



BelovED

Community Charter School

BELOVED'S REMOTE LEARNING PLAN **SY23-24**

BelovED Community Charter School's ("BelovED) remote learning plan will: (i) ensure its students have access to technology and our online instructional program; (ii) provide substantive instruction and school work and attempts to keep our students on pace with our regular curriculum so they are prepared for the next grade level¹; (iii) ensure instruction and work is appropriately modified for our students with special needs; and (iv) ensure our students and families are provided with breakfast and lunch per the mandates of the state's food programs.

I. Access to Technology

BelovED is and has been fully committed to ensuring that every student has access to technology and broadband services. Here are the steps we will take to achieve this goal:

- Being that we are currently 1:1 with our technology, our technology team -- headed by our Director of Operations -- will ensure that our equipment is ready to be distributed to all families so scholars have access to our remote learning platforms, such as Schoology. Upon receipt of that information, we will set up a schedule for families to pick up a chromebook and any other necessary materials. If scholars are in the building, we will send home chromebooks with them.
- We want scholars to use school computers so we ensure all programs are accessible and we can monitor students through GoGuardian.
- We will provide hotspots for any family that is in need so they can log in from home.
- Our Academy Deans and Office Managers will reach out to any families that still need to pick up their chromebooks so scholars can log into Schoology to complete work and join the Zoom classes.

¹ Our online curriculum remains aligned to the standards that will ensure proficiency for our scholars..

- We will have our tech team readily available – from 8 am to 5 pm – to address any concerns that families are having in regards to technology – and our tech team will do their best to respond to issues well past 5 pm.
- Our Academy Deans and teachers will track the progress of each student to ensure that any work that is not getting completed is not due to their lack of access to technology. We are aware that this is a moving target and situations change rapidly. As such, we remain in constant contact with families.
- In terms of the remote learning platforms, we have significantly increased our list to support our students. They include: Schoology, BrainPop, Flocabulary, ReadWorks, Edutyping.com, IXL, KhanAcademy, Vocabulary.com, CommonLit, EduPuzzle, Star360, Zearn, Freckle, UFLI, Aleks, NewsELA. We will continue to monitor our programs and provide access to the programs that will keep our scholars on the path to grade level proficiency.

II. Access to our Curriculum

We will use Schoology for our online access for work to be posted. The assignments will follow the pacing of our curriculum. In striving to maintain a sense of normalcy, all work must be posted prior to the start of our regular school day and is broken down generally as follows:

- Direct instruction toward mastering a standard
- Classwork
- Exemplars on how to complete the classwork and/or various opportunities for parents and students to connect with teachers or Academy Leaders with questions concerning any assignment.
- Homework

Our goal is to maintain the same level of instruction while ensuring that students could refer to exemplars on how to complete an assignment. Our staff will make modifications and accommodations to lessons that will provide the best learning experience. Staff members will have “office hours” and other set times for students to ask specific questions regarding any lesson or assignment or for extra tutoring.

In addition to providing opportunities for students to reach out and ask questions, our teachers and leaders will use an Assignment Tracker to proactively contact students who fall below a certain percentage for completing assignments. Because we are unable to meet with students face-to-face, we want to be as proactive as possible to ensure our students remain on track.

To ensure we are keeping pace with our curriculum and that students are mastering the academic standards for their grade level, we are providing online assessments for our students, tracking the data, and undertaking re-teaching as necessary. The student learning data will be reviewed in one-on-one check-ins, department meetings, and in meetings with the various grade spans (K-2, 3-5, 6-8, and 9-12 grade).

Finally, as noted above, we will reach out for feedback to parents and scholars through

surveys to provide helpful feedback regarding the platforms we are using and our structure for remote learning.

A. Grade Bands Differentiation

We will differentiate our Remote Learning by grade bands and by subject within those grade bands. We constantly will revise our curriculum to ensure we're teaching certain skills that the students will need to move to their next grade. As you can see above, we have also significantly increased the number of platforms we use to support our teaching of certain skills. More specifically, here is what we've done across the grade bands.

For Kindergarten through 2nd grade, instruction is provided by teacher-created daily Pre Recorded videos for all subjects (ELA, Math, Science, Social Studies). All lesson plans will be emailed the night before by 8pm to parents. They will include assignments, videos, examples of work to be done in notebooks. All assignments are submitted via Schoology, other platforms, and photos of work. Finally, there will be a weekly group Social and Emotional Learning activity Check-in with students via Video Call.

There is daily communication via email, phone, Zoom/Google Video Call. We check attendance through submission of daily assignments. If a student fails to submit, parents are first emailed and then followed up with a phone call. There is a plan put in place to support students/parents with extenuating circumstances, which is supported by teachers and Deans.

For grades 3rd through 5th, scholars will use Schoology for their academic posts. Schedules will be created for scholars to attend Zoom classes while providing time away from the screen. Teachers will work with specialists, SPED, and ESL to ensure services continue to be provided to scholars who require them. Teachers are holding daily Zoom calls with small groups and one-one when necessary.

Daily schedules are sent to scholars through Schoology and the parents through email. Attendance is being tracked through submission of work and attendance in Zoom calls. If a student has not submitted an assignment, the teacher sends an email alerting the parent and inquiring about the reason in order to be sensitive to the changing home situations. If the parent does not answer, the teacher follows up with a phone. Eventually, it is escalated to a school leader if there is no response.

For grades 6th through 8th, instruction is provided through daily videos, Schoology postings, Zoom classes, and virtual office hours. Attendance is carefully tracked through daily work submission, Zoom attendance and communication with parents. For any scholar who is deemed "absent" based on non-completion of work or fails to respond to inquiries, the teacher notifies the scholar through BelovED email and the parent via phone/email. We have advisors who will then follow up with a phone call to the parent.

For grades 9th-12th, we are providing instruction in a similar fashion. Teachers in every subject post assignments on Schoology daily. Instruction includes assigned readings and videos with questions / worksheets submitted via Schoology and Docs; teacher-created and professional instructional videos; slideshows with embedded activities; and interactive activities through platforms including Khan Academy, IXL, CommonLit, and others.

To further support our students, teachers provide office hours to assist students with work

via Zoom (daily for math, science, history; 4x week for ELA; 2x week for Health/PE and Art). Teachers communicate individually on an ongoing basis with students via email and Schoology comments. As needed, they also set up individual Zoom to assist struggling students.

For attendance, Teachers enter daily attendance into a spreadsheet, based on students who have submitted work for their class that day. In addition, all students have been assigned to a small-group advisory group which meets twice a week and in which staff check in with student participation and well-being.

Regarding these advisories, advisors reach out to advisees and their guardians whenever: (i) a student has missed an advisory meeting without notification; (ii) the student's weekly attendance (i.e. work submission) across all classes has dipped below 75%; (iii) the student's weekly grades indicate that they are failing one or more classes for the trimester; (iv) teachers follow up with students on an individual basis when they are missing excessive work; or (v) Additionally, students who are failing multiple classes receive parent outreach from administrative staff.

For all grades, we are closely tracking attendance and grades for each quarter to determine summer school and possible retention.

III. Access for all Learners

Services will continue to be provided to meet the needs of all scholars. The SPED, ELL, Related Services, Specialists, and Counseling Departments will work to assist our scholars. The SPED, Specialists, and ELL staff will provide instruction by modifying lessons and providing small group meetings with certain scholars through Zoom.

The teachers within these departments will work closely with their select group of scholars, enabling the homeroom and content teachers to work more closely with a smaller group of scholars. In addition, our ELL staff and other multilingual staff members will reach out through phone and email to translate for parents who have difficulty with English so they understand the schoolwork and can appropriately support our instruction of their children.

Meanwhile, our Counselors and Social Workers will provide their usual services through email, phone calls, and Zoom sessions, while also providing materials and resources to parents, scholars, and staff to assist with dealing with the remote learning. Speech and Occupational Therapists (OT) will provide services through telehealth through Zoom to scholars by guiding scholars in the performance of tasks.

All of our staff members work very closely with the homeroom and content teachers to ensure that the scholars will be given all the tools needed to continue to grow in their education. Here is a further breakdown of what we will do to support all learners.

A. ELL Students

a. Describe the provision of ESL education to meet the needs of ELLs.

Regarding ELL students, all will receive a hybrid of zoom classes and virtual assignments. Here is what we are doing by grade level.

Grades K-2

- Kindergarten ELLs' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons twice a week. Students receive asynchronous lessons three times a week via video lessons which follow the same format and include the same content as the zoom lessons.
- Grade 1 ELLs receive three zoom lessons a week and are required to complete two days of online assignments. Online assignments are emailed to parents, and students are given access to Scholastic and Epic Books online reading libraries.
- Grade 2 ELLs receive daily exercises via Schoology. Assignments mirror regular classroom lessons, and serve to give students extra practice. Designed in a simple, modified manner with a stress on reading and writing. Students are responsible for submitting assignments on given due dates. Students correspond via Schoology and parents via email, with any questions or concerns. Zoom is used to deliver synchronous learning twice a week.

Grades 3-5

- Grade 3, 4 and 5 ELLs' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once a week. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and support regular online lessons. Asynchronous lessons are uploaded to students' Schoology account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons
- ELLs with IEPs may receive daily Zoom lessons for ESL.
- An entry level ELL receives individualized lessons and works daily with an ESL instructional aide in content area instruction as well as English reading, writing, listening, and speaking.

Grades 6-12

- Grades 6-8 ELLs receive resources posted in Schoology to help them accomplish their coursework. Zoom lessons are offered by the ESL teacher, and students may join at their convenience. Beginner ELLs in middle and high school receive 1.5 hour zoom classes with practice in the four language skills.

b. Describe how the district communicates with ELL families, including translation of materials and directions.

Information will be sent out in multiple languages. Translator services will be used to communicate with parents through the phone. Translators are continually used for Arabic, Spanish, and Urdu speaking parents for teacher-parent communication, technology support, help with online learning, and other school related communication. If an ELL is consistently not attending zoom lessons or is not handing in school and ESL assignments, the parents are contacted.

c. Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

BelovED CCS provides Chromebooks to students in grades K- 9 who need a computer for online learning. Translators assist parents with accessing online materials, programs, lessons, and virtual learning platforms. IT staff has been continually available at the school to assist parents signing onto and using the chromebooks. Here is a breakdown by grade and grade bands.

- **Kindergarten:** ELLs’ virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons twice a week. The synchronous lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons. Students receive asynchronous lessons three times a week. Asynchronous instruction includes video lessons which follow the same format and include the same content as the synchronous virtual lessons. The lesson plans include the directions and a copy of decodable books to reinforce reading. In addition, Kindergarten ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their grade level of academic instruction and reinforces their phonemic awareness (i.e., relationship between sounds and letters), vocabulary, sight words, spelling patterns, and literacy fluency.
- **Grade 1:** The first grade ELLs face the biggest challenges with reading fluency and comprehension and academic vocabulary and background. The zoom and online ESL lessons supplement the regular curriculum with targeted fluency lessons, phonics, instruction, and reading strategies instruction. Informational texts are used to build academic vocabulary and background in social studies and science. Specific online programs used include zoom, Epic Books for Kids, and Scholastic Learn at Home. Additionally, the ESL teachers have access to many online resources through Beloved’s TPT School Access account.

- Grade 2: ELL Students' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once every two weeks. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons.

As for the asynchronous learning environment, lessons are uploaded to students' Schoology account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons. These lessons utilize scaffolding strategies for ELLs and are designed to stress three of the language domains: reading, writing, and listening (videos and recordings are also included in these lessons). Students are responsible for submitting assignments on given due dates. Students correspond via Schoology and parents via email, with any questions or concerns.

In addition, Grade 2 ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their level of academic instruction and reinforces phonemic awareness (i.e., relationship between sounds and letters), vocabulary, spelling patterns, and literacy fluency.

- Grade 3: ELL Students' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once every two weeks. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons.

As for the asynchronous learning environment, lessons are uploaded to students' Schoology account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons. These lessons utilize scaffolding strategies for ELLs and are designed to stress three of the language domains: reading, writing, and listening (videos and recordings are also included in these lessons). Students are responsible for submitting assignments on given due dates. Students correspond via Schoology and parents via email, with any questions or concerns.

In addition, Grade 3 ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their level of academic instruction and reinforces phonemic awareness (i.e., relationship between sounds and letters), vocabulary, spelling patterns, and literacy fluency.

- Grades 4 and 5: ELLs receive daily zoom lessons in ESL to supplement and support the fourth grade curriculum. Repeated readings, paired readings, and phonics instruction are used to address the specific reading challenges.. Specific online programs used include Schoology, zoom, Epic Books for Kids, and Scholastic Learn at Home. Additionally, the

ESL teachers have access to many online resources through Beloved's TPT School Access account. Daily dialogs on academic and personal subjects help assure that the ELLs continue to practice English listening and speaking skills every day.

- Grades 6-8: ELL Students' receive resources posted in Schoology to help them accomplish their coursework. Zoom lessons are offered by the ESL teacher, and students may join at their convenience.

Resources include: modified and condensed reading texts with annotations, easy to understand chapter summaries, organizers, outlines for summarizing, essay writing, and research writing, brainstorming lists of online sites for research.

- Students are encouraged to share written work for edits and corrections before submitting final drafts to teachers.
- Students are offered and encouraged to join zoom classes at their convenience.
- Students are aware that support is always available via email.

Beginner ELLs will receive daily 1.5hr zoom classes with practice in the four language skills. Resources include: visuals, modified, level appropriate content reading, Pearson, Khan Academy, ReadWorks, grammar, and various listening sites. Assignments are posted in Schoology to help develop independence and confidence in their English and academic growth. Stress on reading and discussion to develop oral, critical thinking, and comprehension skills

- Grade 9-12 ELLs receive ongoing support to understand and complete assignments. Resources include organizers, outlines for summarizing, essay writing, and research writing, brainstorming lists of online sites for research and for using most effective search words. Students are encouraged to share written work for edits and corrections before submitting final drafts to teachers. Student support is available 24/7 via email.

B. Students with Disabilities

a. **Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.**

All Special Education student IEP's have been implemented through remote learning and individual student/parent contact using Google Meet, Schoology, and Zoom Meetings. Constant communications with parents and scholars occur daily or weekly. Learning platforms utilized for curriculum delivery are Schoology, Zearn, UFLI, Aleks, EPIC books, and other necessary materials.

- Special Education staff in Resource Classes (K-2) are providing modified instruction through daily emails to parents with subject area checklists of daily items to complete; parents upload pictures of student work and reply back to parents or meet in zoom meetings to show work to the teacher.
- In the upper grade Resource Rooms, teachers are using the Schoology platform to deliver daily instructional activities complete with daily email checklists. Students upload all work into classroom modules.
- Special Education staff in Inclusion Classrooms, Grade 3-12, are using a small group Zoom session to simplify and modify the grade level curriculum and daily instruction. Students upload all work into Schoology. Teachers email parents with updates on progress and attendance regularly.

In terms of related services (Speech and Occupational Therapy), there will be a significant effort to maintain support for our students. Through Teleservices, the Speech Therapist and Occupational Therapist will set up Zoom schedules for all Speech and OT scholars and meet regularly with case load.

Counseling Departments (Guidance Counselors and Social Workers) set up phone conferences and Google Meets and communicate regularly via email with all students receiving counseling

on their caseload as soon as remote learning begins. They will continue to service their students. In addition, a Counselor's Corner Schoology will be available 1) provide weekly activities for Self Care initiatives , and 2) a way for all scholars in the school to reach out for counseling assistance when needed. The counseling team will also counsel families through stress and loss over this time.

b. Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.

Each Special Education Teacher, Related Service Provider, Counselor will document all services delivered, identify modifications and accommodations of curriculum, and track student participation, and possible regression and need for supplemental instructional needs. Related Service Providers/Counselors log all services in a google spreadsheet and into SEMI website.

c. Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

Our Special Education Coordinator will communicate with all parents via phone or zoom conferences throughout remote learning. When challenges arise or a student is not engaging, additional communications are made.

d. Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

IEP Meetings will conduct meetings as necessary through Zoom. An email with IEP is sent after the meeting to confirm attendance and consent. All forms (consent, meeting participation, etc) will be distributed through Adobe. The completed documents will be printed and will be part of the students CST File.

IV. Extended Learning

As we do every year, BelovED will hold a summer school for all students who did not meet certain criteria during the school year. The main purpose of the summer school program is to ensure that students master certain standards before they are promoted to the next grade. The Summer School program will be done remotely. The program will include students with IEPs and 504s to further support their learning. We will adhere to all modification requirements. Regarding these summer programs, we will be applying Title I funds where it is appropriate to do so.

Additionally, we will invite other students -- who may have met the minimum requirements -- but could benefit from additional skill building activities in light of certain gaps that might have been a result of distance learning. We will consult the student's parents or guardians to discuss their participation in this extended learning program.

We will continue to use benchmark assessments to accurately monitor student's strengths and weaknesses. We will be using the Star 360 platform. The results will help us significantly in modifying our curriculum and reteaching certain skills and standards that were not mastered by our students.

V. Access to our Food Program

We will continue to provide food to our families.

BelovED will use our scholar bus routes to deliver food to our students at these bus stops. To be more efficient, we deliver meals on Mondays (2 meals), Wednesdays (2 meals) and Fridays (1 meal). In addition, families may pick up meals at the School on Mondays, Wednesdays and Fridays. We will continue to assess our delivery system and make any changes necessary to further support our families.

A. Food Delivery

Two days worth of breakfast/lunch are bagged by our Food Service Company and placed in pre-disinfected crates. We will deliver food every other day and have condensed routes. Staff transport that food to each bus and place for delivery. At each stop staff will deliver food.

B. Building Maintenance

Each day custodians are checking key building systems for operation and to make sure everything is safe. Limited and scheduled access are being given to teachers in order for them to pack-up their rooms and retrieve items needed for continued online instruction. Annual building maintenance projects will continue in accordance with all state and local guidelines.

VI. List of Essential Employees

Here is a list of essential employees:

- Administration: Executive Director: Ken Schultz
- Administration: Principal: Michele Link
- Administration: Director of Operations: Duanne Moeller
- Administration: School Business Administrator: Marilyn Hooper
- Maintenance Head: Hector Perez
- Security Head: Sharon Turner
- Technology IT Coordinator: Angel Soto
- Food Service Provider:-Maschio's Food Staff