



CREATIVITY COLABORATORY CHARTER SCHOOL DISTRICT PLAN FOR INSTRUCTIONAL CONTINUITY

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How to use this guide

These plans include guidelines to follow in the event that school is closed for a prolonged time and all students will be learning remotely. The links in the table of contents above bring you to each respective section. We suggest you skim the table of contents, skip to your most pressing questions, and then take some time to read this fully, returning to it as questions arise.

Teaching remotely

Faculty and staff may also be working remotely but could work from school unless there is a campus closure. This determination is made by the State of New Jersey Department of Health. If the school is closed, but the campus is open, teachers might be able to collaborate in real-time at school. Departments may collaborate face-to-face in homes. If there is a quarantine or it isn't safe to gather, departments can gather virtually using Zoom, Canvas, or Google

Hangouts. Either way, it is expected that teachers will gather at key points as a department and even as a whole faculty. We will need this time to stay in touch, support each other, and plan.

In this situation, the way we teach fundamentally changes. You need to think about teaching in chunks. It is very hard to post work every day for all of your classes. Instead, you want to make some decisions.

1. Do you want to post everything for a week-long chunk?
2. Do you want to post a 2-week unit?
3. How are you going to scaffold the work for students?
4. How often are you going to commit to do updates and post resources?

Remember that students will meet with you virtually one time a day, through online office hours. Other than that, you will use other tools to communicate with them (Canvas, Google Hangouts, email, screencasts, individual zoom sessions). Because of this, you need to rethink how you will lay out your course. Remember that unless you are a K-5 teacher, your students are not just taking your course, but trying to keep up with all courses. Although they do that now, doing this totally online will be different and take some practice. The shift may be particularly challenging for students with executive functioning learning differences. You will not be able to “read the room” to gauge their understanding, so you need to figure out ways to check-in on every student individually. It is super easy to fall behind virtually and hide ‘in the back of the virtual room. You’ll need to double-down on checking for understanding and touchpoints.

What if a student does not have access?

There are numerous public spaces for wifi access in town but the following sources may be of help:

- [everyoneon](#) - they offer low cost and affordable internet and affordable computers.
- www.internetessentials.com is Comcast's reduced rate (\$9.95/mo) program
- [Lifeline](#) - a government assistance program through Verizon that offers discounts for qualified low-income customers
- [Lifeline program](#) details
- [Lifeline application](#)
- [Altice Advantage Internet](#) - \$14.99 a month for qualified
- [Earthlink](#)

Public Internet Access

The following locations are available for students who require remote internet access. Hours of operation are listed below. All out of district students who require remote internet access, please visit your local library during hours of operations, if needed. Anyone planning to visit these locations should confirm hours of operation before visiting. However, any students exhibiting flu-like symptoms are not allowed access to these buildings. (TBA)

Update in your Learning Management System and your Website

With every step away from the physical classroom and into the virtual one, updates in your Learning Management System (LMS) and Website need to be more comprehensive and detailed. You'll need to give context for the week's worth of work, including your objectives (in student-facing language), expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Think '*Lesson Planning 101*.' Start with the end in mind: what do my students need to know and how will I know they learned this? If you do one big post with everything in it, you will help students plan out their week. If the unit spans several days, you will still need daily updates with assignment checkpoints to ensure they are progressing and not waiting until the very end.

Lesson plans will still be due by Monday of each week in Realtime. Please include links to your web resources/videos, your recorded lessons, and your assignments/assessments.

Screencast Your Update

Once you set up your LMS/Website update with the overview of the week, we recommend that you screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. This practice is especially important if students are working for multiple days on one project or one unit. They need to know where they are headed in their learning, not just what is due right now. Post the screencast in your LMS/Website update. You may want to screencast a sample final project or a model of student work so students know what to expect. Importantly, as a school where fostering relationships with students is core to our pedagogy, a screencast with your voice will help make a switch to online learning feel less impersonal and more relational.

Preload & Vary Your Resources

Preload all your resources and point to them in your weekly post. Consider the types of resources you expect students to access. It's good practice to add PDFs of readings and to vary the type of media (ie: screencasts, TED talks, video tutorials, etc.) to make up for you not being in front of them.

Assessments

Assessments with online students require careful planning. Traditional assessments can put remote students in a tricky position where a quick Google search makes cheating both easy and tempting. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is a good time to consider other types of assessments. If a traditional test is out, how else can you evaluate what students understand? How else can you assess the development of a key skill? Project-based learning, with multiple checkpoints along the way, is a great fit for remote learning.

Check-in points

You need to make sure you are checking in with students every day. You will want to make sure you do this before posting your attendance. Attending virtual classes, posting to discussion boards, email, submitting assignments, etc., all constitute check-ins. The point is that you want to know students are working and not falling behind. If they are not checking in, we want to catch them early. Consider creating a “water cooler” discussion board for students to post questions and write about issues they are having. You can call it “Questions, Concerns, Comments” or “Morning Meeting”. An open forum like this will allow not just you, but classmates to respond as well.

Flexibility

This is the time to adjust your curriculum to fit into a virtual school world. What is your comfort level? How will you use the synchronous and asynchronous tools? Make your plans, lay out your course, take a deep breath, and be flexible. If something doesn't work, just like in your classroom teaching, adjust and go back or move on. Remember to reach out to your colleagues and tech team for support. We can do this...together.

Weekly Schedule if School is Closed

We will run a modified weekly schedule if school moves from on-campus to online. We may need to be prepared to run classes for a sustained period of time. It will take all of us to reiterate to students that *school is still in session*, just in a different space. Teachers will need to sync with students or host virtual classes via Zoom. This will be office hours style to allow flexibility for students juggling multiple courses and households with multiple children. Please see the “attendance” section on the following page for more detail.

Although teachers should set a three hour window for office hours, we certainly aren't advocating for a three-hour virtual class. It is the time you are available to support a student. If you do decide to host a virtual class via Zoom, Canvas, or Google Hangouts, you may choose what time within that window your class will meet. If you are syncing with students individually or in small groups, the goal is that you have a sufficient block of time to do so.

Expectations for Classroom Teachers

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving. Expectations for teaching online:

Communication

Teachers are expected to be in their courses on Canvas or Google Hangouts every school day. Post all instructions, assignments, and learning materials to your LMS/Website. Each week, post an update with an overview of the learning objectives and expectations. It pays dividends to be overly-clear; we don't have the benefit of reading the room and clarifying on the fly. Please answer your email within 24 hours.

Professionalism

With online technologies streaming into your home, it is important to maintain professional boundaries. When on camera, be mindful of what your students and parents can see. Dress should be business casual or formal as usual. Check your notifications settings,

such as your personal social media accounts or text messages, for in the event your personal notifications could show up on screen for families to see. Be mindful that any technology used for communication needs to be connected to your Haddonfield School district email and not your personal email.

Professional Guidelines

- Maintain separate sites for professional and personal use.
- Do not share your username or personal accounts with students.
- If you have a personal social media account, use private settings.
- Do not allow posts on your site without your approval.
- Set privacy settings so that you have to approve photos you're tagged in.
- If you know a student has accessed your personal site, make it clear that this is an inappropriate way to communicate with you.

Work Load

Teachers are expected to work a 7 hour work day. Aim for 3-4 hours of class work per week maximum, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, learning tasks, etc.

We must deliver at least 20 hours of home instruction per week, per child. The approximate breakdown of this time per subject/teacher is as follows:

20 hours per week of instruction (10 Direct, 10 Non-Direct)

Teachers/Subjects per week breakdown:

ELA/Social Studies-5 hrs, Math-5 hrs, Science-5 hrs

3 Hours of Integrated Project Work: Team Taught per grade level

1 Hour Physical Education/Health: Appropriate Teachers

1 Hour Arts/Minors/Majors Instruction

Each Subject Breakdown: 5 Hours per week

- Teacher Led Video Lessons: 1 hour (approx. 12 min per day)
- Support Video from Approvable Source: 1 hour (approx. 12 min per day)
- 5 "classwork learning" assignments: 2 hours (approx. 24 min.) (Hands-on, interactive, arts-infused)
- 1-2 "assessments" per week: 1 hour (approx. 12 min. per day or (project based, student created "test", etc.)

OR Project that encompasses approx. 4 hours of work per week that includes a clear rubric.

Daily Schedule for Students approx. 4 hours per day.

Attendance

Daily, please conduct a virtual roll call. Sync with each student in your class to ensure they are following along with their studies and are connected to the community. You can do this by asking students to join a virtual class on Zoom during your designated class period, reply to

an update or discussion board post on your LMS/Website, participate in a chat on a google doc, submit an assignment, or simply respond to an email. Please record your class attendance in Genesis (same place as usual) by 4pm.

Office Hours

Plan on being available to answer student questions for the duration of your 3 daily Office Hours. You may choose to host office hours via email, 1:1 zoom meetings, small group zoom meetings (by opening up a meeting and posting the code on your LMS/Website), the chat function within Google Docs -- or any combination of these methods. Please post an update on your LMS/Website explaining to students where they can reach you and/or how they can schedule time with you during Office Hours.

Best Practices for Online Teaching and Learning

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

	Teacher posts...	Using these tools...
Preview	<p><i>LMS/Website Update:</i> Overview of the lesson Objectives & connections to prior lessons/learning Quick Attendance Check (to ensure students are present and following along)</p>	<p>Post an update in your LMS/Website Screencast (via screencastify)</p>
Prepare	<p><i>LMS/Website Assignment:</i> Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc .</p>	<p>Create/Post content: upload audio, video, screencast, text, links to docs, images...</p> <p>Access existing curated content: HSD Library, Library of Congress, TED, NatGeo, PBS, Smithsonian, Bio.com, Discovery Education, History Channel, Khan Academy, Bozeman Science, CommonLit, NYTimes Learning, Newsela, Choice board templates, choice boards explained</p>
Engage	<p><i>LMS/Website Assignment:</i> Reflective writing, journaling, guided note-taking Discussion boards, assignment submission, post/share/ respond to audio, video, images, media Writing, collaborating, peer editing google docs</p>	<p><i>Asynchronous Tools:</i> Canvas Google Suite (docs, slides, forms/surveys, sheets) Screencastify Quizlet, Kahoot Flipgrid Checking for Understanding</p>

	Virtual labs/simulations; home labs/observations Remote synchronous class Practice problems Research, writing, projects Online assessments (AP) Quiz, formative assessment Summative assessment	<i>Synchronous Tools:</i> Zoom (audio or video) Google Hangouts Livestream.com Tech tools for engagement
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Ten tips for running a synchronous class

A synchronous class can take many forms, and a video conference is certainly not the only way. Below are a few tried-and-tested suggestions to get you started if you do choose to get your class together on Zoom.

1. Determine the length of your class. Holding attention online for over an hour is difficult. Consider this ahead of time.
2. Login ahead of students and greet them when they enter “class.”
3. Set up Chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Use the private chat feature as the instructor to catch up late students, nudge students who are not jumping in, ask everyone to respond to a question like you might in class to get a heat check of student understanding.
4. Call roll to bring the class to order. You can ask them to say here, type here in chat, or take a screenshot of your participants list. You will need attendance records for later, so make sure you do this up front.
5. Once class begins, either change your settings to mute students on entry, or, work with your class to establish some shared Zoom norms, such as: mute your mic when not speaking, say your name before you participate (sometimes it’s hard to tell who is speaking).
6. Remind students that the same tech rules apply to a virtual classroom as to the physical classroom. No taking or posting images/video of classmates and instructors to the web or to Social Media without permission. Students have the ability to screenshot and screencast.
7. Begin your instruction by sharing your screen and toggling over to your Website/LMS class. Show the update that you posted for the class; this should have the outline of the work for the week. Walk students through the update, pointing out where the resources and assignments for that week are located.
8. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
9. Start your presentation, discussion, lesson, etc. Enjoy, for a brief moment, the luxury of teaching in a dress shirt and pajama pants.
10. About five minutes before ending class, go back to your LMS page on your Website and remind students about the upcoming work for the week. This may seem overly-redundant. Just remember: this will be a monumental shift for students and they will need all the clarity and support they can get.

Rubrics and Resources for Discussion Boards

Discussion boards are excellent ways of fostering peer-to-peer learning. These optional [rubrics and resources](#) are simply meant to make your life easier. You are not required to use them.

Setting Clear Expectations

When online is the only option for students to share their ideas and questions with one another, it's important to set clear expectations for posting. Here's an example: "Please post your first response by 10PM on Tuesday night. The post must be at least 250 words in length and reference the readings. Be sure to use MLA format for your citations. You must respond to three of your classmates by Friday 10PM. Follow-up posts must be substantive (at least 100 words) and move the discussion forward. Simply saying, 'I agree', etc. will not earn credit. Code of conduct applies" If a conduct issue arises, contact your building administrator.

Resource: Discussion Board DOs and DON'Ts for Students

Do think before you post. Complete the reading or preparation work before you write.
Do post your response early to give your classmates more time to reply. Check back later to see what comments have been added.
Do explain your opinion and use examples to help others understand your points.
Do post something that furthers the discussion and shows depth of thought. The best part of a discussion board is that you get lots of think time before you post. Use it.
Do reply to several of your classmates' posts, adding examples or asking questions.
Do remember that it is harder to tell when something is a joke online. Use humor sparingly.
Don't agree with everything you read. It makes for a really boring conversation. Politely disagree when you have a difference of opinion.
Don't reply to the same people each time. Try to bring in other voices.
Don't get personal. Focus your criticism on ideas and arguments, not on your classmates.
Don't bring the outside in. No inside jokes, references to people who aren't in the conversation, or comments you wouldn't say face-to-face

Top Ten Discussion Board DOs and DON'Ts for Students. From *Power Up: Making the Shift to 1:1 Teaching and Learning* (Neebe & Roberts, 2015). Reprinted with permission.

Tips for Discussion Board Prompts

Discussion board prompts are just like the prompts you use to start discussions in your class. You just need to adjust them a bit since you will not all be in the same room answering these orally. If you need a bit of assistance with this, here are some things to consider:

1. Think about the learning you want students to gain from the discussion.

2. What do you want to see in the responses? Convergent ideas (how, what, why), Divergent ideas (predict, if...then), Evaluative ideas (opinion, defend, what if)?
3. Since you want to avoid yes and no responses, how might you frame the question in such a way that students have to think before posting and not just answer off the top of their heads?
4. Remember, just like in a face-to-face class, sometimes questions just flop. Don't give up; just adjust. Feel free to post a response that clarifies what you are looking for, gives more instruction, or poses a completely new question.
5. Once you launch a discussion board, monitor it as you would in a face-to-face class. Avoid jumping in too soon or over-responding. You don't have to respond to every post. Remember you set it up to where they have to respond to their classmates. Allow the exchanges to take place.
6. When responding, be sure to model how you want students to respond. Consider including links to support your statements, quotes (cite them), restating a portion of the post you are responding to, and using the name of the student(s) to whom you are responding.

Expectations for Professional Assistants

Professional Assistants are expected to be in district unless prohibited by the State of New Jersey Department of Health.

Expectations for Special Education Teachers

The special education teacher will assist with the digital lessons so that they are modified in an attempt to meet the needs of each student to comply with every student's IEP. Special Education teachers must co-plan and cooperate with all general education teachers to ensure students' needs are accommodated, and should be available also during "office hours" to provide support for students. If students have one-to-one time during a normal school week, every effort should be made to provide similar digital learning support time. Compensatory services (OT, PT, Speech, counseling) will be provided for students once school is back in session for those services that cannot be provided to the best of the school's ability given the circumstances of the regional emergency.

Expectations for Educational Assistants

Educational assistants will remain in the district unless the State of New Jersey Department of Health mandates otherwise.

Expectations for Counselors

Counselors will be available during Office Hours. They will continue providing services to their caseloads, primarily in a one-on-one format, throughout the course of each work day. Counseling staff will be available to help support students who are absent/cannot participate, and may choose to lead small groups online for study sessions, tutorials, or personal support. Counselors will work with the Administration to communicate with families about attendance/participation concerns and support students in getting back on track.

Expectations for Activities and Clubs

Faculty moderators will discern, in dialogue with student leaders, how it makes most sense for an activity, club, or other community group to continue its work in the event of a closed campus. Faculty Advisors should communicate their overall approach to the circumstances as well as clear expectations about: (1) virtual syncs during the Activity/Club/Group period, (2) assignments and deadlines, and (3) other shared experiences they may wish to facilitate in an effort to sustain community (e.g. a video, reading, or virtual discussion). In some cases, it may not make sense for an activity, club, or other group to continue to engage in the context of a closed campus. If a faculty moderator determines this is the case, they should communicate their decision and rationale to group members.

Expectations for Teacher Leaders

Teacher leaders are expected to be accessible to members of their grades/departments. You are the lead-learner for your team. This means sharing information and continually learning new information that might be helpful for your team. This is a great time to help administrators, too, by sharing questions or concerns that arise through your conversations. This is the case all the time, but in the event of a mandatory closure it would be especially helpful for you to hold office hours for your team once a week, and check in with them individually if they do not come to office hours.

What You Can Expect From Administrators

Administrators will remain in district unless the State of New Jersey Department of Health mandates otherwise. The Principal will send a weekly communication to students email with updates, announcements, and a reminder that school is still in session. Schoolwide administration will communicate with the community at least weekly. Faculty and Staff can expect faculty meetings during the week. Look for Outlook Calendar invitations for a link to the Zoom or Google Hangout meeting. Additionally, administrators will “walk the virtual halls” by checking Canvas and Google Classroom and joining classes via Zoom when possible. Administration and administrative staff will monitor student absences so teachers can plan and teach. This means that while teachers will take attendance daily, administration will follow up as to why the student has not attended.

What You Can Expect From Tech

In the event of a school closure, the tech department may still be working from campus. In the event of a campus-wide closure they will be working remotely. The tech department will be monitoring the help ticket desk during normal school hours. If you have tech issues, please submit a ticket to help@camdencsn.org. Please include a phone number so that we can contact you quickly. All effort will be made to quickly contact you to resolve the issue. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Zoom session. STEAM team teachers are responsible for submitting tech help tickets for their students.

Contingency Plans if You're Sick

If you are unable to facilitate your class, please communicate with your grade level or department leader and the sub coordinators. Please be sure to log your sick time in AESOP. If you require additional support, please contact your building administration. Remember, we are all in this together. We are all going to have to step in to help our colleagues through this.

Quick Links To Tutorials For Tech Tools

If you don't find an answer to the exact question you have, a great first step is to search for the software/program name + function + tutorial (such as "Zoom record meeting tutorial"). And of course, you can email the tech team with questions.

Helpful tools and resources

- [Canvas for beginners](#)
- [An array of tools to help you move online](#)
- [Khan Academy remote learning help](#)
- [Screencasting](#)
- [Variety of virtual learning resources](#)
- [Companies temporarily offering free subscriptions](#)

Zoom

- [Downloading the Zoom Client](#)
- [Joining and participating in a meeting on Zoom](#)
- [Scheduling a meeting and inviting others to join](#)
- [Meeting Controls: sharing my screen, managing chat, muting participants](#)
- [Getting started on Windows and Mac](#)
- [Starting the desktop client](#)
- [Testing computer and device audio](#)
- [Recording a Zoom meeting](#)
- [Breakout rooms](#)

Google Suite

- [Creating and sharing a doc](#)
- [Inserting hyperlinks within a doc](#)
- [Creating a Google Form \(survey\) and viewing responses](#)
- [Creating and sharing a Google Slides deck](#)
- [Hosting a Google Hangout Meet](#)

[K-5 Resources](#)

[6-8 Resources](#)

[9-12 Resources](#)

Friday March 13th, 2020 PD Plans

Time	Focus	Leader
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2:00	Digital Learning Expectations, Teacher Role	Cori Solomon
2:15	Curriculum Planning	Cori Solomon
2:30	Zoom	Cori Solomon
2:45	Supporting our students	Cori Solomon
3:00	Managing discussions online/what if there is no internet at home?	Cori Solomon
	Google Classroom Unit Design, Hangouts	Cori Solomon

Time	Focus	Leader
3:30	Video conferencing (Zoom , Google Hangouts , Google Meet) Screencasting	Susan Miranda, Tech Director

FAQ

1. Should I postpone student **presentations** or have them record them?

You could have students pre-record them or use Google Hangouts, Zoom, Canvas, or postpone them. This will be your judgement call based upon the circumstances.

2. How are we handling situations where students say they **couldn't complete the work**?

You will need to use the same strategies you use in the classroom, which may include, but not be limited to an email to the student, a phone call home, or if there is no interaction then they must be marked absent.

3. What is the district's **expectation for activities, sports and the fine arts** if the school were to close? Would we be expected to present a concert in April/May?

These decisions will be made as circumstances dictate.

4. Will an administrator offer me **feedback on my plans** on Monday?

You are strongly encouraged to review your plans as available during the day and/or at the end of the day with your administrator on Monday during office hours from 3-4.

5. How to **assess** exclusively online? How to teach **struggling students** exclusively online?

You may be pleasantly surprised that some students who struggle in class may take to online more readily. That said, you will use the same approach you use in the classroom - your attention - you'll just be using email, teleconference, and your LMS for this. Your assessments may need to change. It is quite easy to "cheat" on a traditional test online. Your assessments should always be standards based and you may find projects to be more helpful in an online setting. Projects require more planning, so it's strongly advised you lean on your grade or department members.

6. How will **Annual Reviews** be addressed?

7. Is it ok to post already created video content (e.g, Khan Academy) instead of **creating our own videos**?

Yes. This is a huge time saver that will give you more time for discussions and other types of activities that allow you to assess student learning.

8. What are the **expectations** for what students are required to complete during a closing? Your goal is to maintain instructional continuity. Keep expectations as consistent and stable as possible. Here is what it says above about time, *“Aim for 5 hours of class work per week maximum for each subject, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, “homework”/learning tasks, etc.*

9. How do we plan for students who receive **small group** supplementary instruction?

10. **Can we use FaceTime** or just Canvas or Google classroom?

You can use any tech tool you find trustworthy and helpful but our district is Google Classroom. In order to maintain district continuity you'll need to make your LMS your “learning hub”.

References

This guide is loosely adapted from the "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA (tinyurl.com/instructionalcontinuity). The lead writers are Diana Neebe (@dneebe, dneebe@shschools.org) and Joy Lopez (@technomaven, jlopez@shschools.org).