice is potentially closer in time to when the work was attempted, potentially supporting greater recall and reducing frustration. 	<ul style="list-style-type: none"> - Potentially more challenging for students, families, and staff to navigate and keep track of when they need to be on Zoom. - For those balancing home responsibilities, this schedule might be more challenging to think through supports (over the course of a day as opposed to a cluster of hours in the afternoon) - Creates large Zoom classes for Guided Practice - Potentially more challenging for teachers to prepare for Practice calls.

Monday-Thursday Schedule

Time	Students	Teachers
8:00	Sign onto Canvas! (attendance)	
8:00-8:30	SEL: Advisory, Grade Team, or Whole School Morning Meeting on Zoom <i>Potential Flow - Whole School (Monday), Advisory (Tuesday-Thursday), Grade Team (Friday)</i>	

8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.	
8:30-9:00	Self-Guided Math Work	<ul style="list-style-type: none"> - Provide Feedback on previous day's IP - Review self-guided student work to prepare for practice Zoom call - Data Meetings & O3s
9:30-10:00	Self-Guided ELA Work	
10:00-10:30	Exercise Break / PE on Live Zoom	
10:30-11:00	Math Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data. - Additional teachers/leaders would need to push-in to bring down group size.
11:00-11:30	ELA Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data. - Additional teachers/leaders would need to push-in to bring down group size.
11:30-12:00	Self-Guided Science Work	
12:00-12:30	Device-Free Lunch & Brain Break	
12:30-1:00	Self-Guided Social Studies Work	
1:00-1:30	Sci OR SS Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data. - Additional teachers/leaders would need to push-in to bring down group size.
1:30-2:00	Enrichment on Live Zoom	
2:00-2:30	Intervention / (Self-Guided/Guided) Study Hall / Choice Reading / Typing Club	<ul style="list-style-type: none"> - Teaching team splits the cohort into appropriate groupings dependent on IEP,

		skill, work habits, and level of independence. Groups should be static for a cycle at a time. IEP-generated groups will potentially be static all year.
2:30-3:00	Intervention / (Self-Guided/Guided) Study Hall / Choice Reading / Typing Club	- Teaching team splits the cohort into appropriate groupings dependent on IEP, skill, work habits, and level of independence. Groups should be static for a cycle at a time. IEP-generated groups will potentially be static all year.
3:00-4:00	Optional: "Afterschool" Program / Clubs / Affinity Groups* Possible additional independent activities: <ul style="list-style-type: none"> ● Typing Club ● Choice Reading & Accelerated Reading Quizzing ● Other Learning Platforms for additional practice <p><i>All outstanding Independent Practice is due by <u>8AM</u> the following day.</i></p>	Staff Prep Time: <i>Suggested sequence</i> <ul style="list-style-type: none"> ● Monday - Grade-Level Meeting ● Tuesday - Planning & Prep ● Wednesday - Staff Development ● Thursday - Planning & Prep ● Friday - Planning & Prep
4:00-4:30	Play Time	Housekeeping: <ul style="list-style-type: none"> - Contact families if students missed Zoom Practice calls - Be available for students with questions until 8PM.

*Depending on the planning/synchronous teaching load during the 8:00-3:00 day, I might ask a subset of staff to run "after school" type activities like clubs, student government, etc. during the 3-4 block for students that are opt-in and designed to build and sustain community. This would also be a great additional time for social workers to pull groups.

Wednesday Schedule

Wednesdays will continue to be a half-day of school for students, allowing schools to hold staff professional development from 1:00-4:00PM. The day should continue to start with a dedicated 30 minute SEL block for students, and principals are welcome to design 8:30AM-12:30 to support school goals.

Time	Students	Teachers
8:00	Sign onto Canvas! (attendance)	
8:00-8:30	School-wide SEL Time <i>Suggested grade-level community meeting celebrating the accomplishments of the week!</i>	<ul style="list-style-type: none"> - Lead advisory, lead/support in grade-level community meeting, or support during school-wide meeting
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.	
8:30 - 12:00	Depending on student progress and needs, students would be engaging in: <ul style="list-style-type: none"> - 1:1 Conferences - Small Group Instruction - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery - Learning platforms for select students (i.e. Lexia, Zearn, etc.) - Typing Club Students who are meeting or exceeding online learning expectations might have stretch opportunities, additional enrichment, attend virtual field trips, etc. on this day.	Expectations would be to confer with students who need additional support between 0-90 minutes. Additional potential use of time: <ul style="list-style-type: none"> - Make weekly advisory phone calls - Planning time - Review student work - Submit grades - Reach out to families
12:00-1:00	Device-Free Lunch + Movement Break	

1:00-3:00	<p>Independent Student Work Time (until 3:00pm)</p> <ul style="list-style-type: none"> - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery - Learning platforms for select students (i.e. Lexia, Zearn, etc.) 	<p>Staff Professional Development (until 4:00pm)</p> <ul style="list-style-type: none"> ● All Staff Meeting ● Department Meetings ● Committee Work ● Staff Community Time ● Additional work time
3:00-4:00	Play Time	<p>Earlier in the week:</p> <ul style="list-style-type: none"> ● Grade-Level Meetings (Monday) ● Leadership Team Meeting

Tech Tools

- For a high-level quick overview of the tech tools that will be used during remote learning, click [here](#).

Category	Approach	Where can I find more resources?	Common Questions
Staff Hardware	All KIPP NYC employees have been issued a KIPP NYC Dell Latitude PC and a KIPP NYC iPhone as part of their onboarding with KIPP NYC.	https://support.kippnyc.org Click on 'Check my KIPPTop's Birthdate' If it is 5 years or older, we will try to provide an upgrade within 6 weeks of your request, assuming stock is available.	How do I get a laptop upgrade? Email techsupport@kippnyc.org with a screenshot of the KIPPTop birth date.
Student Hardware	We have standardized on Dell series KIPP NYC Chromebooks for all students! If a student reports that they do not yet have KIPP NYC Chromebooks (most do), please submit a request for a Chromebook via the Student Hardware Request Form in the next column. :)	To request a Chromebook for a student who does not already have one, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks. Each KIPP NYC student should have a Chromebook for Remote Learning. We are trying to move away from the use of personal devices by students to make it easier to support Remote Learning. Siblings do not need to share!	Can students use their own home technology instead of the KIPP NYC Chromebook? We do understand that there will be outlier situations, but we recommend making the KIPP NYC Chromebook the primary hardware for the student at home This will make it easier for everyone to support Remote Learning at scale. When/if students are on site at school, should the students carry the home KIPP NYC Chromebook to school? Guidance on this item is evolving. More information will be provided closer to the first on-site days.
Disinfecting Tech Hardware (COVID-19 Response Guidance)	Follow science and public health guidance related to surface disinfection protocols safe for tech devices.	Please review these slides re Device Disinfecting generated by the KIPP NYC Tech Team for the New-to-KIPP Orientation.	How do I do this without accidentally flooding my laptop and ruining the brains behind the keyboard? We recommend using 70 percent or more isopropyl alcohol wipes or dipping cotton swabs in liquid isopropyl alcohol and gently rounding the keys. Allow the alcohol to air dry. Never use cleaning spray directly on or near the laptop or phone as the mist may damage the components. If you must use a spray, spray directly on the cloth first (4'-6' away

			from the device) and then gently wipe the surface. Use a clean cloth for the screen to prevent small particulate matter from scratching the LCD.
Student Internet	We are providing assistance with student Internet access via MiFi on an as-needed basis when budget is available.	To request Internet Assistance for a student, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks. One MiFi per family as multiple device connections to one MiFi are supported.	Will KIPP NYC pay for a family to have home Optimum, Spectrum, or Verizon service? Not at this time.
Real-Time Video Teaching (Zoom Pro)	All KIPP NYC Staff Members have a KIPP NYC Zoom Pro Account! Log in with your KIPP NYC Google Account at https://kippnyc.zoom.us or directly into the Zoom App installed on your laptop.	KIPP NYC Zoom Training Resources Zoom Training Resources	Does KIPP NYC pay for every staff member to have Zoom Pro? Yes, we sure do! No 40-minute cap! :) And better-than-average default security settings. Will Breakout Rooms be available for use by teachers with students in SY20-21? Yes. But please know that any participant in any breakout room has the ability to do all Zoom functions, including screen sharing. There is nothing the Tech Team can do (currently) to prevent that, so please secure your main meeting room appropriately to prevent Zoombombers from ruining your meeting.
Learning Management System / Online Home for Course Materials	During Summer 2020, KIPP NYC shifted away from Google Classroom. We are now using KIPP NYC Canvas/Instructure Learning Management System. Sign up for your account at https://kippnyc.instructure.com with your		

	KIPP NYC Google Account.		
<p> Screencastify quick video and screen recording tool</p>	<p> Log into your KIPP NYC Chrome Browser on your laptop. The Screencastify extension should auto install in the toolbar. Log in with your KIPP NYC credentials.</p> 	<p>https://www.screencastify.com/course/master-the-screencast</p>	<p>Why is this tool easier to use than Zoom if I am recording a lesson or feedback asynchronously (i.e. not live with students)?</p> <p>The recording gets auto-saved to your KIPP NYC Google Drive, making it easy to share. Also, Screencastify lets you elect to record just a browser tab, or your full screen, and/or yourself narrating the screencast via microphone or webcam. Super simple & quick.</p>
<p> Online Instructional Apps for Students</p>	<p> We integrate as many Instructional Apps into the students’ KIPP NYC Clever Login Portal as possible. KIPP NYC Clever is at https://www.clever.com/in/kipponyc. The apps in use are based on what’s supported as part of the curriculum.</p>	<p> Support available by emailing TechSupport@kipponyc.org</p>	<p>Can’t I just sign up my students for anything on the Internet that I think is awesome?</p> <p>No, teachers and school teams cannot sign staff or students up for software programs. KIPP NYC’s tech, data, and legal teams must review and approve jointly all online software programs ahead of use by students and staff to ensure that the application providers take appropriate measures to protect and safeguard private student data, including educational records tied to the Family Educational Rights & Privacy Act and the new NYS Ed2D law, and to comply with age-based login requirements per the Children’s Online Privacy Protection Rule. If you have an app you would like to use with students, the first step is to email TechSupport@kipponyc.org with information about the app and links to its Privacy Policies and Terms & Conditions.</p>

Assessment

KIPP NYC will continue to use regional assessments as a tool for gauging student progress toward mastery of grade-level standards and content.

20-21 Regional Assessment Components

- Diagnostic
 - We know that our students will be returning in 20-21 from disparate remote learning experiences and with varied instructional needs. It will be critical to administer early diagnostic assessments in order to address student needs when they return.
- Progress Monitoring
 - At this time, monitoring student progress is as and even more important than ever as we seek to gain an understanding of where students are returning to us post 19-20 remote learning and how they are progressing throughout the year.
 - The regional assessment program will be thoughtfully planned to maximize instructional time while providing meaningful opportunities to assess student progress.
- Remote Access
 - We will prioritize in-person testing for key benchmark assessments. For example, if all students are in-person at least 1 day a week, a portion of that day can be used to administer and IA, for example. Even when students are in school, assessments can be administered online to maximize efficiency (e.g. no bubble sheet scanning).
 - With near certainty, there will be periods of time when all or a subset of our students will be required to take an assessment remotely. To support the efficacy of assessment administration during that time, we will employ administration and technical strategies that promote academic honesty and increase students' skills in taking online assessments
 - If an assessment cannot be administered remotely, we will work to find a viable alternative for remote administration or reconsider the assessment's place in the regional assessment program.
- Goals
 - We must assume that end of year state and national assessments (NYS, Regents, AP, PSAT, SAT) will proceed as usual in 20-21. Our regional assessment program will ensure that we continue to prepare our students for these benchmarks and keep our Moon Shot goals on the radar.

20-21 Remote Regional Assessments Guidelines

KIPP NYC will continue to use Illuminate as our central assessment administration and data collection tool. If regional assessments are administered outside of Illuminate (e.g. Google Classroom), final scores will still be entered in Illuminate. This will enable our downstream systems to continue to provide regional reporting and allow for data continuity over time.

All regional assessments will be created with the ability to administer both in school and remotely.



KIPP NYC will put in place measures and expectations to maximize the efficacy of remote assessment administration. While it will not be possible to **ensure** 100% compliance with academic honesty expectations while testing remotely, there are measures that we will take to get as close as possible.

Assessment Security & Access

Illuminate’s online assessment feature includes several options that promote assessment security. Additionally, Illuminate allows for customizing administrations to ensure that all students have access to any testing modifications they require. **The following will be in place for all key benchmark assessments (Interim Assessments, Mid-Terms, Mocks, Finals, End of Units):**

Feature	Capability
Locked Browser	Students cannot open/access other browsers while an assessment is active
Randomization of answer choices	Students see the same questions in the same order, but the answer choices are shuffled
Set Administration Windows and Time Limits	Students working in school and remotely will take the assessment at the same time . This will minimize the opportunity to share answers and allow for virtual proctoring. Different grades can test at different times/days, but one entire grade should test together
Virtual Proctoring	Illuminate has a live proctoring feature. Students have the ability to alert the teacher if there are any questions. Teachers have the ability to see student progress on the assessment and to pause an assessment for all students if needed. Zoom can be used in conjunction/in place of the Illuminate feature.
Testing Accommodations	Create administrations tailored to students individualized needs <ul style="list-style-type: none"> ● Text to Speech Questions: Questions and answer choices read to students ● Text to Speech Passage: Passage read to students ● Extended Time ● Multiple Breaks (via unlimited/high number of pauses)

Additionally, the first question on each test can be a commitment to uphold an academic integrity pledge. The question would be worth zero points, and would serve to remind students of their responsibility to hold themselves accountable.

Sample from 19-20 Math is Life tournament:

Question 1

KIPP NYC MS Math Honor Pledge 2020

I pledge to uphold the highest principles of honesty and integrity as a Mathematician. I will neither give nor accept unauthorized assistance of any kind. I will not access the internet. I will not copy another's work and submit it as my own. I understand that any competitor found to be in violation of this honor pledge is subject to disqualification.

Please record your response to the the following statement:

I agree to uphold the KIPP NYC Math Honor Pledge 2020.

A I agree

B I do not agree

Teacher Expectations

- Communicate with students and parents regarding assessment window and at home expectations for remote assessments.
- Virtually proctor during the assessment via Illuminate and/or Zoom
- Respond to student questions real-time
- Enforce school academic dishonesty policy if cheating is suspected

Student Expectations

- Take assessment during assessment window
- Turn phone off
- Adhere to school academic honesty policy
- Show all work in a notebook or scrap paper

Home Expectations

- Assist with at home “proctoring” to the best of family’s ability
- Ensure student completes assessment in designated window
- Ensure student is not on phone while taking assessment
- Ensure a quiet and distraction free space for student to the best of family’s ability



Grading Policy and PowerSchool

Coming soon!

Social Emotional Learning

Advisory (Community Time) is an essential part of Tier 1 community building and creating a sense of belonging for all of our students. Even while remote, it is critical that we are using this time for our students to connect with each other and with their teachers, and that they're able to build trusting relationships.

Advisory should happen at a minimum one time per week for a minimum of 40 minutes, but during remote learning this should be increased to three-four times per week to increase the frequency of check ins.

The S3 team is working to create materials that can be used by grade band to facilitate high-quality advisory times. These resources will be created by a working group of volunteers and will be centrally available to all staff. All schools also have access to the [Calm Classroom](#) materials from the 2019-2020 school year, which can be used to facilitate daily mindfulness moments.

A note about community time during the first week of remote learning: During the first week of school, August 24th-Aug 28th, it is recommended that each day focus on community building and that advisory is the primary focus of each day. More resources will be available from the S3 team, with a scope of the daily aims and themes provided by 7/31, and proposed activities and resources becoming available throughout the beginning of August.

The [SEL Rubric](#) can be used in all settings, and it is especially helpful in considering how to support advisory. The KIPP CARE (LRE) rubric also provides guidance for advisory and community times:

Equitable Policies and Practices				
DOCUMENTATION	Passive/Exclusionary	Compliance/Symbolic	Affirming/Identity	Transformative/Structural
KEY INDICATOR: <i>Operational Principles</i>	<i>Intentional policies and practices in place that support the institutionalization of racism at all levels. White cultural norms are viewed as the right way.</i>	<i>Makes official policy pronouncements regarding diversity, but little or no contextual change in culture, enactment of policies and decision making.</i>	<i>Begins to develop intentional identity and increases commitment to dismantle racism and white supremacy.</i>	<i>Audits and restructures all aspects of institutional policies. Implements structures, policies and practices with inclusive decision making and other forms of power sharing.</i>
Community Rituals	<i>Community meetings rarely occur and focus predominately on reinforcing white cultural norms</i>	<i>Community meetings, circles occur infrequently, lacking clear purpose / continuity</i>	<i>Community meetings or circles occur periodically, have clear purpose, and validate students' experiences and needs within the school.</i>	<i>Community meetings or circles occur on a routine basis, have clear purpose, and proactively address comm. events / issues and support student identity development</i>

Suggested schedule for a four time/week advisory schedule:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment

<ul style="list-style-type: none"> ● Goal-setting for the week. What are you excited for about this week? What do you want to accomplish? How will you know you've accomplished your goals? 	<ul style="list-style-type: none"> ● SEL Direct Instruction (regionally provided) 	<ul style="list-style-type: none"> ● Logistics and announcements Day. ● If needed, this is a time when restorative circles can happen to repair any harm. 	<ul style="list-style-type: none"> ● Close-out of the week. What went well? What do you want to work on? What are you looking forward to for the weekend?
--	--	---	--

Agenda	Criteria for Success: Advisory
<ul style="list-style-type: none"> ● Welcome ● Check-in: how are you doing? ● Mindfulness Moment ● Learning and Growing Activity (differs by day) 	<ul style="list-style-type: none"> ● Tone is warm and reflects genuine excitement by staff to be in this space with students. ● Time is held sacred as a space to connect and build a sense of belonging, with minimal time (5 minutes or less) given to logistics and announcements. ● Advisory is structured and follows a clear agenda, which is presented to students at the beginning of the session. ● Norms are set as a group within the first week together, and those norms are referenced and adhered to throughout the year. ● Opportunities are provided for <u>all</u> students to share in whatever way they feel most comfortable. ● When norms are not adhered to or when harm is caused, advisory participates in a restorative circle or restorative conversation to repair the harm done. ● Staff are providing opportunities for students to demonstrate and develop their social-emotional learning capacities, in alignment with the practices highlighted in the SEL Rubric.

Social Work Picture of Excellence

Regardless of which social-distancing scenarios we may find ourselves in next year, we want to clearly define a picture of excellence for key remote counseling tactics employed across our region, as well as the support and resources provided by the S3 Team for implementation and expectations of social workers and their managers.

Remote Counseling

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social workers with developing school based programming to meet the needs of students and families</p> <p>Regional social work team will assist social workers with offering school based professional development to support staff in meeting the needs of students and families</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Continue to conduct needs assessments, risk assessment and trauma/resilience assessment to determine targeted interventions</p> <p>Enter student progress data in Illuminate, SESIS or any progress monitoring tracker identified by team.</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill expectations for mandated and at risk students</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill mandates on IEP's for parent training/support as well as conduct collateral/family sessions for family and student support.</p> <p>Offer Family Engagement/Support Workshops on topics determined by families' needs (see Family Engagement section above)</p> <p>Perform risk assessments and crisis counseling as needed</p>	<p>Manager will support social workers in their conducting assessments and ensure that school systems allow for social workers and staff meet go share strategies on how to best support students in classrooms</p> <p>Managers will support social workers in having time in their schedule to provide counseling to ensure students receive their counseling mandates in addition to instructional time</p> <p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops (see Family Engagement section above)</p> <p>Manager will coordinate efforts with school based team to ensure that Family Assistance Fund requests are submitted in a timely manner</p> <p>Manager will ensure social work team has resources and time in schedule to conduct these PD's and Curriculum</p> <p>Manager will contribute to coordinated efforts to ensure DASA incidents are investigated, logged within 48 hours of incident and resolved in a timely manner</p>

	<p>Coordinate efforts with school based team to identify families who might benefit from the Family Assistance Fund</p> <p>Coordinate care with outside providers including Northside and Interborough as well as coordinate to Family Resources Manager (new role) to connect students and families to resources.</p> <p>Deliver PD on Mandated Reporting, DASA, as well as facilitate PD on Trauma, Resilience, Protective Factors and SEL, Safe Touch and Anti-Bullying Curriculum</p> <p>Coordinate efforts to investigate and log DASA incidents as well as complete incident reports for safety assessments (suicidal & homicidal ideation, hospitalizations etc)</p>	
--	---	--

Family Engagement

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social work with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Social Workers will analyze feedback from family needs survey offered at start of year to determine nature of family offerings in programming</p> <p>Social workers will engage families at start of year to assess/reassess student’s current functioning and set annual counseling goals</p> <p>Social workers will be in communication with families at least once per month to check on progress towards goals at home and student</p>	<p>Manager will assist social work team with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Manager will engage social work team in discussing family input @ student assessment, goal setting, and progress monitoring</p> <p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops</p>

	<p>functioning at home</p> <p>Social workers will conduct at least two workshops annually related to social emotional health-offerings should correspond with family interest indicated on the family needs survey at start of year</p>	
--	---	--

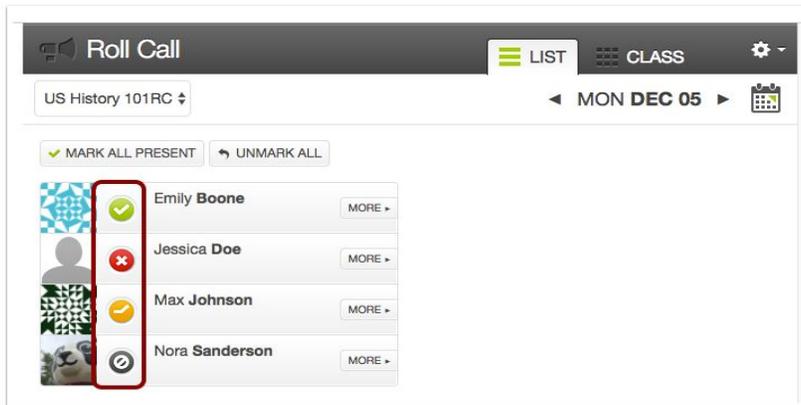
Attendance

Expectations

1. Students “attend” school every day (*Goal 75% at 97% attendance*)
2. Remote students will be expected to log into Canvas each day by 8:00AM daily.
3. Interventions: All students marked absent as of check-in time will receive follow up from the school.

Process

1. All attendance will be taken via Canvas
 - **Remote** daily attendance will be taken **passively** using Canvas login+activity data - **no action required by student or teacher**
 - **In-person** student daily attendance will be taken via Canvas’ Roll Call feature by teachers



Note: detailed instructions for using Canvas’ Roll Call feature will be added when available

2. Audit: Schools can update attendance directly in Power School when contact is made with a student formerly marked absent and a determination is made that they should be marked present.
3. Most up to date attendance data will live in [Schoolzilla’s Attendance dashboard](#)
 - Data will be refreshed hourly
 - Schools can also use Canvas’ attendance and activity reporting to monitor attendance
4. All attendance data will be imported into Power School and will be updated the following day. Attendance entered directly into Power School for the attendance audit **will not be overwritten**.

Sample “Day in the Life”

Using Sample Schedule #1

Student

6th Grade Student - Tuesday

8:00	Log onto Canvas! (Attendance)	
8:00-8:30	SEL: Advisory	
8:30 - 9:30	Asynchronous Work (ELA + Math)	
9:30-10:00	Synchronous Fitness Break	
10:00-11:00	Asynchronous Work (Social Studies + Science)	
11:00-11:30	Synchronous Enrichment Class	
11:30-12:00	Device-Free Lunch Break	
12:00-1:00	Synchronous Guided Practice Zoom Calls: ELA & Math	
1:00-1:30	Stretch/Snack Break	
1:30-2:00	Synchronous Guided Practice Zoom Calls: Science OR Social Studies	
2:00-3:00	Synchronous Intervention OR Guided Study Hall OR Typing Club/Choice Reading/Enrichment	
3:00-4:00	After School (optional):	
	Synchronous Afterschool	Asynchronous Afterschool
4:00-5:00	Play	

GREEN: Synchronous Work Time

BLUE: Live Zoom Class w/ Teacher

YELLOW: SEL Time

GREY: Brain Break

PURPLE: Afterschool

Teacher

6th Grade ELA Teacher - Tuesday

8:00	Upload asynchronous content work to Canvas!
8:00-8:30	SEL: Lead 6th Grade Advisory
8:30 - 9:30	Asynchronous - Student Support & Follow-Up
9:30-10:30	Asynchronous - Data Analysis & Planning
10:30-11:30	Asynchronous - Prep & 03
11:30-12:00	Device-Free Lunch Break
12:00-12:30	Synchronous Guided Practice Zoom Calls (ELA)
12:30-1:00	Synchronous Guided Practice Zoom Calls (ELA)
1:00-1:30	Bio Break
1:30-2:00	Synchronous Guided Practice Zoom Calls (ELA)
2:00-2:30	Synchronous Intervention Support (Lexia)
2:30-3:00	Synchronous Intervention Support (Lexia)
3:00-4:00	M: GL Meeting T: Planning & Prep Time W: School Professional Development Th: Planning & Prep Time F: Planning & Prep Time

GREEN: Synchronous Work Time

BLUE: Live Zoom Class w/ Students

YELLOW: SEL Time

GREY: Bio Break

PURPLE: Staff PD

Dean

ELA Dean - Tuesday

8:00	Survey Canvas for 100% Asynchronous Upload!
8:00-8:30	SEL: Lead 6th Grade Advisory
8:30 - 9:30	03: 5th Grade ELA
9:30-10:30	Data Meeting: 6th Grade ELA (reoccurring)
10:30-11:30	Prep Intervention Lesson
11:30-12:00	Device-Free Lunch Break
12:00-12:30	Observe Guided Practice Zoom Calls (6th ELA); log feedback in Whetstone
12:30-1:00	(TEACH) Synchronous Guided Practice Zoom Calls 6th ELA
1:00-1:30	Bio Break
1:30-2:00	Observe Guided Practice Zoom Calls (8th ELA)
2:00-2:30	(TEACH) Synchronous Intervention Support (Orton Gillingham)
2:30-3:00	(TEACH) Synchronous Intervention Support (Orton Gillingham)
3:00-4:00	M: GL Meeting T: Planning & Prep Time W: School Professional Development Th: Planning & Prep Time F: Planning & Prep Time

WHITE: Coaching Work

BLUE: Live Zoom Class w/ Students

YELLOW: SEL Time

GREY: Bio Break

PURPLE: Staff PD



QTIDWTFTA (Questions that I Don't Want to Forget to Ask)

We will continue to collectively generate these and drop in recommended responses or ideas based on our experience this past spring. Principals will continue to contribute questions from our lived experiences on behalf of school teams. This is small start...

What if a student cannot complete their asynchronous work within the 30 minutes allotted?

What should we do if academic dishonesty becomes a pervasive challenge?

What should we do if a student cannot make a Live Zoom session?

How should we handle the mistreatment of technology?



KIPP NYC REMOTE LEARNING PLAYBOOK FOR HIGH SCHOOL

Letter to the Team	3
Remote Learning Vision	4
Year Long Calendar	5
Six Week Cycles	5
MD Recommended Use of the First Two Weeks	6
Shared Student Experience & Staff Expectations	7
Remote Learning Models	8
Flipped Online Learning Model	9
Live Online Learning Model	10
Self-Guided Online Learning Model	11
Flipped Online Learning Model for ICT	12
Remote Learning Picture of Excellence	13
Curriculum Overview	16
Click here to access Canvas and be enrolled in a “sandbox” course that houses prototypes for lessons. All remote curricula will be shared on Canvas.	16
ELA Lesson Prototype	17
Math Lesson Prototype	18
Science Lesson Prototype	19
Canvas Adoption Overview	20
Supporting Students with Exceptionalities (ICT and SETSS)	23



Scheduling Guidelines	26
Two Sample Middle School 100% Remote Learning Schedules:	28
Sample #1: Front-loading Self-Guided Work, using the afternoon for Live Zoom Instruction	28
Sample #2 : Interspersing Synchronous and Asynchronous Instruction throughout the school day	31
K-8 Flex Friday Schedule	34
Tech Tools	35
Assessment	39
20-21 Regional Assessment Components	39
20-21 Remote Regional Assessments Guidelines	39
Grading Policy and PowerSchool	42
Social Emotional Learning	43
Social Work Picture of Excellence	45
Remote Counseling	45
Family Engagement	46
Attendance	48
Sample “Day in the Life”	50
Student	50
Teacher	51
Dean	52
QTIDWTF TA	53



Letter to the Team

Dear KIPP NYC College Prep Community,

We hope this note finds you well, safe, and feeling rested and ready to dig into what will inevitably be one of our most challenging, important, and inspiring years in all of KIPP NYC's history. We are so thankful for the ways we worked together last spring to transition our work online, bring our content to life in a remote world, continue to foster relationships with our community, find new and unique ways to celebrate and bring joy to our work, and hold our kids and ourselves accountable to continued learning and development. We have a lot to be proud of.

We are also incredibly grateful and thankful to the members of the KIPP NYC community for all the ways we lived our values through the challenges of medical safety and racial injustices that we have faced during the Spring and Summer. If there ever was a time to teach and lead with Revolutionary Love - the time is now. If there ever was a time to problem solve with the spirit of Finding a Way or Making One - the time is now. If there ever was a time to personally reflect, revisit practices, and make new commitments in order to Build a Better Tomorrow - the time is now. We have been there for our KIPPsters, we have been there for our families, and we have been there for each other, and we plan to continue demonstrating that love and commitment throughout this year.

This Remote Learning Playbook represents the work of countless staff members and attempts to curate the ideas - both big and small - that led to strong feelings of connection, academic success, and holistic support. We know that our team dove headfirst into the unknown in March and through that struggle came real learning, innovation, opportunity, and improvement. While we will continue to innovate, openly share, rapidly adopt, and experiment, we also need to commit to what worked in the spring. Thanks to our data team, transparent sharing from principals about each school's wins and challenges, feedback from leaders and teachers captured via TLS calls in the spring, and hearing feedback directly from our families, we are ready to lock hands and commit to a set of shared practices and expectations that will help improve remote learning for all. We are so grateful to all of our teams for contributing to our path forward and committing to its evolution over the course of this year. This document will stay in draft form as this year will undoubtedly change, and we want one central location to continue to capture our learning.

With tremendous gratitude, love, and respect for all that you do,

Team MD



Remote Learning Vision

Simply put, we learned a lot of valuable lessons last year. The playbook for remote learning this year will build upon the strengths of last year’s use of technology and systems, address the pain points we experienced due to “building the plane as we flew it,” and fully embrace this opportunity to reimagine schooling for our KIPPsters and take advantage of the multiple benefits of a remote learning model.

Remote Learning Last Year	Remote Vision for SY 2020-21
<i>We stayed connected with kids and families.</i>	<i>We are staying connected with kids and families.</i>
<i>We found new and unique ways to share joy and celebrate KIPPster learning.</i>	<i>We are finding new and unique ways to share joy and celebrate KIPPster learning.</i>
<i>We did everything we could to ensure the physical and emotional safety of our KIPPsters and their families.</i>	<i>We are doing everything we can to ensure the physical and emotional safety of our KIPPsters and their families.</i>
We tried to prevent learning loss.	We are meaningfully pushing learning forward and maintaining connectivity between being in school and out of school. We are leveraging technology to provide alternative modes of instruction moving forward, even after the need for social distancing due to COVID-19 (e.g. snow days, teacher coverages).
We learned new tools to enhance the remote learning experience.	We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.
We innovated across KIPP NYC and did a lot of creation at the teacher level. We had many different approaches to how to deliver remote instruction.	We are working to decolonize the curriculum in our Dept. teams. Professional Learning Communities will work together to create asynchronous lessons.
We converted existing systems of student and family communication in real-time.	We are starting the year with a clear and consistent plan for communicating key information with kids and families.
We troubleshoot tech issues as we went along, and did our best to support students and their families.	We are equipping our families with the knowledge and skills they need to navigate our online portal and support their KIPPsters online engagement from home, and we are providing each KIPPster with the technology they need in order to be successful. We are embracing the process of working through technology hiccups as an opportunity for our students to practice critical problem solving and 21st-century communication skills.
We did our best to hold students accountable to show up in remote learning and participate. We gave teachers broad latitude to evaluate student work.	We are building accountability systems around grades and evaluations that will ask KIPPsters to apply themselves, take risks and master new material. These expectations will be universally held by teachers and shared with students and their families.

Year Long Calendar

Six Week Cycles

Given the quick-changing nature of the pandemic, we wanted to commit to a year-long calendar that acts as an anchor to engage in some long-term planning and keeps us nimble to shift from fully remote to hybrid models of schooling next year. As a result, we are dividing the year into six cycles that are approximately six instructional weeks each. In this model, two cycles will be equivalent to one trimester. Each cycle will represent a time families can elect to have their children attend school fully remotely or in-person in our hybrid model (if the option exists). The cycles will also allow us to make decisions whether or not to remain fully remote or open our schools given the most present information. Each cycle will begin or end with two days for planning or PD, which will allow teachers to prepare for any changes to school schedules that may occur.

Below are the cycle start and end dates along with confirmed PD/ Prep days and holidays within each cycle. Please note that a couple of PD/Prep days are still TBD. Cycle 1 will be fully remote.

Cycle #	Start Date	End Date	# of Instructional Weeks	# of Total Weeks	Notes	Holidays within Cycle
1	Aug 24	Sept 30	5 Weeks	5 Weeks	Ends with two PD/ Prep Days (9/29, 9/30)	Yom Kippur (9/28)
2	Oct 1	Nov 20	7 Weeks	7 Weeks	Ends with two PD/ Prep Days (11/19, 11/20)	
Thanksgiving Break	Nov 23	Nov 27	0 Week	1 Week		
3	Nov 30	Jan 29	7 Weeks	9 Weeks	K-8 PD/ Prep Days (1/28, 1/29) HS PD/Prep Days (2/1, 2/2)	Winter Break (12/21-1/1) MLK Day (1/18)
4	Feb 1	Mar 26	7 Weeks	8 Weeks	PD/ Prep Days (3/11, 3/12)	February Break (2/15-2/19)
Spring Break	Mar 29	Apr 2	0 Week	1 Week		
5	Apr 5	May 15	6 Weeks	6 Weeks	PD Days TBD. (Options: May 14, 15 OR May 17, 18)	
6	May 17	Jun 25	6 Weeks	6 Weeks	Last Day for Students (6/24); Last Day for Staff (6/25)	Memorial Day (5/31)



MD Recommended Use of the First Two Weeks

- Week 1 Goals: *(week of August 24th)*
 - Welcome students & families back
 - Build culture, community, and sense of belonging through the use of Advisory and Grade Level Meetings.
 - Meet teachers for the current school year during live zoom sessions!

 - Begin introductions to courses and materials to build love of learning.
 - Gradually on-board students and families to tech tools, platforms, etc.

- Week 2: Week of August 31st
 - Advisory
 - Asynchronous work will begin to be posted
 - Live class sessions Tuesday to Friday
 - Full remote schedule in effect with all aspects of synchronous and asynchronous instruction!

Shared Student Experience & Staff Expectations

We seek to create an engaging and effective remote experience for our KIPPsters across KIPP NYC. In that shared pursuit, there are certain elements we want to offer at all of our High School that will allow us to maximize the resources of our network and ensure all KIPPsters receive similar amounts of instruction, academic feedback, community building time, and support. Context, community, and the people on our teams matter greatly in school planning and will impact the plans individual schools put in place for the start of school. This list captures what the *shared* student experience and staff expectation will be across KIPP NYC middle school this fall during Remote Learning.

During Remote Learning, all students will:

1. Experience a consistent school schedule that will allow students and families to approach each week with clarity about week ahead
2. Participate in 3 hours of synchronous instruction daily with peers and staff. Three hours is inclusive of instruction, socioemotional learning time, enrichment, and general support
3. Complete 3-4 hours of asynchronous instruction daily
4. Receive one weekly holistic phone call home (many schools leveraged advisors for this outreach) checking in and offering support on all areas of school - student and family wellness, work completion, and content support
5. Opt into weekly office hours and tutoring support to access support and problem solve with school staff
6. Receive timely feedback on the asynchronous work submitted.
7. Receive nightly HW, including choice reading & Typing Club.
8. Take all KIPP NYC and school-based assessments on the Illuminate platform (where applicable)
9. Receive specially designed instruction and other related services as outlined in student IEPs.
10. Use Monday Flex days as a chance to catch-up on outstanding remote work, access teachers for support, an advisory meeting and extend learning in creative ways.
11. Receive a weekly report via DeansList that captures anecdotal data throughout the week. (Monitor weekly progress on Power School)

During Remote Learning, all staff will:

1. Provide three hours of daily synchronous instruction and/or support based on specific roles (includes SEL, academics, and support)
2. Provide asynchronous instruction on Canvas to support live instruction or further independent learning
3. Support SEL instruction throughout the week and in a variety of settings (small group advisories, community meetings in grade-levels, whole school meetings)
4. Offer weekly Office Hours to provide students and families support as needed
5. Provide feedback 2-3 times a week on asynchronous work and assign nightly homework.
6. Input PowerSchool grades and keep grades up-to-date allowing for families to check academic progress fluidly throughout remote learning
7. Attend remote staff professional development, including O3s, grade-level meetings, department meetings, all staff meetings, etc.
8. Use Flex Monday to provide individualized support, attend appropriate meetings, and engage in personal planning and grading.
9. For schools using DeansList: Input weekly data in DeansList allowing families to understand the strengths and areas to grow for their child that work.

10. Role dependent: Leverage passions and outside interests to support clubs, affinity groups, and other ways to build and sustain community online based on specific role

Remote Learning Models

Alignment to Vision:

“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”

“We will work to decolonize the curriculum in our department teams. Professional Learning Communities will work together to create asynchronous lessons.”

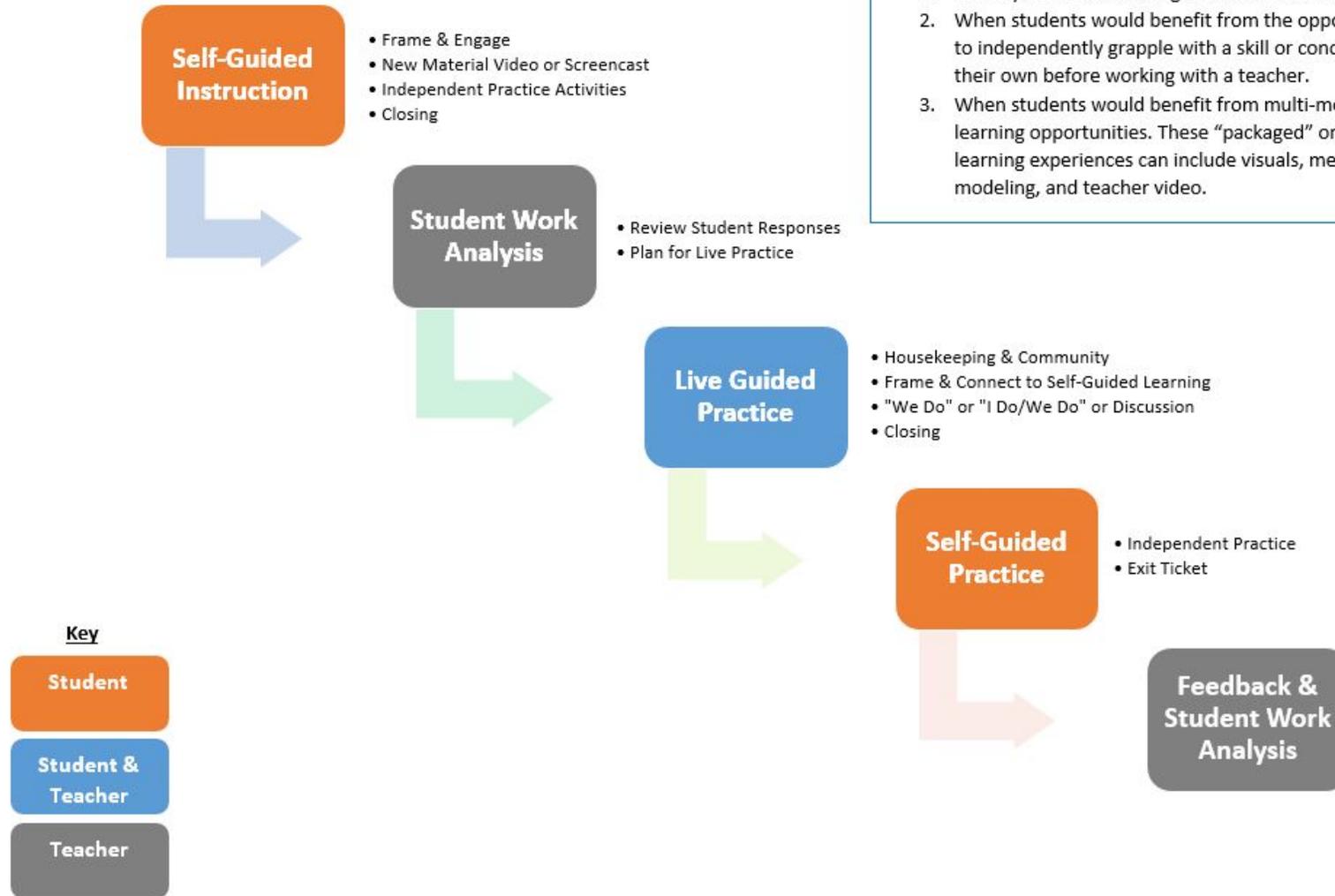
In an effort to streamline instructional plans, take the planning and content creation burden off teachers so they can focus on directly supporting students, conferring, and giving feedback, we’ve landed on four remote learning models that will be used across the regional curriculum for middle school.

1. Flipped Online Learning Model
2. Live Online Learning Model
3. Self-Guided
4. Flipped Online Learning Model for ICT

See the following pages for a visual and detailed information for each model.

Flipped Online Learning Model

Flipped Online Learning Model



When should I use a flipped online learning model?

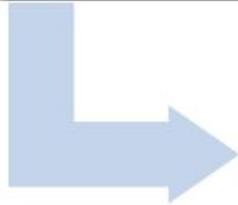
1. When you are introducing a new skill or concept.
2. When students would benefit from the opportunity to independently grapple with a skill or concept on their own before working with a teacher.
3. When students would benefit from multi-modal learning opportunities. These "packaged" online learning experiences can include visuals, media, modeling, and teacher video.

Live Online Learning Model

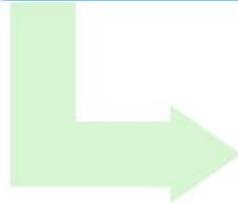
Live Online Learning Model



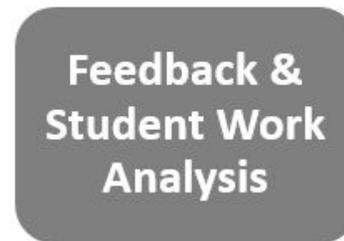
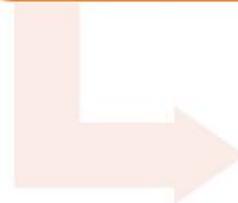
- Review Student Responses
- Plan for Live Online Learning



- Housekeeping & Community
- Frame & Engage
- New Material
- "We Do" or Discussion
- Closing



- Independent Practice
- Exit Ticket



When should I use a live online learning model?

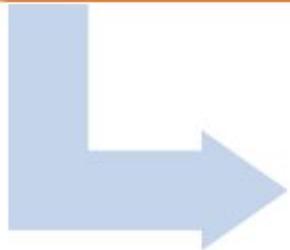
1. When you are re-teaching or reviewing a concept or skill in response to student data.
2. When facilitating Tier 2 and Tier 3 intervention with small groups.
3. When you want to confer with students.
4. When your students would benefit from a "live" model of a skill or metacognitive strategy instead of a video model.
5. When the lesson is predominantly guided practice.

Self-Guided Online Learning Model

Self-Guided Online Learning Model

Self-Guided Learning

- Frame & Engage
- New Material Video *OR*
- Independent Practice Activities
- Closing



Self-Guided Practice

- Independent Practice
- Exit Ticket

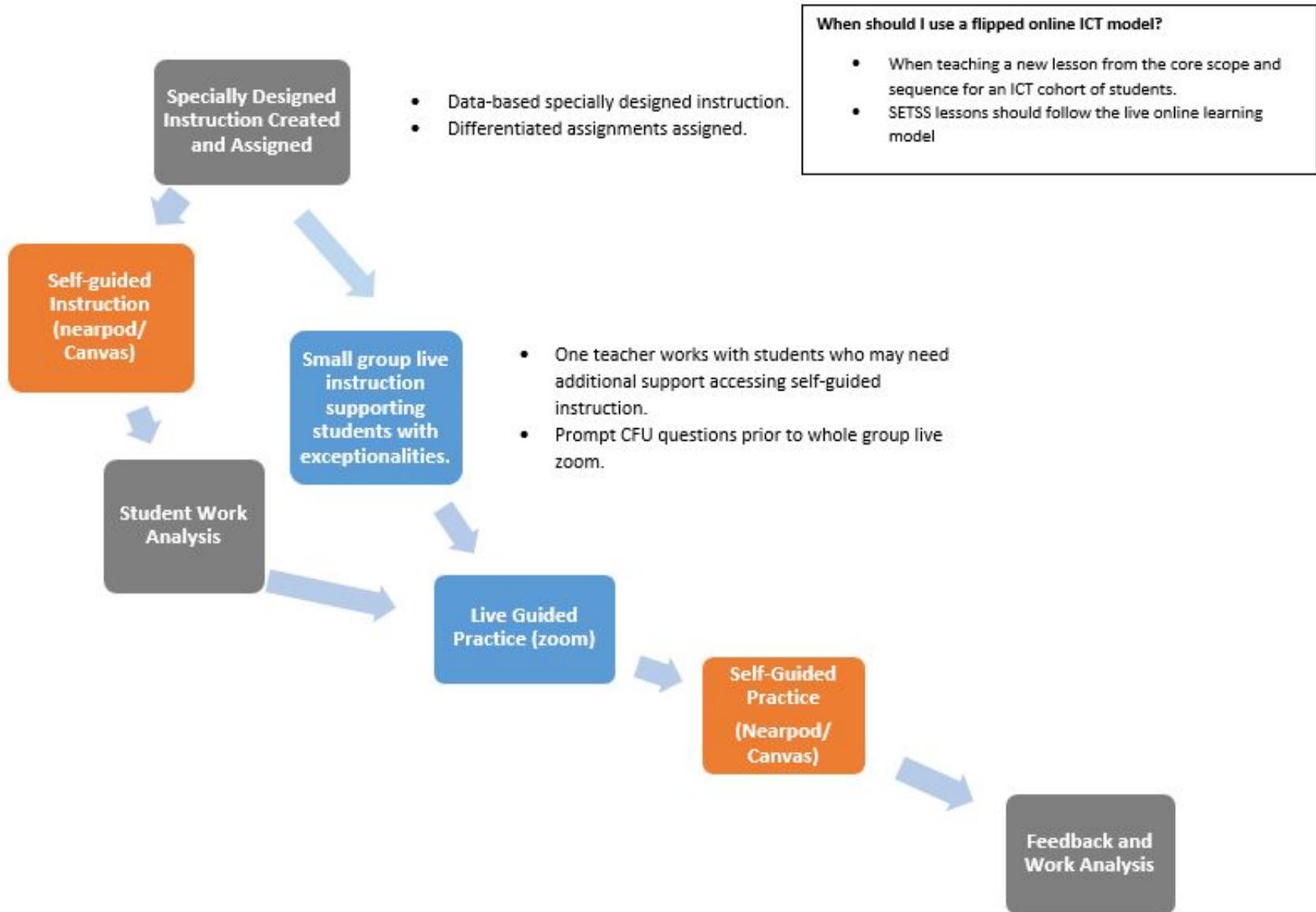


Feedback & Student Work Analysis

When should I use a self-guided online learning model?

1. When you are reviewing content or as an extension of other lessons.
2. When the lesson is text-heavy and requires reading and reflection.

Flipped Online Learning Model for ICT



Remote Learning Picture of Excellence

Flipped Online Learning Model	
Part I: Self-Guided Learning	
<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video</p> <p>(8-15 min) Independent Practice</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> • Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> • The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> • Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> • The teacher is zesty and models a love of learning. <Ignite the Flame> • The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> • The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> • Self-guided independent practice opportunities are aligned to direct instruction and student responses will support teachers in planning live guided practice. <Teaching is Thinking> • The direct instruction video and associated checks for understanding culminate with a summary and next steps for more practice either independently or in follow-up synchronous guided practice. <Teaching is Thinking>
Part II: Live Practice	
<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(5-8 min) Frame & Connect Self-Guided Learning</p> <p>(8-16 min) “We Do” or “I Do/We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Prior to facilitating guided practice, the teacher has reviewed online student work, and uses their analysis of that work to determine the entry-point of practice. <It Starts & Ends with Student Work> • It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> • All students log in for the video conference, and attendance is taken. <Create the Climate> • Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> • The teacher re-models or explains content if necessary, and facilitates “we do” practice. <It Starts & Ends with Student Work> • The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> • The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>

Live Online Learning Model

<p>Agenda:</p> <p>(2 min) Housekeeping</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material</p> <p>(8-16 min) “We Do” or Discussion*</p> <p>(5-8 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● It is clearly communicated when the Zoom instruction is happening and who should attend. <Create the Climate> ● All assigned students log in for the call, and attendance is taken. <Create the Climate> ● Ground rules for participation are set for all students at the start of the lesson (e.g., mute, use of chat, other technology turned off, how to participate, and dress code). <Create the Climate> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory device (e.g., the teacher uses a model if the objective calls for it vs. an analogy, sticky image, or demonstration). <Teaching is Thinking> ● The teacher employs digital engagement tools to check for understanding (i.e., chat box, interactive Google Docs, whiteboards, Zoom “hand raise,” and poll features) to monitor the “classroom” and student thinking and engage students. <No Struggle, No Progress> ● The teacher closes the Zoom session by stamping the learning (e.g., student-led summary, show-call of work) and summarizes next steps for independent practice. <Teaching is Thinking>
--	--

Self-Guided Online Learning Model

<p>Agenda:</p> <p>(3 min) Frame & Engage</p> <p>(3-5 min) New Material Video/Text</p> <p>(8-30 min) Independent Practice Activities</p> <p>*repeat as needed*</p> <p>(3 min) Closing</p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● The teacher frames the lesson and sets the lesson purpose. <Teaching is Thinking> ● Content is accurate and delivered clearly, using the appropriate explanatory devices. <Teaching is Thinking> ● The content is visually appealing, engaging, and polished (e.g., the video is well-framed, materials are proofread carefully). <Ignite the Flame> ● Passive content (e.g., teacher model or explanation of new material) is no more than 3-5 minutes long. <Teaching is Thinking> ● The teacher is zesty and models a love of learning. <Ignite the Flame> ● The teacher makes a human connection in the video (e.g., introductions, humor, and use of webcam). <Ignite the Flame> ● The direct instruction is followed by <i>and/or</i> broken up by opportunities for students to think, write, or reflect (i.e., using an interactive Google Doc or the Google Classroom “quiz” tool). <No Struggle, No Progress> ● Self-guided independent practice opportunities are aligned to direct instruction and at the appropriate rigor level for independent work without teacher guidance (i.e., the practice is a review or extension of a previous lesson with teacher guidance). <Teaching is Thinking> ● There is a plan in place for thorough written teacher feedback in lieu of teacher guided practice. <It Starts & Ends with Student Work>
--	--

Facilitating Online Discussion

Live Discussion

The teacher prioritizes live discussions when students need more guidance, when a new concept/theme is being introduced, when immediate teacher feedback is beneficial or needed based on pre-work, critiquing student work products together

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Create the Climate>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participation in discussions and deliver real-time feedback <It Starts and Ends with Student Work>
- The teacher assigns prep-work to students to inform teacher agenda and warm calling <It Starts and Ends with Student Work>
- The teacher connects asynchronous activities to the synchronous discussion (e.g. the teacher assigns students to bring a peer comment to the live discussion) <No Struggle, No Progress>
- The teacher scripts objective-aligned questions in advance to support student understanding and invite deep critical thought. <No Struggle, No Progress>
- The teacher uses live discussion as an opportunity to shout out, give feedback & highlight student responses from asynchronous work <Ignite the Flame>
- The teacher and students use written platform in tandem with live chat (e.g.. Chat, google doc, whiteboards, Zoom reactions) to provide opportunities for all students to engage in heavy thinking around reflection, synthesis, questioning and dialogue with each other) <No Struggle No Progress>
- The teacher structures the discussion with clear expectations and roles, based on needs of the discussion <Create the Climate>
 - e.g. Fishbowl Model
 - Assign kids (4-6 Upper Elementary, up to 10 kids in MS, and 10-15 kids in HS) to discuss while the rest of class is outer circle is on mute and interacting in other ways (google doc, chat, reactions, etc.)
 - Trade kids involved by question or from one discussion to another
 - Assign participation through chat or written work for outer

Self-Guided Discussion Boards

Self-guided, asynchronous discussion can be used to give students who may find it challenging to participate in live discussion, allowing for more think time and additional access points.

- The teacher shares exemplar discussions and teaches students what discussion expectations are for this format <Teaching Is Thinking; No Struggle, No Progress>
- The teacher responds to students early in the discussion and/or gives immediate feedback to support the quality of student comments <Teaching Is Thinking; It Starts and Ends with Student Work; No Struggle, No Progress>
- The teacher uses a consistent rubric or checklist that teachers and students can use to evaluate participate in discussion <Teaching Is Thinking; No Struggle, No Progress>
- The teacher leverages asynchronous discussion in future synchronous activities and discussion (e.g., by bringing, or asking students to bring, one comment to the live discussion) <No Struggle, No Progress>
- The teacher highlights and celebrates strong student comments from asynchronous discussion and gives feedback to the whole group <It Starts and Ends with Student Work>
- Text-Based Discussion: The teacher scripts an objective-aligned question, or small set of questions, about the text(s) for discussion. The questions require deep critical thought and address analytical or interpretive levels of comprehension <No Struggle, No Progress>
- Student Work-Based Discussion: The teacher creates digital space (e.g., in a doc) for students to share parts of their work and for peers to give feedback on their work—and for teachers to give feedback on the work or on the feedback <No Struggle, No Progress>
- Alternative Discussions: The teacher posts a video or image to which students respond in discussion. <No Struggle, No Progress>

circle

Canvas Adoption Overview



Canvas is an incredibly robust learning management system, and it has dozens (if not hundreds) of features. We will strategically roll out features as we need them, with a focus on the foundational features that will support a strong start to the school year. We'll think about rollout and adoption of tools in three phases, and provide professional development and guidance along the way accordingly.

<p>Phase 1 (Aug 6 - Aug 17)</p>	<p>Canvas Basics for Teachers & Leaders</p> <ul style="list-style-type: none"> ● account set up ● using the Canvas Commons ● customizing Commons Content ● course set up (e.g., home page, resources, expectations) ● creating assignments
<p>Phase 2 (Aug 17 - Sept 8)</p>	<p>Rolling out Canvas to Students & Families</p> <ul style="list-style-type: none"> ● using Canvas to communicate with families ● navigating Canvas with students & families ● grading & feedback Tools
<p>Phase 3 (Sept 8 - Oct 1)</p>	<p>Getting Comfortable with Canvas</p> <ul style="list-style-type: none"> ● supporting students & families ● teacher & leader feedback on Commons content ● gathering & sharing best practices ● Canvas to Powerschool grade “passback” ● planning for next cycle

Phase 1 Professional Development Dates

Who	When	What
All Leaders	Self-Guided on Canvas <ul style="list-style-type: none"> Made available July 29 Due August 6 	KIPP NYC: Growing with Canvas
All Teachers	Self-Guided on Canvas <ul style="list-style-type: none"> Made available August 5 Due August 11 	KIPP NYC: Growing with Canvas
Principals	August 6th @ 3:15pm	Creating an Online Community with Canvas <ul style="list-style-type: none"> communication features using Canvas for SEL <advisory, morning announcements, etc.> tracking progress & grades
HS Staff	August 12th - 2pm to 3pm	Introduction to Canvas Commons Content <ul style="list-style-type: none"> What's provided? How do I find it? How do I add it to my own course?
		<ul style="list-style-type: none">
HS Teachers	August 12th <ul style="list-style-type: none"> 1-2pm: Q&A with Teacher Leader 2-3pm: General Session 	"Need to Know" Features for a Strong Start <ul style="list-style-type: none"> importing content from the Commons customizing modules, adding pages, customizing the course homepage giving feedback and grading assignments utilizing the Google Assignment and Nearpod integrations <p>Teachers should come to this session having completed the "Growing with Canvas" self-guided course.</p>

Supporting Students with Exceptionalities (ICT and SETSS)

	Remote Learning Considerations	Resources Provided
<p>ICT</p>	<ul style="list-style-type: none"> ● Within the ICT co-teaching pair, it is the responsibility of the special education teacher to create specially-designed instruction (SDI) for their students with exceptionalities. ● To do this, special education teachers should access the Tier 1 content materials during the lesson internalization process, and consider which parts of the lesson may be difficult for their students with exceptionalities to access based on their learning profile. Teachers should then differentiate the materials, employing strategies outlined in the professional development they'll participate in on August 11th. ● After creating SDI based on student learning profiles, ICT pairs should determine together which students should have work assigned independently for the self-guided instruction, and which students will need small group instruction during this time. Set-up Canvas accordingly. ● While students who can access the instruction independently work on the self-guided instruction, special education teachers will work with selected students for small group instruction. This group can be homogenous. ● Following small group or self-guided instructional time, students come back together in heterogeneous groups for teachers to facilitate guided practice based on feedback gathered from student work completed independently and from the small group direct instruction. 	<ul style="list-style-type: none"> ● Self-guided and Live professional development sessions, focused on best practices for creating SDI. ● All SpEd ICT teachers will participate in self-guided PD on August 11th that specifically focuses on strategies for preparing them to create SDI in a remote or hybrid setting. ● All SpEd ICT teachers will participate in live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SDI they've created. ● All DS3s/SpEd leaders will be given PD sessions that they can turnkey during school-based PD days, focused on the following: <ul style="list-style-type: none"> ○ Differentiation based on specific disability profiles. ○ Relationship-building and co-planning structures for ICT co-teaching pairs in remote learning. <p>DS3s can turnkey these sessions at a time/date that works best for each school, at the principal's discretion.</p>

	<ul style="list-style-type: none"> • The rest of the remote lesson follows the same framework as a general education lesson: Following live guided practice, students have time to work independently. Teachers then work to analyze student work and provide feedback. • A note on groupings: Students <u>cannot</u> spend their <i>whole day</i> grouped homogeneously by learning needs. Groups should be heterogeneous. This will mean that SpEd Teachers and Gen Ed Teachers are each leading heterogeneous groups for part of the day. It is still the responsibility of the SpEd teacher to create SDI, even if the Gen Ed teacher is delivering that material with students. 							
<p>SETSS (SGI)</p>	<ul style="list-style-type: none"> • SETSS (SGI) instruction should happen live, and should follow the live online learning model outlined above. • Groupings for SETSS can be homogeneous and targeted by skill to the extent possible. Given that SGI blocks will be one hour, this allows for two thirty-minute blocks of time. SETSS schedules could look like this, depending on the SETSS needs and mandates of each student. <table border="1" data-bbox="510 894 1079 1377" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Student with SETSS for ELA only</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2:00-2:30</td> <td>Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)</td> </tr> <tr> <td style="text-align: center;">2:30-3:00</td> <td>Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)</td> </tr> </tbody> </table>	Student with SETSS for ELA only		2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)	<ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> ○ Support with assessment and grouping for creation of guided reading groups. ○ Physical and soft copies of LLI readers provided to each school for guided reading, found here. ○ Support in analyzing Lexia data and using it to inform decision making about small group instruction. ○ Orton-Gillingham lesson plans, demo videos, and materials for Tier 3 students, found here. ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created. ○ Self-guided PD that DS3s/SpEd leaders can assign to any teachers who are new
Student with SETSS for ELA only								
2:00-2:30	Self-guided work on Lexia (teacher in live SGI with another group with inverse schedule)							
2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham. (another group in self-guided Lexia or live with Math SETSS teacher)							

	Student with SETSS for Math only		<p>Lexia users to orient them to the online learning platform.</p> <ul style="list-style-type: none"> ● Math: <ul style="list-style-type: none"> ○ Math Tier 2 pre-teach lessons, focusing on highest-leverage aims for each week, found here. ○ Support in analyzing Zearn data and using it to inform small group instruction. ○ Self-guided professional development for all SETSS teachers on best practices for facilitating remote SETSS instruction on August 11th. ○ Live PD on August 11th during which time they will have the opportunity to get feedback from their DS3/SpEd leader on the SETSS materials and lesson plans they've created.
	2:00-2:30	Self-guided work on Zearn (teacher in live SGI with another group with inverse schedule)	
	2:30-3:00	Live SGI with math teacher: pre-teach or re-teach (other group in self-guided Zearn or live with ELA SETSS teacher)	
	Student with both Math and ELA SETSS		
	2:00-2:30	Live SGI with math teacher: pre-teach or re-teach	
	2:30-3:00	Live SGI with teacher: guided reading or Orton Gillingham.	

Scheduling Guidelines

Alignment to Vision:

“We are starting the year with a streamlined instructional plan that maximizes the learning and feedback with a few select online tools, which will be consistent across schools.”

“We are starting the year with a clear and consistent plan for communicating key information with kids and families.”

A school schedule is a reflection of what a school (or network of schools) values. If we value developing social skills, building community, and having fun, we must build it in. If we value excellent instruction, we must set ourselves up for success to review student work and provide time for teachers to prepare. In order to ensure an equitable school experience across our schools and leverage the network resources effectively, there are certain things that must be true in our schedules when 100% remote. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. In order to be able to clearly communicate student schedules to students and families as well as ensure that content areas aren’t competing for time with students, we’re proposing the following schedule guidelines for days when students are fully remote. While individual school schedules and staffing may vary from school to school, the following guidelines should hold true.

Scheduling Guidelines:

1. The KIPP NYC College Prep Remote School Day for students is 8:30AM-3:30PM.
2. The KIPP NYC College Prep Remote School Day for staff is 8:30AM-4:30PM.
3. Tuesday- Friday should be one static schedule, and Monday will serve as a Flex Day for KIPP NYC College Prep.
4. All K-8 schools will offer standing KIPP NYC Office Hours for families on Fridays from 9-10AM where staff are available to support. This will include leaders in addition to teaching staff. We will communicate this access point to all of our families centrally.
5. Please schedule 1-2 family-facing Office Hours.
6. We are strongly encouraging students to take a device-free lunch.
7. All schools will offer 30 minutes of dedicated SEL time to all students Monday-Friday. The format may alter and a suggested flow is pasted in the SEL section and within the sample schedules.
8. The three remote learning models leveraged in our curriculum require that students have time to work independently through self-guided content *and* practice with guidance or confer with their teacher “Live” on Zoom. Teachers need at minimum 45 minutes between self-guided time and Live Zoom in order to look at student work and prepare for Guided Practice.
9. Guided Practice Zoom sessions are 30 minutes long. We expect that students will be sent on to Independent Practice throughout the duration of that block depending on demonstrated ability so the group size will shrink during the block.
10. A sacred SGI/Intervention block for SETTTS and math and ELA intervention at non-competing times.
11. All schools should have a Live Fitness Break at some point in the day to the extent possible led by the Physical Education teacher.
12. We want to be mindful of Zoom capacity in Guided Practice sessions with students. We are recommending a 15 student cap to preserve a sense of belonging and allow for meaningful interaction. We are recommending splitting grades into smaller consistent cohorts (i.e. 5th grade is split into 6 cohorts of 15 students each, for example) that they “travel” to their Zoom Guided Practice sessions in. This might mean bringing in additional staff from SPED, LT, etc. to support general education teachers in follow-up Guided Practice sessions in Math and ELA to ensure class can happen daily in smaller groups.

13. Learning Specialists schedules should be built to allow them to provide support during asynchronous instruction, lead heterogenous live Guided Practice Zooms on their grade-level for math or ELA, and lead homogenous SETSS/intervention classes.
14. All core content areas are assigning daily asynchronous work regardless of whether they are live that day (i.e. Science, Social Studies, potentially Enrichment).
15. Where possible, staff should lean into their strengths and interests to provide additional ways to build community and support student passion during this time. We encourage school teams to think creatively about the people on their teams, consider their individual schedules, and how they might best support a holistically strong remote experience for kids.
16. Schools are welcome to think creatively about scheduling for students and staff outside of the 8:00AM-4:00PM day, as we do when we are in person for special events, parent meetings, etc. Please be mindful of the amount/frequency of those events overall and whether attendance is mandatory or optional.

Two Sample Middle School 100% Remote Learning Schedules:

Sample #1: Front-loading Self-Guided Work, using the afternoon for Live Zoom Instruction

Pros	Cons
<ul style="list-style-type: none"> - Live Zoom classes are predominantly chunked in the latter part of the day (11am - 2pm), allowing for families and teachers with children at home to ideally plan for needed support. - The morning allows for maximum student flexibility to complete work within a larger chunk of time. - The morning allows for uninterrupted teaching planning and prep time to make the most of afternoon Live Zoom guided practice calls. - Potential open opportunity for students with modified work criteria to schedule counseling sessions, related services, etc. 	<ul style="list-style-type: none"> - A longer block of work time will require stamina and self-management to use well. - Chunking live instruction will also require stamina and focus. - Placing Live Zooms together requires that a teacher be able to be “live” for 90-120 minutes.

Tuesday - Friday Schedule

Time	Students (Eg. Split into 5-6 sections depending on cohort size to create smaller groups for Guided Practice; potentially create one Zoom link that each section stays in for afternoon practice to minimize “transition” time and have teachers rotate.)						Teachers
	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	
8:30	Log onto Canvas at 8:30am! (attendance)						- Self-guided work is uploaded for the day.
8:00-8:30	School-wide SEL Time: Advisory, Grade Team, or Whole School Morning Meeting on Zoom <i>Potential Flow - Whole School (Monday), Small Group Advisory (Tuesday-Thursday), Grade Team Community Meeting (Friday)</i>						- Lead advisory, lead/support in grade-level community meeting, or support during school-wide meeting
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.						
8:30-9:00	Self-Guided Math Work						<ul style="list-style-type: none"> - Provide Feedback on previous day’s IP - Review self-guided student work to prepare for practice Zoom call - Data Meetings & O3s - Contact families if students missed morning Advisory - Confer with students who need support doing the self-guided work
9:00-9:30	Self-Guided ELA Work						
9:30-10:00	Exercise Break / PE on Live Zoom						
10:00-10:30	Self-Guided Science Work						
10:30-11:00	Self-Guided Social Studies Work						
11:00-11:30	Enrichment Zoom Class Live						- Enrichment teachers instruct grade-wide classes.
11:30-12:00	Device-Free Lunch						
12:00	MS goes LIVE on Zoom @ Noon!						
12:00-12:30	Math* Practice Zoom Call	ELA* Practice Zoom Call	Science Practice Zoom Call	Math* Practice Zoom Call	ELA* Practice Zoom Call	Social Studies Practice	<ul style="list-style-type: none"> - Lead Live Zoom Practice calls - Sections 1-3 receive Live Science Practice calls on Monday/Wednesday and Live Social Studies calls on

						Zoom Call	<p>Tuesday/Thursday. The opposite is true for Sections 4-6.</p> <ul style="list-style-type: none"> - We are potentially recommending each “section” have a set Zoom link for the afternoon to avoid them jumping in and out of Zoom calls. We need to solve for never allowing them to be alone in Zoom w/o a teacher mid-transition.
12:30-1:00	Science Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	Social Studies Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	
1:00-1:30	Stretch + Snack Break						
1:30-2:00	ELA Practice Zoom Call	Science Practice Zoom Call	Math Practice Zoom Call	ELA Practice Zoom Call	Social Studies Practice Zoom Call	Math Practice Zoom Call	
2:00-2:30	SETSS / Intervention - Math Focus		Guided Study Hall / Tutoring		Choice Reading / Typing Club / Additional Enrichment (?) / Self-Guided Study Hall		<ul style="list-style-type: none"> - The following two 30 minute blocks are designed to provide academic intervention, support work habits, and build independence. - Learning Specialists provide Live intervention based on IEPs and RTI data. These groups should largely be consistent. - All other students are sorted into static groups depending on individual need.
2:30-3:00	SETSS / Intervention - ELA Focus		Guided Study Hall / Tutoring		Choice Reading / Typing Club / Additional Enrichment (?) / Self-Guided Study Hall		<ul style="list-style-type: none"> - See above.
3:00-4:00	<p>Optional: “Afterschool” Program / Clubs / Affinity Groups</p> <p>Possible additional independent activities:</p> <ul style="list-style-type: none"> ● Typing Club ● DYCD Afterschool Programming ● Other Learning Platforms for additional practice 						<p>Staff Prep Time**: <i>Suggested sequence</i></p> <ul style="list-style-type: none"> ● Monday - Grade-Level Meeting ● Tuesday - Planning & Prep ● Wednesday - Planning & Prep ● Thursday - Flex Friday Team Planning*** ● Friday - Staff Development
4:00-5:00*	Homework:						Housekeeping:

	<ul style="list-style-type: none"> - Zearn - Choice Reading - Upload Assignments <p><i>All HW and outstanding Independent Practice is due by <u>8AM</u> the following day.</i></p>	<ul style="list-style-type: none"> - Contact families if students missed Zoom Practice calls - Be available for students with homework help questions until 8pm.
--	---	--

*In order for Math and ELA classes to happen daily and create smaller Guided Practice ratios, we will need additional teachers to lead Guided Practice sessions. Learning Specialists will be able to support 1-2 max.

**Depending on the planning/synchronous teaching load during the 8:00-3:00 day, I might ask a subset of staff to run “after school” type activities like clubs, student government, etc. during the 3-4 block for students that are opt-in and designed to build and sustain community. This would also be a great additional time for social workers to pull groups.

***A LT member should join each of these Flex Friday planning meetings to support intentionality and implementation. They will likely not be able to support in person every Friday due to regional Dean development.

Sample #2 : Interspersing Synchronous and Asynchronous Instruction throughout the school day

Pros	Cons
<ul style="list-style-type: none"> - Allows for shorter bursts of work time interspersed with live Zoom instruction with a teacher. Has the potential to be an overall more engaging school day for students. - Allows students to space out their asynchronous work. - Guided practice is potentially closer in time to when the work was attempted, potentially supporting greater recall and reducing frustration. 	<ul style="list-style-type: none"> - Potentially more challenging for students, families, and staff to navigate and keep track of when they need to be on Zoom. - For those balancing home responsibilities, this schedule might be more challenging to think through supports (over the course of a day as opposed to a cluster of hours in the afternoon) - Creates large Zoom classes for Guided Practice - Potentially more challenging for teachers to prepare for Practice calls.

Monday-Thursday Schedule

Time	Students	Teachers
8:00	Sign onto Canvas! (attendance)	
8:00-8:30	SEL: Advisory, Grade Team, or Whole School Morning Meeting on Zoom	

	<i>Potential Flow - Whole School (Monday), Advisory (Tuesday-Thursday), Grade Team (Friday)</i>	
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.	
8:30-9:00	Self-Guided Math Work	<ul style="list-style-type: none"> - Provide Feedback on previous day's IP - Review self-guided student work to prepare for practice Zoom call - Data Meetings & O3s
9:30-10:00	Self-Guided ELA Work	
10:00-10:30	Exercise Break / PE on Live Zoom	
10:30-11:00	Math Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data.
11:00-11:30	ELA Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data.
11:30-12:00	Self-Guided Science Work	
12:00-12:30	Device-Free Lunch & Brain Break	
12:30-1:00	Self-Guided Social Studies Work	
1:00-1:30	Sci/SS Practice Zoom Call	<ul style="list-style-type: none"> - General education teacher and Learning Specialist intentionally split into groups based on data.
1:30-2:00	Enrichment on Live Zoom	
2:00-2:30	Intervention / (Self-Guided) Study Hall / Choice Reading / Typing Club	<ul style="list-style-type: none"> - Teaching team splits the cohort into appropriate groupings dependent on IEP, skill, work habits, and level of independent. Groups should be static for a cycle at a time. IEP-generated groups will potentially be static all year.

2:30-3:00	Intervention / (Self-Guided) Study Hall / Choice Reading / Typing Club	<ul style="list-style-type: none"> - Teaching team splits the cohort into appropriate groupings dependent on IEP, skill, work habits, and level of independent. Groups should be static for a cycle at a time. IEP-generated groups will potentially be static all year.
3:00-4:00	<p>Optional: “Afterschool” Program / Clubs / Affinity Groups</p> <p>Possible additional independent activities:</p> <ul style="list-style-type: none"> ● Typing Club ● Choice Reading & Accelerated Reading Quizzing ● Other Learning Platforms for additional practice 	<p>Staff Prep Time***: <i>Possible flow</i></p> <ul style="list-style-type: none"> ● Monday - Grade-Level Meeting ● Tuesday - Planning & Prep ● Wednesday - Planning & Prep ● Thursday - Planning & Prep ● Friday - Staff Development
4:00-4:30	Play Time	
4:30-5:30**	<p>Homework:</p> <ul style="list-style-type: none"> - Zearn - Choice Reading - Upload Assignments 	<p>Housekeeping:</p> <ul style="list-style-type: none"> - Contact families if students missed Zoom Practice calls - Be available for students with homework help questions until 8PM.

**Students may do this work any time before their bedtime. We understand that schedules at home will vary, but you can expect that students will have 60 minutes of work to do in the evening, just as they would if we were in the school building.

K-8 Flex Friday Schedule

The purpose of Flex Friday in K-8 is intentional data-based follow-up designed for teachers to support students who need it. Thursday afternoon grade-teams will meet weekly to review data, determine student groups, and delegate family follow-up.

Time	Students	Teachers
8:00	Sign onto Canvas! (attendance)	
8:00-8:30	School-wide SEL Time <i>Suggested grade-level community meeting celebrating the accomplishments of the week!</i>	<ul style="list-style-type: none"> - Lead advisory, lead/support in grade-level community meeting, or support during school-wide meeting
8:30	Ops staff follow-up on attendance from SEL time with phone calls to families.	
8:30 - 12:00	Depending on student progress and needs, students would be engaging in: <ul style="list-style-type: none"> - 1:1 Conferences - Small Group Instruction - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery - Learning platforms for select students (i.e. Lexia, Zearn, etc.) - Typing Club Students who are meeting or exceeding online learning expectations might have stretch opportunities, additional enrichment, attend virtual field trips, etc. on this day.	Expectations would be confer with students who need additional support between 0-90 minutes. Additional potential use of time: <ul style="list-style-type: none"> - Make weekly advisory phone calls - Planning time - Review student work - Submit grades - Reach out to families
12:00-1:00	Device-Free Lunch + Movement Break	
1:00-3:00	Independent Student Work Time (until 3:00pm) <ul style="list-style-type: none"> - Catch-up on outstanding remote work - Re-do missing assignments or submitted assignments for mastery 	Staff Professional Development (until 4:00pm) <ul style="list-style-type: none"> ● All Staff Meeting ● Department Meetings

	- Learning platforms for select students (i.e. Lexia, Zearn, etc.)	<ul style="list-style-type: none"> ● Committee Work ● Staff Community Time ● Additional work time
3:00-4:00	Play Time	<p>Earlier in the week:</p> <ul style="list-style-type: none"> ● Grade-Level Meetings (Monday) ● Leadership Team Meeting

Tech Tools

- For a high-level quick overview of the tech tools that will be used during remote learning, click [here](#).

Category	Approach	Where can I find more resources?	Common Questions
Staff Hardware	All KIPP NYC employees have been issued a KIPP NYC Dell Latitude PC and a KIPP NYC iPhone as part of their onboarding with KIPP NYC.	https://support.kipponyc.org Click on 'Check my KIPPTop's Birthdate' If it is 5 years or older, we will try to provide an upgrade within 6 weeks of your request, assuming stock is available.	How do I get a laptop upgrade? Email techsupport@kipponyc.org with a screenshot of the KIPPTop birth date.
Student Hardware	<p>We have standardized on Dell series KIPP NYC Chromebooks for all students!</p> <p>If a student reports that they do not yet have KIPP NYC Chromebooks (most do), please submit a request for a Chromebook via the Student Hardware Request Form in the next column. :)</p>	<p>To request a Chromebook for a student who does not already have one, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks.</p> <p>Each KIPP NYC student should have a Chromebook for Remote Learning. We are trying to move away from the use of personal devices by students to make it easier to support Remote Learning.</p> <p>Siblings do not need to share!</p>	<p>Can students use their own home technology instead of the KIPP NYC Chromebook?</p> <p>We do understand that there will be outlier situations, but we recommend making the KIPP NYC Chromebook the primary hardware for the student at home This will make it easier for everyone to support Remote Learning at scale.</p> <p>When/if students are on site at school, should the students carry the home KIPP NYC Chromebook to school?</p> <p>Guidance on this item is evolving. More information will be provided closer to the first on-site days.</p>
Disinfecting	Follow science and public health guidance	Please review these slides re Device	How do I do this without accidentally

<p>Tech Hardware (COVID-19 Response Guidance)</p>	<p>related to surface disinfection protocols safe for tech devices.</p>	<p>Disinfecting generated by the KIPP NYC Tech Team for the New-to-KIPP Orientation.</p>	<p>flooding my laptop and ruining the brains behind the keyboard? We recommend using 70 percent or more isopropyl alcohol wipes or dipping cotton swabs in liquid isopropyl alcohol and gently rounding the keys. Allow the alcohol to air dry. Never use cleaning spray directly on or near the laptop or phone as the mist may damage the components. If you must use a spray, spray directly on the cloth first (4'-6' away from the device) and then gently wipe the surface. Use a clean cloth for the screen to prevent small particulate matter from scratching the LCD.</p>
<p>Student Internet</p>	<p>We are providing assistance with student Internet access via MiFi on an as-needed basis when budget is available.</p>	<p>To request Internet Assistance for a student, please ask your Director of Operations to complete this Student Hardware Request Form for the student(s) who need Chromebooks. One MiFi per family as multiple device connections to one MiFi are supported.</p>	<p>Will KIPP NYC pay for a family to have home Optimum, Spectrum, or Verizon service? Not at this time.</p>
<p>Real-Time Video Teaching (Zoom Pro)</p>	<p>All KIPP NYC Staff Members have a KIPP NYC Zoom Pro Account! Log in with your KIPP NYC Google Account at https://kippnyc.zoom.us or directly into the Zoom App installed on your laptop.</p>	<p>KIPP NYC Zoom Training Resources Zoom Training Resources</p>	<p>Does KIPP NYC pay for every staff member to have Zoom Pro? Yes, we sure do! No 40-minute cap! :) And better-than-average default security settings.</p> <p>Will Breakout Rooms be available for use by teachers with students in SY20-21? Yes. But please know that any participant in any breakout room has the ability to do all Zoom functions, including screen sharing. There is nothing the Tech Team can do (currently) to prevent that, so please secure</p>

			your main meeting room appropriately to prevent Zoombombers from ruining your meeting.
Learning Management System / Online Home for Course Materials	During Summer 2020, KIPP NYC shifted away from Google Classroom. We are now using KIPP NYC Canvas/Instructure Learning Management System. Sign up for your account at https://kipnyc.instructure.com with your KIPP NYC Google Account.		
Screencastify quick video and screen recording tool	Log into your KIPP NYC Chrome Browser on your laptop. The Screencastify extension should auto install in the toolbar. Log in with your KIPP NYC credentials. 	https://www.screencastify.com/course/master-the-screencast	Why is this tool easier to use than Zoom if I am recording a lesson or feedback asynchronously (i.e. not live with students)? The recording gets auto-saved to your KIPP NYC Google Drive, making it easy to share. Also, Screencastify lets you elect to record just a browser tab, or your full screen, and/or yourself narrating the screencast via microphone or webcam. Super simple & quick.
Online Instructional Apps for Students	We integrate as many Instructional Apps into the students' KIPP NYC Clever Login Portal as possible. KIPP NYC Clever is at https://www.clever.com/in/kipnyc . The apps in use are based on what's supported as part of the curriculum.	Link to Instructional Apps Document Support available by emailing TechSupport@kipnyc.org	Can't I just sign up my students for anything on the Internet that I think is awesome? No, teachers and school teams cannot sign staff or students up for software programs. KIPP NYC's tech, data, and legal teams must review and approve jointly all online software programs ahead of use by students and staff to ensure that the application providers take appropriate measures to protect and safeguard private student data, including educational records tied to the Family Educational Rights & Privacy Act and the new NYS Ed2D law , and to comply with age-based

			<p>login requirements per the Children’s Online Privacy Protection Rule. If you have an app you would like to use with students, the first step is to email TechSupport@kipnyc.org with information about the app and links to its Privacy Policies and Terms & Conditions.</p>
--	--	--	---

Assessment

KIPP NYC will continue to use regional assessments as a tool for gauging student progress toward mastery of grade-level standards and content.

20-21 Regional Assessment Components

- Diagnostic
 - We know that our students will be returning in 20-21 from disparate remote learning experiences and with varied instructional needs. It will be critical to administer early diagnostic assessments in order to address student needs when they return.
- Progress Monitoring
 - At this time, monitoring student progress is as and even more important than ever as we seek to gain an understanding of where students are returning to us post 19-20 remote learning and how they are progressing throughout the year.
 - The regional assessment program will be thoughtfully planned to maximize instructional time while providing meaningful opportunities to assess student progress.
- Remote Access
 - We will prioritize in-person testing for key benchmark assessments. For example, if all students are in-person at least 1 day a week, a portion of that day can be used to administer and IA, for example. Even when students are in school, assessments can be administered online to maximize efficiency (e.g. no bubble sheet scanning).
 - With near certainty, there will be periods of time when all or a subset of our students will be required to take an assessment remotely. To support the efficacy of assessment administration during that time, we will employ administration and technical strategies that promote academic honesty and increase students' skills in taking online assessments
 - If an assessment cannot be administered remotely, we will work to find a viable alternative for remote administration or reconsider the assessment's place in the regional assessment program.
- Goals
 - We must assume that end of year state and national assessments (NYS, Regents, AP, PSAT, SAT) will proceed as usual in 20-21. Our regional assessment program will ensure that we continue to prepare our students for these benchmarks and keep our Moon Shot goals on the radar.

20-21 Remote Regional Assessments Guidelines

KIPP NYC will continue to use Illuminate as our central assessment administration and data collection tool. If regional assessments are administered outside of Illuminate (e.g. Google Classroom), final scores will still be entered in Illuminate. This will enable our downstream systems to continue to provide regional reporting and allow for data continuity over time.

All regional assessments will be created with the ability to administer both in school and remotely.



KIPP NYC will put in place measures and expectations to maximize the efficacy of remote assessment administration. While it will not be possible to **ensure** 100% compliance with academic honesty expectations while testing remotely, there are measures that we will take to get as close as possible.

Assessment Security & Access

Illuminate’s online assessment feature includes several options that promote assessment security. Additionally, Illuminate allows for customizing administrations to ensure that all students have access to any testing modifications they require. **The following will be in place for all key benchmark assessments (Interim Assessments, Mid-Terms, Mocks, Finals, End of Units):**

Feature	Capability
Locked Browser	Students cannot open/access other browsers while an assessment is active
Randomization of answer choices	Students see the same questions in the same order, but the answer choices are shuffled
Set Administration Windows and Time Limits	Students working in school and remotely will take the assessment at the same time . This will minimize the opportunity to share answers and allow for virtual proctoring. Different grades can test at different times/days, but one entire grade should test together
Virtual Proctoring	Illuminate has a live proctoring feature. Students have the ability to alert the teacher if there are any questions. Teachers have the ability to see student progress on the assessment and to pause an assessment for all students if needed. Zoom can be used in conjunction/in place of the Illuminate feature.
Testing Accommodations	Create administrations tailored to students individualized needs <ul style="list-style-type: none"> ● Text to Speech Questions: Questions and answer choices read to students ● Text to Speech Passage: Passage ready to students ● Extended Time ● Multiple Breaks (via unlimited/high number of pauses)

Additionally, the first question on each test can be a commitment to uphold an academic integrity pledge. The question would be worth zero points, and would serve to remind students of their responsibility to hold themselves accountable.

Sample from 19-20 Math is Life tournament:

Question 1

KIPP NYC MS Math Honor Pledge 2020

I pledge to uphold the highest principles of honesty and integrity as a Mathematician. I will neither give nor accept unauthorized assistance of any kind. I will not access the internet. I will not copy another's work and submit it as my own. I understand that any competitor found to be in violation of this honor pledge is subject to disqualification.

Please record your response to the the following statement:

I agree to uphold the KIPP NYC Math Honor Pledge 2020.

A I agree

B I do not agree

Teacher Expectations

- Communicate with students and parents regarding assessment window and at home expectations for remote assessments.
- Virtually proctor during the assessment via Illuminate and/or Zoom
- Respond to student questions real-time
- Enforce school academic dishonesty policy if cheating is suspected

Student Expectations

- Take assessment during assessment window
- Turn phone off
- Adhere to school academic honesty policy
- Show all work in a notebook or scrap paper

Home Expectations

- Assist with at home “proctoring” to the best of family’s ability
- Ensure student completes assessment in designated window
- Ensure student is not on phone while taking assessment
- Ensure a quiet and distraction free space for student to the best of family’s ability

Grading Policy and PowerSchool

Social Emotional Learning

Advisory (Community Time) is an essential part of Tier 1 community building and creating a sense of belonging for all of our students. Even while remote, it is critical that we are using this time for our students to connect with each other and with their teachers, and that they're able to build trusting relationships.

Advisory should happen at a minimum one time per week for a minimum of 40 minutes, but during remote learning this should be increased to three-four times per week to increase the frequency of check ins.

The S3 team is working to create materials that can be used by grade band to facilitate high-quality advisory times. These resources will be created by a working group of volunteers and will be centrally available to all staff. All schools also have access to the [Calm Classroom](#) materials from the 2019-2020 school year, which can be used to facilitate daily mindfulness moments.

A note about community time during the first week of remote learning: During the first week of school, August 24th-Aug 28th, it is recommended that each day focus on community building and that advisory is the primary focus of each day. More resources will be available from the S3 team, with a scope of the daily aims and themes provided by 7/31, and proposed activities and resources becoming available throughout the beginning of August.

The [SEL Rubric](#) can be used in all settings, and it is especially helpful in considering how to support advisory. The KIPP CARE (LRE) rubric also provides guidance for advisory and community times:

Equitable Policies and Practices				
DOCUMENTATION	Passive/Exclusionary	Compliance/Symbolic	Affirming/Identity	Transformative/Structural
KEY INDICATOR: <i>Operational Principles</i>	<i>Intentional policies and practices in place that support the institutionalization of racism at all levels. White cultural norms are viewed as the right way.</i>	<i>Makes official policy pronouncements regarding diversity, but little or no contextual change in culture, enactment of policies and decision making.</i>	<i>Begins to develop intentional identity and increases commitment to dismantle racism and white supremacy.</i>	<i>Audits and restructures all aspects of institutional policies. Implements structures, policies and practices with inclusive decision making and other forms of power sharing.</i>
Community Rituals	<i>Community meetings rarely occur and focus predominately on reinforcing white cultural norms</i>	<i>Community meetings, circles occur infrequently, lacking clear purpose / continuity</i>	<i>Community meetings or circles occur periodically, have clear purpose, and validate students' experiences and needs within the school.</i>	<i>Community meetings or circles occur on a routine basis, have clear purpose, and proactively address comm. events / issues and support student identity development</i>

Suggested schedule for a four time/week advisory schedule:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment 	<ul style="list-style-type: none"> Welcome Check-in: how is everyone doing? Mindfulness Moment

<ul style="list-style-type: none"> ● Goal-setting for the week. What are you excited for about this week? What do you want to accomplish? How will you know you've accomplished your goals? 	<ul style="list-style-type: none"> ● SEL Direct Instruction (regionally provided) 	<ul style="list-style-type: none"> ● Logistics and announcements Day. ● If needed, this is a time when restorative circles can happen to repair any harm. 	<ul style="list-style-type: none"> ● Close-out of the week. What went well? What do you want to work on? What are you looking forward to for the weekend?
--	--	---	--

Agenda	Criteria for Success: Advisory
<ul style="list-style-type: none"> ● Welcome ● Check-in: how are you doing? ● Mindfulness Moment ● Learning and Growing Activity (differs by day) 	<ul style="list-style-type: none"> ● Tone is warm and reflects genuine excitement by staff to be in this space with students. ● Time is held sacred as a space to connect and build a sense of belonging, with minimal time (5 minutes or less) given to logistics and announcements. ● Advisory is structured and follows a clear agenda, which is presented to students at the beginning of the session. ● Norms are set as a group within the first week together, and those norms are referenced and adhered to throughout the year. ● Opportunities are provided for <u>all</u> students to share in whatever way they feel most comfortable. ● When norms are not adhered to or when harm is caused, advisory participates in a restorative circle or restorative conversation to repair the harm done. ● Staff are providing opportunities for students to demonstrate and develop their social-emotional learning capacities, in alignment with the practices highlighted in the SEL Rubric.

Social Work Picture of Excellence

Regardless of which social-distancing scenarios we may find ourselves in next year, we want to clearly define a picture of excellence for key remote counseling tactics employed across our region, as well as the support and resources provided by the S3 Team for implementation and expectations of social workers and their managers.

Remote Counseling

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social workers with developing school based programming to meet the needs of students and families</p> <p>Regional social work team will assist social workers with offering school based professional development to support staff in meeting the needs of students and families</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Continue to conduct needs assessments, risk assessment and trauma/resilience assessment to determine targeted interventions</p> <p>Enter student progress data in Illuminate, SESIS or any progress monitoring tracker identified by team.</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill expectations for mandated and at risk students</p> <p>Conduct individual and group sessions via Zoom/remotely to fulfill mandates on IEP's for parent training/support as well as conduct collateral/family sessions for family and student support.</p> <p>Offer Family Engagement/Support Workshops on topics determined by families' needs (see Family Engagement section above)</p> <p>Perform risk assessments and crisis counseling as needed</p>	<p>Manager will support social workers in their conducting assessments and ensure that school systems allow for social workers and staff meet go share strategies on how to best support students in classrooms</p> <p>Managers will support social workers in having time in their schedule to provide counseling to ensure students receive their counseling mandates in addition to instructional time</p> <p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops (see Family Engagement section above)</p> <p>Manager will coordinate efforts with school based team to ensure that Family Assistance Fund requests are submitted in a timely manner</p> <p>Manager will ensure social work team has resources and time in schedule to conduct these PD's and Curriculum</p> <p>Manager will contribute to coordinated efforts to ensure DASA incidents are investigated, logged</p>

	<p>Coordinate efforts with school based team to identify families who might benefit from the Family Assistance Fund</p> <p>Coordinate care with outside providers including Northside and Interborough as well as coordinate to Family Resources Manager (new role) to connect students and families to resources.</p> <p>Deliver PD on Mandated Reporting, DASA, as well as facilitate PD on Trauma, Resilience, Protective Factors and SEL, Safe Touch and Anti-Bullying Curriculum</p> <p>Coordinate efforts to investigate and log DASA incidents as well as complete incident reports for safety assessments (suicidal & homicidal ideation, hospitalizations etc)</p>	<p>within 48 hours of incident and resolved in a timely manner</p>
--	---	--

Family Engagement

Teaching & Learning Team & SST Support	Social Worker Expectations	Manager Expectations
<p>Regional social work team will assist social work with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Regional social work team will provide clinical supervision to assist with assessment, appropriate goal setting, and effective progress monitoring</p>	<p>Social Workers will analyze feedback from family needs survey offered at start of year to determine nature of family offerings in programming</p> <p>Social workers will engage families at start of year to assess/reassess student’s current functioning and set annual counseling goals</p> <p>Social workers will be in communication with families at least once per month to check on progress towards goals at home and student</p>	<p>Manager will assist social work team with eliciting themes from family needs survey and developing programming to reflect them</p> <p>Manager will engage social work team in discussing family input @ student assessment, goal setting, and progress monitoring</p> <p>Manager will ensure social work team has resources and time in schedule to conduct at least two high-quality family workshops</p>

	<p>functioning at home</p> <p>Social workers will conduct at least two workshops annually related to social emotional health-offerings should correspond with family interest indicated on the family needs survey at start of year</p>	
--	---	--

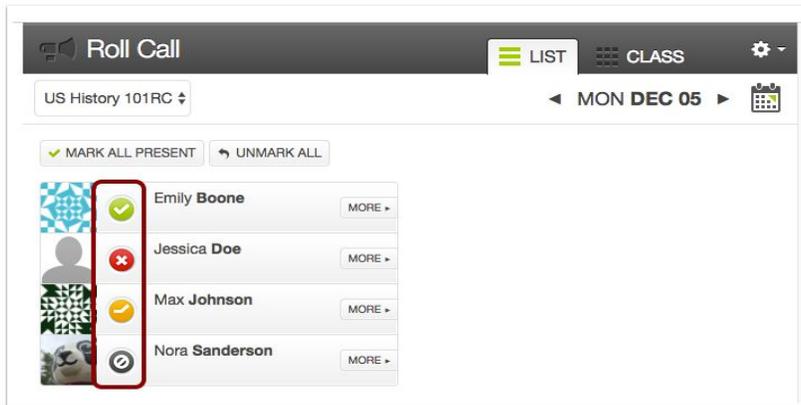
Attendance

Expectations

1. Students “attend” school every day (*Goal 75% at 97% attendance*)
2. Remote students will be expected to log into Canvas each day by 8:00AM daily.
3. Interventions: All students marked absent as of check-in time will receive follow up from the school.

Process

1. All attendance will be taken via Canvas
 - **Remote** daily attendance will be taken **passively** using Canvas login+activity data - **no action required by student or teacher**
 - **In-person** student daily attendance will be taken via Canvas’ Roll Call feature by teachers



Note: detailed instructions for using Canvas’ Roll Call feature will be added when available

2. Audit: Schools can update attendance directly in Power School when contact is made with a student formerly marked absent and a determination is made that they should be marked present.
3. Most up to date attendance data will live in [Schoolzilla’s Attendance dashboard](#)
 - Data will be refreshed hourly
 - Schools can also use Canvas’ attendance and activity reporting to monitor attendance



4. All attendance data will be imported into Power School and will be updated the following day. Attendance entered directly into Power School for the attendance audit **will not be overwritten**.

Sample “Day in the Life”

Using Sample Schedule #1

Student

6th Grade Student - Tuesday

8:00	Log onto Canvas! (Attendance)	
8:00-8:30	SEL: Advisory	
8:30 - 9:30	Asynchronous Work (ELA + Math)	
9:30-10:00	Synchronous Fitness Break	
10:00-11:00	Asynchronous Work (Social Studies + Science)	
11:00-11:30	Synchronous Enrichment Class	
11:30-12:00	Device-Free Lunch Break	
12:00-1:00	Synchronous Guided Practice Zoom Calls: ELA & Math	
1:00-1:30	Stretch/Snack Break	
1:30-2:00	Synchronous Guided Practice Zoom Calls: Science OR Social Studies	
2:00-3:00	Synchronous Intervention OR Guided Study Hall OR Typing Club/Choice Reading/Enrichment	
3:00-4:00	After School (optional):	
	Synchronous Afterschool	Asynchronous Afterschool
4:00-5:00	Homework & Play	

Teacher

6th Grade ELA Teacher - Tuesday

8:00	Upload asynchronous content work to Canvas!
8:00-8:30	SEL: Lead 6th Grade Advisory
8:30 - 9:30	Asynchronous - Student Support & Follow-Up
9:30-10:30	Asynchronous - Data Analysis & Planning
10:30-11:30	Asynchronous - Prep
11:30-12:00	Device-Free Lunch Break
12:00-12:30	Synchronous Guided Practice Zoom Calls (ELA)
12:30-1:00	Synchronous Guided Practice Zoom Calls (ELA)
1:00-1:30	Bio Break
1:30-2:00	Synchronous Guided Practice Zoom Calls (ELA)
2:00-2:30	Synchronous Intervention Support (Lexia)
2:30-3:00	Synchronous Intervention Support (Lexia)
3:00-4:00	M: GL Meeting T/W: Planning & Prep Time Th: GL Friday Flex Meeting F: School PD

Dean

ELA Dean - Tuesday

8:00	Survey Canvas for 100% Asynchronous Upload!
8:00-8:30	SEL: Lead 6th Grade Advisory
8:30 - 9:30	03: 5th Grade ELA
9:30-10:30	Data Meeting: 6th Grade ELA (reoccurring)
10:30-11:30	Prep Intervention Lesson
11:30-12:00	Device-Free Lunch Break
12:00-12:30	Observe Guided Practice Zoom Calls (6th ELA); log feedback in Whetstone
12:30-1:00	(TEACH) Synchronous Guided Practice Zoom Calls 6th ELA
1:00-1:30	Bio Break
1:30-2:00	Observe Guided Practice Zoom Calls (8th ELA)
2:00-2:30	(TEACH) Synchronous Intervention Support (Orton Gillingham)
2:30-3:00	(TEACH) Synchronous Intervention Support (Orton Gillingham)
3:00-4:00	M: LT Meeting T/W: Planning & Prep Time Th: Attend Team 6 Friday Flex Meeting F: Facilitate School PD

QTIDWTFTA

What if a student cannot complete their asynchronous work within the 30 minutes allotted?

What should we do if academic dishonesty becomes a pervasive challenge?

What should we do if a student cannot make a Live Zoom session?

How should we handle the mistreatment of technology?

Student Support Services Supporting Resources

- Response to Intervention:
 - Overview:
<https://docs.google.com/presentation/d/1PROlj8RsNhjy9PLDczUjKJJAW7D1CKZAq0xGZvnf3H4/edit?usp=sharing>
 - FBA/BIP Manuals:
<https://sites.google.com/kipppnyc.org/s3page/special-pops/manuals?authuser=1>
 - Tier 2 and Tier 3 Academic Intervention:
https://drive.google.com/file/d/1uF0Dn9fheIgc_iFnNZjf3e-dfNEynov6/view?usp=sharing
- Overview of best practices for remote or blended specially-designed instruction:
 - K-4: <https://share.nearpod.com/RrdOj65yh8>
 - 6-8: <https://share.nearpod.com/j2JazZKtk8>
- Overview of remote or blended ICT (K-12):
 - <https://share.nearpod.com/31jS0Rmph8>
- Overview of remote or blended SETSS:
 - K-2: <https://share.nearpod.com/3liv2MOvh8>
 - 3-4: <https://share.nearpod.com/YvNwb1Byh8>
 - 5-8 Math: <https://share.nearpod.com/nm1PgWI577>
 - 5-12 ELA: <https://share.nearpod.com/uOP2FLB077>
- Child Find and Assessment:
 - K-2 reading: <https://uchicagoimpact.org/our-offerings/step>
 - 3-12 reading:
 - <https://www.hmhco.com/programs/reading-inventory>
 - <https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>
 - <https://www.fountasandpinnell.com/assessment/>
 - Math Screeners:
<https://about.zearn.org/learning-recovery-scope-and-sequences-downloads>
 - Lexia Reading: <https://www.lexialearning.com/>
- Beginning-of-year Compliance (including ELL Identification):
<https://share.nearpod.com/FnleQNaxh8>
- ELL Instructional Resources:
https://drive.google.com/drive/folders/1IIJYK3EvgInHx5_J7M23_U-2FUV1TMDs
-

Mental Health & Wellness Supporting Resources

- Headway: <https://headway.co/>
- Ayana Therapy: <https://www.ayanatherapy.com/>