

## Uncommon High School Remote Instructional Plan

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### Key Principles When Designing Remote Instruction Plan:

- Learning new content and learning new technology cannot happen effectively at the same time. We will continue to teach new content; therefore, we should limit the challenge of learning new technology as much as possible.
- Everything takes twice as long—plan for less content (e.g. Khan Academy videos are ~10 minutes).
- Record and make available all instruction.

### Overview of Remote Instruction:

- Each day, students access a 20-minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
  - Students may submit assignments as a Google doc through Google Classroom.
  - Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Teachers of the course are available via Zoom during the 1-hour class period to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.
- Teachers of AP Courses can determine if they want to assign additional work outside of the hour period. However, no homework should be assigned for non-AP courses. Grades will be based on classwork and assessments.

### General Schedule of Remote Instruction:

TIME	CONTENT
8:00-9:00 AM	Math <ul style="list-style-type: none"> <li>● 8:00-8:20 – Time for Students to Watch Videos</li> <li>● 8:20-9:00 – Math Office Hours (teachers are on Zoom during this time, open Office Hours from students)</li> </ul>
9:00-10:00 AM	English <ul style="list-style-type: none"> <li>● 9:00-9:20 – Time for Students to Watch Videos</li> </ul>

	<ul style="list-style-type: none"> <li>9:20-10:00 –English Office Hours (teachers are on Zoom during this time, open Office Hours from students)</li> </ul>
10:00-11:00 AM	<p>Science</p> <ul style="list-style-type: none"> <li>10:00-10:20 – Time for Students to Watch Videos</li> <li>10:20-11:00 – Science Office Hours (teachers are on Zoom during this time, open Office Hours from students)</li> </ul>
11:00 AM-12:00 PM	<p>History</p> <ul style="list-style-type: none"> <li>11:00-11:20 – Time for Students to Watch Videos</li> <li>11:20-12:00 – Math Office Hours (teachers are on Zoom during this time, open Office Hours from students)</li> </ul>
12:00-12:30 PM	Break
12:30-2:00 PM	<p>Electives (students can take multiple courses during this time)</p> <ul style="list-style-type: none"> <li>Schools will need to determine their own specific schedules during this time</li> <li><u>NOTE</u>: Will not take place on Fridays to give students regular half day.</li> </ul>
2:00 PM	All classwork due if not submitted during class (to count as attendance and for credit)
2:00-2:30 PM	<p>Daily Staff Meeting on Zoom</p> <ul style="list-style-type: none"> <li>Time to build culture</li> <li>Share glows and grows</li> <li>Plan how teachers will use Targeted Tutoring time</li> <li><u>NOTE</u>: Should move to 12 PM on Fridays</li> </ul>
2:30-4:00 PM	<p>Targeted Tutoring:</p> <ul style="list-style-type: none"> <li>Teachers reach out to provide individual or small groups of students for targeted support. Time needs to be teacher driven.</li> <li>Should focus on students who are absent or under a certain percentage in the course (potentially 65%)</li> <li>Ask the question: “Are kids understanding the material? If not, what do I need to do to ensure they get it?”</li> <li><u>NOTE</u>: Just Monday to Thursday</li> </ul>

**Overview of Teacher Responsibilities:**

- Teachers modify the aligned plans, create modified assignments, record 20-minute “I Do” videos, and upload to their Google Classroom site (24 hours before lesson date)
  - 20-minute instructional video
  - Modified classwork and any other needed resources for the lesson
- Starting Day 1, teachers log into assigned Zoom account for their 1-hour class period and are available for office hours
- At the end of the class period, teachers check student work uploads in Google Classroom, grade for completion and accuracy, and enter grades into PowerSchool
- Teachers check Google Classroom after 2 PM for any remaining assignments to grade and enter into PowerSchool
- Teachers communicate with students daily via email/text after 2 PM to provide on-going support:
  - Regularly encourage students to attend office hours
  - Reach out to students who have not submitted work
  - Proactively schedule extra help sessions with students anytime between 2-4 PM

**Overview of Principal/DCI/Dean of Student Responsibilities:**

- Principals and Deans of Students should focus their time and attention on student accountability and ensuring all students are making progress on their remote learning:
  - Monitor student attendance and completion of work
  - Develop and implement escalation protocols for students not participating, ensuring outreach is documented
  - Ensure individualized support is happening for AP courses (especially students on the cusp of passing)
- DCIs and Department Chairs should focus their time and attention on holding teachers accountable to implementing this plan with fidelity. This could be directly with teachers or through managing ILs monitor for the following:
  - Teachers are creating quality materials and videos and uploading by 5 PM daily
  - Teachers are grading daily, giving students quality feedback, and entering work into gradebooks
  - Inviting the correct students to Targeted Tutoring
  - Ensuring teachers are aware of any changes or developments to the remote instructional plan

**Overview of HS CAT Support:**

- HS CAT Content Directors will be on call for any Department Chairs who need support with any specific courses or teachers. Examples of support can include:
  - Guidance in determining scope and sequence of lessons from Day 1 and onward (i.e. which lessons to modify and teach, which lessons to skip)
  - How to modify classwork (i.e. which tasks to include)
  - Feedback on instructional videos and/or classwork
- HS CAT Content Directors can provide an exemplar video for each department to use as a model when training teachers.
- HS CAT Content Directors will hold department office hours on Fridays after 12 PM for any teachers or Department Chairs who would like additional support in creating materials for the upcoming week.

**Timeline Summary:**

A complete action plan is in the Pandemic Response Google Doc. A simplified version is included below:

DEADLINE	ACTION	OWNER
Wed, 3/11	Share draft of instructional plan with Paul Bambrick, Mike Mann, Jesse Corburn, and Sam Messer for feedback	BC/CA
Wed, 3/11	Revise instructional plan according to feedback	BC/CA
Wed, 3/11	Share instructional plan with HS ASUPs, ACOOs, Principals, and DOOs	BC
Thurs, 3/12	Share remote learning plan with Special Education Coordinators and regional Directors of SpEd	SM
As early as Thursday, 3/12, but can be decided	Roll out plan to HS Teachers + planning day for teachers (half day for students) <ul style="list-style-type: none"> <li>● Share plan overall</li> <li>● Give teachers opportunity to learn and practice technology (Zoom, Google Classroom, etc.)</li> </ul>	HS Principals

within your region		
As early as Friday, 3/13, but can be decided within your region	<p>Roll out plan to students</p> <ul style="list-style-type: none"> <li>● Review remote learning plan, student schedule and how students will be graded</li> <li>● Ensure students know passwords</li> <li>● Get 100% survey responses (if not before)</li> <li>● Have students sign agreements for computers</li> <li>● Discuss plans for computer distribution if we close at night/weekend</li> <li>● Have students log into Google Classroom and test submitting assignments</li> </ul>	HS Principals or GLLs (depends on school)

**Timeline for School Closure:**

This plan is assuming that we will have less than one day notice if schools close.

DAY	ACTION
Final day at school	<p><b>Day we are notified of school closure</b></p> <p><u>Plan for if we receive notice while in school:</u></p> <ul style="list-style-type: none"> <li>● Activate parent communication protocol</li> <li>● Gather all students and staff in communal location</li> <li>● Provide reminders of the remote learning plan</li> <li>● Begin to dismiss students who do not require tech loaners</li> <li>● In a separate space, begin to distribute Chromebooks.</li> <li>● Hold back students without internet and inform them of plan</li> </ul> <p><u>Plan for if we receive notice at night/weekend:</u></p> <ul style="list-style-type: none"> <li>● Activate parent communication protocol</li> <li>● Email/text students directly for reminders on remote learning plan</li> <li>● Have students who need to borrow technology come into the building on a rolling basis (assign students specific time slots to come)</li> </ul>
Day 0	<p><b>No instruction – teacher prep day</b></p> <ul style="list-style-type: none"> <li>● Teachers create full week worth of content to get ahead of materials <ul style="list-style-type: none"> <li>○ Take existing lesson plan</li> <li>○ Determine 20 minutes of I Do to record, record video</li> <li>○ Take existing handouts, determine what to modify/cut</li> </ul> </li> <li>● Teachers post Day 1 video and materials to Google Classroom by 5 PM</li> <li>● Schools use this time to contact all families to ensure access to technology and that students/parents are aware of the remote learning plan. <ul style="list-style-type: none"> <li>○ Recommendation for schools: Create a script and tracker for advisors to call their individual families</li> </ul> </li> </ul>
Days 1 and onward	<p><b>Remote Learning Plan enacted</b></p> <ul style="list-style-type: none"> <li>● Teachers post video and materials to Google Classroom by 5 PM the day before</li> <li>● Teachers are on Zoom during their 1-hour slot and begin grading work as soon as their time has completed. All work must be graded before their next Zoom office hours window the next day</li> </ul>

During Week 1	<ul style="list-style-type: none"> <li>Content Directors available to meet with teachers and to check in on how planning is going, determine need for additional support, and teachers continue planning for Week 2</li> </ul>
During Week 2	<ul style="list-style-type: none"> <li>Content Directors available to meet with teachers and to check in on how planning is going, determine need for additional support, and teachers continue planning for Week 2</li> <li>Paul and Christine determine if assessments will be included for Week 3 and beyond</li> </ul>
Day Before we Return	<ul style="list-style-type: none"> <li>Activate parent communication protocol to inform school will be open the next day</li> <li>Teacher and Ops Teams expected in school to prep and reset for student arrival</li> </ul>
Return Day	<p><b>First day returning to school for regular instruction</b></p> <ul style="list-style-type: none"> <li>Begin day with returning loaned items and whole-school meeting</li> <li>Extended advisory to process, debrief, and return to instructional mode</li> <li>Shortened classes in PM</li> <li><u>NOTE:</u> The priority on this day is to support students and their transition back to class</li> </ul>

**Scope and Sequence:**

- Determine the Day 1 lesson and design the scope and sequence of lessons to follow.
- For school closings exceeding 1 week: consider which assessments are important and the conditions that would provide the data needed to inform instruction.

**20-Minute Instructional Videos:**

- Teachers create a 20-minute video of instruction:
  - Framing (1 minute)
    - What materials students need and should have in front of them
    - What should be accessed from Google Classroom
  - Teaching content (12 minutes)
    - Prioritize the most important and foundational understandings of the lesson
    - Provide a clear, concise I Do/Think Aloud/Lecture
    - Can leverage other external online resources (i.e. Khan Academy, Crash Course, Bozeman Science) that align to the lesson content and classwork to serve as teaching content
  - Practice (6 minutes)
    - Provide opportunities for practice and Checks for Understanding that supports students to complete classwork
  - Closing (1 minute)
    - Clarify for students what they need to complete and submit in Google Classroom by the end of the class period
    - Remind students of teacher availability for office hours during the class period
    - Encourage students to reach out to their teachers for any questions/support
    - Remind students to log on to the next lesson the same time the next day
- Teachers create modified classwork based on content from 20-minute video:
  - Revise the original student handout to include the tasks that students must complete:
    - Highlight the tasks on the original handout
    - Create a new handout limited to those tasks
  - Ensure the tasks can be completed using the 20-minute video and past resources (i.e. notebook, novel, course reader) as supports
  - Ensure students can complete and submit the tasks within the 40-minute work time
  - Star (\*) most important tasks for SPED students

**Assessments:**

- Should the school closing exceed 1 week, we will consider incorporating assessments into the scope and sequence.
- Identify the assessments that should be given in order to provide needed data to inform instruction.
- Modify the assessment in order to reflect the content learned via instructional video and classwork.
- Continue to create an instructional video (shorter than 20 minutes) that explains the conditions for the assessment (i.e. timing, resources allowed)

The bottom-line guidance we've received around SpEd is that we should attempt to provide as many services as possible, even if in a modified format. However, it will be critically important that we document all attempts at providing services.

CATEGORY	PLAN/MODIFICATION
Lesson plans posted online	<ul style="list-style-type: none"> <li>Plans will not need to be modified for students with IEPs, however teachers should consider if a student has an IEP (and that this is a less than ideal learning environment) when grading.</li> <li>The only exception is that teachers will implement the Star System with all Remote Instructional materials to indicate the most important problems that students with IEPs should prioritize.</li> </ul>
Small group instruction	<ul style="list-style-type: none"> <li>Special Education Coordinators should work with their students to create a schedule for small group instruction. This can either be <i>during</i> the existing core instructional time (i.e. – SpEd teachers do smaller office hours that students with IEPs attend in place of office hours with their Gen Ed teacher) or there can be separate office hours with SpEd teachers in the afternoon. Principals and SPED coordinators should work together to determine the best plan for their school.</li> </ul>
Communication and Documentation	<ul style="list-style-type: none"> <li>It is important that we have documentation of all meetings and activities we provide while we are away from school</li> <li>Special education coordinators will need to keep a written log of all meetings &amp; activities</li> </ul>
IEP Testing	<ul style="list-style-type: none"> <li>Will be suspended during any period of shut down</li> </ul>
IEP Meetings	<ul style="list-style-type: none"> <li>Will continue via zoom/conference call</li> <li>We will need to be flexible, <b><u>but we need written documentation that we tried our best to hold these meetings</u></b> even under difficult circumstances.</li> </ul>
Speech and Language	<ul style="list-style-type: none"> <li>To the degree possible, speech providers should meet with their students via Zoom</li> <li>SpEd coordinators should work to schedule these meetings with students and help coordinate with GenEd teachers to ensure they are able to make up any work missed.</li> </ul>
Counseling Support	<ul style="list-style-type: none"> <li>Similarly, schools should work to continue to schedule mandatory counseling sessions, both one-on-one and group, with students.</li> <li>Social Workers should work to schedule these meetings with their students and help coordinate with their GenEd teachers to ensure they are able to make up any work missed.</li> </ul>
Occupational Therapy	<ul style="list-style-type: none"> <li>OT Support will need to take the format of therapists suggesting activities for students to complete and students sending or sharing completed activities with OTs. (see folder for sample activities)</li> <li>Schools or OTs should provide activities and directions to families and/or students as appropriate.</li> </ul>
Mandated Reporting	<ul style="list-style-type: none"> <li>It is important to remember that even though we are not in the school building, we are still mandated reporters.</li> <li>If you see or hear anything as you interact with students and their families on the phone or via web conferencing, you should follow the regularly prescribed steps for mandated reporting.</li> </ul>



**Overview:**

Given the complexities of this plan, we anticipate the need to train teachers in advance of a potential school shutdown. This is in line with what many school districts are doing as well. We propose having students leave at noon on Monday, March 16 (or in the day that regions decide to train teachers) to give school staff time to prep for the remote learning plan.

**Content and Owners:**

Category	Specific Topics	Materials Creator	Facilitator
Plan Overview	<ul style="list-style-type: none"> <li>Overview of plan</li> <li>Daily sequence of events</li> <li>Division of labor</li> <li>Who to go to for what (FAQ)</li> </ul>	Brendan	Principal
Gradebook policies and school-based accountability plan	<ul style="list-style-type: none"> <li>Policies for entering grades into gradebooks (what to enter, how to grade, what categories to use, etc.)</li> </ul>	HS Principals and DCIs (with guidance from HSCAT)	DCI
Google Classroom	<ul style="list-style-type: none"> <li>Making Sections</li> <li>Enrolling Students</li> <li>Uploading Lessons</li> <li>Grading and feedback to students</li> <li>All teachers will upload a sample lesson which will be used the next day to train students on how to use the platform</li> </ul>	Brendan	TBD – School-based decision
Zoom	<ul style="list-style-type: none"> <li>Creating a Zoom account</li> <li>Recording videos in Zoom (in case of desire to create alternative/additional videos)</li> <li>Best practices for running office hours</li> </ul>	Uncommon IT	TBD – School-based decision
Teacher Practice	Give teachers time to practice above components and begin modifying content for an upcoming lesson as practice.	HS Principals	DCI

**Overview**

Just as we need to proactively train our teachers, we also need to train our students on this plan so that we can seamlessly implement it in case of sudden shutdown. We similarly recommend taking several hours on Tuesday, March 17 to train students (though regions can determine what works best for them). Exact logistics will need to be determined at a school level, though training materials/resources will be provided.

**Content and Owners**

Because all students will need to access Chromebooks to set up and test Google Classroom, we are recommending doing this in rotations. All students can start with the overview together, and then do rotations for other sessions (happening concurrently with each other).

Category	Specific Topics	Materials Creator	Facilitator
Plan Overview and Messaging	<ul style="list-style-type: none"> <li>Stamp importance of remote learning plan on their continuity of learning</li> <li>Overview of plan</li> <li>Expectations for attendance, submitting assignments, plagiarism, etc.</li> <li>Gradebook policies</li> </ul>	HS Principals (with guidance from HS CAT)	Principal
Google Classroom	Students will need computers for this session: <ul style="list-style-type: none"> <li>Log into Google Classroom and accept invitations to classes</li> <li>Walk through sample lesson to ensure smooth submission of work</li> </ul>	Brendan (will create outline, but lesson will be to project a student view of Google Classroom and walk through with students)	TBD – School-based decision
Zoom	Students will NOT need computers for this session: <ul style="list-style-type: none"> <li>Review office hours schedule and expectations</li> <li>Show how to access Zoom link and start program</li> <li>Best practices and Zoom etiquette (keeping yourself muted, remaining professional on camera, etc.)</li> </ul>	Brendan (will create an outline – will project zoom to show students how to use)	TBD – School-based decision
Tips and Tricks for Successful Remote Learning	<ul style="list-style-type: none"> <li>How to manage your time</li> <li>How to stay on task</li> <li>How to seek out additional support</li> </ul>	<b>TBD</b>	TBD – School-based decision

We are working to develop a comprehensive plan for technological support for students and staff. We will roll this out as soon as we have additional information, but are considering the following:

- Creating centralized location for how-to pages, FAQs, etc
- Clear “Who To Go To For What” for students and staff (what will Ops teams help with, what will mindSHIFT help with, what will Uncommon IT help with)
- Dedicated phone number/email address for tech support (both students and staff)

### 1. If schools are closed during IAs, how do we administer IAs?

- We postpone IAs in those schools and continue with remote learning and immediately begin work on Quarter 4 material.
- Schools would administer IAs when they return if it’s before Spring Break. If we’re closed through Spring Break, then we would begin to investigate administering Q3 IAs online.

- We will revisit this if this is an issue during the first week of closure if a school is closed during Q3 IAs.
- This would only be for schools that are closed, even if this happens within a region (for example, if UCHS closes but the other Brooklyn schools do not, the other Brooklyn schools would continue with IAs as normal).

**2. If schools close before the end of Quarter 3, how do we closeout the Quarter 3 gradebook?**

- We close out Q3 gradebooks on the regular schedule without Q3 IA grades. If schools decide to administer Q3 IAs when we return after the gradebook closes, we will retroactively add these grades to Q3 and re-run report cards accordingly.

For reference, below are a list of the 19-20 LLPs and Course Advisors who can support and provide feedback to teachers modifying lessons for remote instruction.

Department	Course	19-20 LLP/Course Advisor
<b>English</b>	English I	Ashling Coffey (WPHS) Alexa Young (LPHS)
	Pre-AP English	Tiffany Touma (ULC)
	English III	Sara Sherr (UPC)
	English IV	Eunice Cho (External)
	AP Language	Allie Degleris (LPHS) Melissa Edwards (LPHS)
	AP Literature	Shradha Patel (RPHS)
<b>History</b>	Pre-AP World History	Josh Sullivan (UCC) Brendan Kennedy (RPHS)
	Global History	Jon Bassett (External)
	AP World History	Rachel Blake (UPC)
	AP US History	Scott Kern (WPHS)
	AP US Government & Politics	Kate Starke (External) Duncan Miller (WPHS)
<b>Capstone</b>	AP Seminar	Sarah Riemens (RPHS)
	AP Research	Tom Brinkerhoff (WPHS)
<b>Math</b>	Algebra I	Julia Addeo (HS CAT) Stephanie Castro (WPHS)
	Geometry	Andrew Kurth (UCHS)
	Algebra II	Titilayo Oluwatayo (UCC)
	Pre-AP Calculus	Derek Pollak (External)
	AP Calculus AB	n/a
	AP Calculus BC	n/a
<b>Science</b>	Pre-AP Biology	Tess Curry (ULC)
	Pre-AP Chemistry	Naelle Yoshimura (TPHS)
	General Physics	Emelia Pelliccio (HS CAT)
	AP Biology	Poorvi Goradia (External)
	AP Chemistry	Poorvi Goradia (External)
	AP Physics 1	n/a
	AP Computer Science A	Allison Johnson (External)
<b>Spanish</b>	Spanish I	Audrey Kaem (UCHS)
	Spanish II	Krystal Marte (LPHS) Dylan Van Duyne (RPHS)
	Pre-AP Spanish Language	Carlos Rojas (UPC)
	AP Spanish Language	Lina Zapata (WPHS)