



**HYDE LEADERSHIP PUBLIC CHARTER SCHOOL OF
BROOKLYN, NEW YORK**

2019 - 2020

Distance Learning Plan

Introduction to HLCSB's Distance Learning Plan

This document is designed to describe the actions and approach HLCSB will take in the event of an extended campus closure. It does not detail specific emergency protocols; those measures are maintained in HLCSB's School's Safety Plan. Rather, understanding that each emergency is different, we endeavor in this Distance Learning Plan (DLP) to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances.

HLCSB will convene a Building Response Team (BRT) if any major crisis occurs, including those that might result in school closure. The BRT will include HLCSB's Executive Director, Head of School, CFO/COO, Directors, Nurse, and a designee from the Counselling team. Others may be asked to join the BRT upon request, including the Director of Family Education, Director of Technology and others. The Executive Director will be responsible for regularly communicating with the Chair of HLCSB's Board of Directors. The decision to close HLCSB's campuses and implements this DLP will be made by the Executive Director, in consultation with CRT members and the school's Board of Directors.

Circumstances will vary when HLCSB might close its campus and implement this DLP. In emergencies such as viral pandemics, school leaders and HLCSB's Board of Directors may anticipate campus closure and designate a future date when distance learning will begin.

If HLCSB's campuses are closed and this DLP is implemented, the Executive Director will send email communications to both parents and faculty/staff making this announcement and delineating a timeline for implementation. An exact date will be designated when distance learning will begin for HLCSB students.

The Executive Director will periodically send email updates to parents and faculty/staff apprising them of any pertinent information about when HLCSB might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made in close consultation with school's Board of Trustees.

HLCSB hopes that implementation of this DLP will never be necessary. However, in the event of a crisis or emergency, it is important that this DLP describes the event of HLCSB's approach to distance learning; the channels we will use for communication; the Learning Management Systems (LMS) we will employ by division the roles, responsibilities, and expectations HLCSB has for faculty, parents, and students; guidelines for how parents/guardians can support their children's learning; and a host of other priorities and considerations tailored to make the best of challenging circumstances.

Distance Learning at HLCSB

HLCSB's approach to distance learning begins with the assertion that the learning experience teachers design when in regular session cannot be simply replicated through distance learning. In particular, the invaluable social interactions and mediation that occurs naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this DLP provides guidelines and insights about how HLCSB's faculty can leverage digital and experiential learning in ways that bring curriculum to life.

HLCSB deliberately uses the term **distance learning** rather than technology-specific labels such as "virtual learning," "e-learning," or "on-line classes." This choice reflects our conviction that quality learning can occur at the distance without solely relying on computers. Rather than being tied to an electronic device for their learning, HLCSB goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.

Technology Systems to Support Distance Learning at HLCSB

Regarding the school’s core technological and communications systems, HLCSB offers the following FAQs to describe how we will communicate and manage learning in the event this DLP is implemented.

Q1 How will HLCSB communicate with parents, students, and faculty/staff in the event of an extended campus closure?

A HLCSB will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All these systems are remotely accessible and will function in an emergency. They contain auditing tools that will allow HLCSB to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
Email	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the Executive Director, Head of School, and Directors. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	K-8	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Hangouts or Google Meet.
ClassDojo	K-8	ES and MS Head of School, Directors, teachers and parents will continue to use ClassDojo to communicate school-wide information, class-specific information as well as post individual student and family requests. Primarily ClassDojo will be used as a communication tool for texting, flyers and updates.
Public Website	General Public	HLCSB will maintain general information on its closure status for the public https://www.hydebrooklyn.org
Pearson Realize	K- students	Pearson Realize is a web-based system that allows teachers to post and assign lessons from the enVisions Math curriculum. Students can practice, post and submit post and submit assignments.
iReady	K-5	K-5 Students are familiar with this ELA and Math adaptable system which provides students with standards-based practice on areas which the students have had difficulty based on computer-based assessments.
Read 180 & Math 180	6-8	Middle school students have access to Read & Math 180. The program provides intervention practice for all reading and math skills.

Q2 Are the learning management systems (LMS) employed in this plan the same as those used during normal school operations?

A Yes, HLCSB's systems are already built on cloud-based systems, including Google GSuite ClassDojo. That means these systems will continue to work during an emergency, even if buildings are inaccessible. Finally, system can be managed remotely (from anywhere, online) by more than one person, if a system administrator is out of contact or unavailable.

Q3 How will HLCSB ensure that students have access to these systems from off-campus?

A Elementary School and Middle School students keep Chromebooks at school on a regular basis for in class lessons. If campus closure seems likely, teachers would attempt to ensure all students. If campus closure seems likely, teachers would attempt to ensure all students bring devices and chargers home, where needed. Also, most of our technology tools are not device-specific, which means students will be able to access learning through parental devices, phones, etc. if they cannot access their school Chromebook.

10 Guidelines for HLCSB's Parents

The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1—Establish routines and expectations

From the first day HLCSB implements its DLP, parents need to establish routines and expectations. HLCSB encourages parents to set regular hours for their children's schoolwork. We suggest students begin their studies at 8:00am. Keep normal bedtime routines for younger children and expect the same from your students, too. (Don't let them stay up late and sleep in!) Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2—Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period, as will be the case if this DLP is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents are present and monitoring their children's learning.

3—Monitor communications from your children's teachers

Teachers will communicate with parents through email and Class Dojo when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. HLCSB wants parents to contact their children's teachers. However, we ask parents to remember that teachers will be communicating with dozens of other families, if not 100+, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Learning Management Systems (e.g. Google GSuite) teachers are using.

4—Begin and end each day with a check-in

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal), but they should, nevertheless. Parents should establish these check-ins as regularly parts of each day. Not all students thrive in a distance learning environment, some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5—Take an active role in helping your children process and own their learning

During a regular school day at HLCSB, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others.

Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that you child own their work; don't complete assignments for them, even when they are struggling.

6—Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7—Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. HLCSB's physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

8—Remain mindful of your child's stress or worry

One thing is for certain: HLCSB will only implement this DLP if a serious emergency has occurred. Should this happen, it is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.

9—Monitor how much time your child is spending online

HLCSB does not want its students staring at computer screens for 7-8 hours a day. We ask that parents remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Directors or teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

10—Keep your children social, but set rules around their social media interactions

There's always excitement when HLCSB closes school for hurricanes and snow days. If HLCSB implements this DLP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. HLCSB asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A

student's written words and tone can sometimes offend or cause harm to others. Please monitor student interactions and inform directors of any cyber bullying or inappropriate online content.

Roles & Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of this DLP. The roles and responsibilities of school personnel, students, and parents are delineated below.

School Personnel Roles & Responsibilities	
<i>Leadership Team</i>	<ul style="list-style-type: none"> • Create and distribute HLCSB’s Distance Learning Plan, or DLP • Establish clear channels of communications between faculty, staff, families, and students in the event of this DLP being activated • Support faculty and students/families shifting to a distance learning environment • Help teachers implement DLP and ensure high-quality experience for all students • Support all teachers and teams in the implementation of HLCSB’s DLP • Provide models and examples of outstanding distance learning units and lessons • Recommend new methods techniques for providing feedback to students • Support teachers and teams as they design new methods to assess student learning • Support teachers and teams in developing strategies to differentiate instruction • Monitor teacher instruction at intervals • Research and share community services/supports for families • Provide mentoring for students’ needs
<i>Operations Team</i>	<ul style="list-style-type: none"> • Communicate approved messages to families • Provide support for operational systems • Check email, telephone and other messages from families sharing with appropriate personnel • Contact internal and external programs and organizations for support when needed (e.g. food services, nurse, IT, vendors) • Update all stakeholders on new information as needed
<i>Subject, Self-Contained & Associate Teachers</i>	<ul style="list-style-type: none"> • Collaborate with other members of your team or department to design distance learning experiences for your students • Communicate frequently with your students and, as needed, with their parents • Provide timely feedback to support your students’ learning • Reflect on the 10 Guidelines for HLCSB’s Teachers shared earlier in the DLP and how you can implement them • Conduct online instruction via online platforms (Google Hangouts) • Collect progress and assess proficiency data based on completed instruction • Design daily lessons for students to be shared via Google Classroom

<p><i>Intervention Teachers</i></p>	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload • Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers • Help subject or classroom teacher differentiate lessons and activities for the students on your caseload • Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning • Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps • Monitor the progress of students on your caseload and provide timely feedback • Assess student progress • Conduct online instruction via Google Hangouts • Design daily lessons for student groups to be shared via Google Classroom
<p><i>Enrichment Teachers</i></p>	<ul style="list-style-type: none"> • Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning • Physical Education – Develop a bank of exercises, physical activities, and competitions for students and share these with families • Art – Remain mindful of the resources and tools families may not have in their home, develop a bank of projects and activities for students and share these with families • Music – Remain mindful of the instruments or resources families may not have in their home, develop a bank of activities for students and share these with families • Communicate regularly with your students and provide timely feedback to them • Collaborate with classroom teachers on how to integrate music, art, and physical education into classroom projects and experiences. • Conducting online instruction via Google Hangouts • Collect progress data based on completed instruction and assess for proficiency • Design daily lessons for students to be shared via Google Classroom
<p><i>Guidance Counselors and Social Workers</i></p>	<ul style="list-style-type: none"> • Serve as liaison for communication with students/families in crisis • Maintain bank of social-emotional lessons • Tailor recommendations to the specific crises: Does the time of year affect the planning; Do the events of the crisis require any special handling? and What are talking points for teachers or advisors? • Host Office Hours at set times for students to access counseling sessions virtually • Students, parents, and guardians encouraged to schedule these meetings as needed • Provide guidance and support for students to aid in monitoring and supporting student well-being • Administer wellness surveys to gather data on student well being
<p><i>Tech Support Team_& Technology Teacher</i></p>	<ul style="list-style-type: none"> • Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in a distance learning environment • Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed

	<ul style="list-style-type: none"> • Be available in person or remotely to provide on-demand tech support help • Audit usage to identify students or parents who may be unavailable or out of reach • Provide support to teachers to use online platforms • Provide support to families to access online learning opportunities • Maintain online learning sites
<i>FED/Character Programming</i>	<ul style="list-style-type: none"> • Contact ES families on a bi-weekly basis • Contact with MS families on a weekly basis (due to size and developmental level) • Check in with families to support academic workload, access to technology and any other familial needs via telephone and/or email • Communicate concerns with Head of School & Directors • Research and provide services to families as needed • Create a communication plan to support marginal families (ELL, Shelter, medically sensitive, etc.) • Collaborate with teachers to ensure student participation, contacting families who have not connected to distance learning tools • Conduct a family survey on distance learning needs
<i>Dean of Student Life</i>	<ul style="list-style-type: none"> • Conduct weekly check ins with 'highflyers" (high incidents or level 3 and 4 students) to support at home behaviors if necessary and provide strategies to family members. • Send out positive recognition emails/calls for students with exceptional progress and regular participation in online learning opportunities • Communicate concerns with Head of School & Directors • Monitor online chats for appropriate use (be vigilant for cyber bullying) and follow up with students and families as appropriate • Provide guidance and support for students to aid in monitoring and supporting student well-being • Administer wellness surveys to gather data on student well being • Use virtual platforms (Google Hangout) to conduct advisory check-ins with students in their cohorts • Support social workers/guidance in monitoring student well-being

Student Roles & Responsibilities

- Establish daily routines for engaging in the learning experiences (e.g. 8:00am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your HLCSB peers in their learning
- Comply with HLCSB's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at HLCSB as different needs arise (see below)

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	Director of Operations; or Create a service ticket with MSP
a personal, academic or social-emotional concern	assigned counselor or social worker, dean and/or FED
other issues related to distance learning	the Head of School or Director from your division

Parent/Guardian Roles & Responsibilities

Provide support for your children by adhering to the *10 Guidelines for HLCSB's Parents* as well as you can:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

For queries about ...	Contact
a course, assignment, or resource	the relevant teacher
a technology-related problem or issue	the tech assistant in your child's division or through HLCSB's email-based support ticketing system
a personal, academic or social-emotional concern	your child's assigned counselor or social worker
other issues related to distance learning	the Head of School or Director from your child's division

Elementary School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the ES Director with division-specific information.
- The primary tools for communication between teachers and families will include newsletters via email & posted on the school's website; ClassDojo: School & Class Story and/or telephone calls.
- Students will have both off- and on-screen learning activities designed to engage ES learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning and the expected level of adult involvement. It is expected that students in grades K-2 will need higher levels of support than students in grades 3-5.

Elementary School: Approximate Time Frames for Daily Learning

Kindergarten to Second Grade	
20 minutes	Reading/Writing (Social Studies connections as appropriate)
20 minutes	Mathematics
20 minutes	Science related experiences and/or integrated projects
Third to Fifth Grade	
40 minutes	Reading (Social Studies connections as appropriate)
40 minutes	Writing (Social Studies connections as appropriate)
40 minutes	Mathematics
30 minutes	Science related experiences and/or integrated projects
30 minutes	Enrichment (Art, Music Physical Education Activities) Art, Music and Physical Education and Library teachers will provide a range of activities that continue to support the current program
All ES Students	
Flex Learning: <i>Families are asked to provide time for these independent activities</i>	<ul style="list-style-type: none"> • Reading aloud and independent reading: reading times are: K=10 mins; 1st= 15 mins; 2nd= 20 mins; 3rd = 25 mins. 4th = 30 mins; 5th = 35 mins • Independent learning time: IXL.com, ABCya.com, khanacademy.org, scholastic.com • Board games & challenges with math/strategy/critical thinking (puzzles, Connect 4, checkers, chess, etc.) • Daily physical movement (sports, dance, yoga, etc.)

<p>Weekly Online Face-to-Face Lessons: <i>Teachers will provide instruction to students via Google Hangouts</i></p>	<ul style="list-style-type: none">Grade level self-contained teachers will conduct face-to-face online lessons on Mondays, Wednesdays and Fridays. Core subjects (ELA & Math) will be taught with opportunities for questions at the end of each lesson. The schedule is as follows: Self-Contained Teachers: Monday, Wednesday & Friday 8:00 AM - 11:00 AM ELA 12:00 PM – 3:00 PM Math Intervention Teachers (ELL, AIS, SETSS): Tuesday & Thursday 8:00 AM-12:00 PM <i>*Face-to-face lessons provided for each group (times sent via Google Classroom)</i> Enrichment Teachers: Tuesday & Thursday 30-minute rotating intervals for grades: K/1, 2/3, & 4/5 1:00 PM-4:00 PM

Middle School

Middle School Priorities & Considerations

- After receiving initial notice from the Head of School about school closure and timelines, families will receive an email from the Head of School with division-specific information.
- The primary tools for communication between teachers and families will be the school’s website, email, telephone call and ClassDojo.
- Teachers will either link or share materials directly to each student’s Google Drive.
- Distance learning for our early adolescent learners will focus on having a balanced, holistic learning experience. Students will have both off- and on-screen learning activities designed to engage the middle school learner.
- Learning experiences are designed to be completed independently or in collaboration with other students. Tutoring is not required, nor should a parent/guardian be too involved.
- Resources vary by subject and lesson, but will include links to videos, graphic organizers or passages with prompts to complete, scanned material to read and engage with, independent research material via and our databases, reading materials including eBooks and audiobooks.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear via email and Google Classroom.
- Counselors and advisors are always available to support students with academic, social, or emotional needs.

Middle School: Approximate Time Frames for Learning & Resources

All MS Students (Grades 6 - 8)	
60 minutes, per class (4 core classes per day)	Middle School Classes
Flex Learning <ul style="list-style-type: none"> • Independent & self-directed • For the sake of learning • No time limit/requirement • Learning will be shared in advisory 	<ul style="list-style-type: none"> • Read for pleasure • Be active • Explore personal interests/passions • If safe... <ul style="list-style-type: none"> ◦ Explore local sights ◦ Seek out social interaction ◦ Research current events

<p>Links to Resources & Ideas</p> <p><i>Families are asked to provide time for these independent activities</i></p>	<ul style="list-style-type: none"> • Instructional sites: IXL.com, khanacademy.org • eBooks and audiobooks: NYPL.org, getepic.com • Virtual fieldtrips: discoveryeducation.com, scholastic.com • Board Games
<p>Daily Instruction & Weekly Online Face-to-Face Lessons</p> <p><i>Teachers will provide instruction to students via Google Hangouts</i></p>	<ul style="list-style-type: none"> • Core subject teachers will provide daily lessons/activities via Google Classroom in ELA, Math, Social Studies and Science with links and videos to support varied learners through Google Classroom. • Every 2 days, teachers will have virtual lessons to explain new content, processes and strategies through Google Hangouts • Enrichment teachers will provide daily lessons via Google Classroom as well as direct instruction once per week through Google Hangouts <p>Schedule for Face-to-Face Instruction</p> <p><u>ELA, Social Studies, ICT/SETSS Teachers: Monday and Wednesday</u></p> <p>ELA: 8:00 AM-11:00 AM</p> <p>Social Studies: 12:00 PM-3:00 PM</p> <p>SETSS/ICT: 11:00 AM-12:00 PM and 3:00 PM-4:00 PM *Based on selected groups/individuals</p> <p><u>Math, Science, ICT/SETSS Teachers: Tuesday and Thursday</u></p> <p>Math: 8:00 AM-11:00 AM</p> <p>Science: 12:00 PM-3:00 PM</p> <p>SETSS/ICT: 11:00 AM-12:00 PM and 3:00 PM-4:00 PM *Based on selected groups/individuals</p> <p><u>Enrichment and Intervention Teachers: Fridays</u></p> <p>Music Teacher: 6th Grade 8:00 AM-10:00 AM. 7th Grade 10:00 AM-12:00 PM *In addition to daily teacher created lesson videos</p> <p>Physical Education Teacher: 6th Grade 10:00 AM-12:00 PM. 7th Grade 1:00 PM-3:00 PM *In addition to daily teacher created lesson videos</p> <p>SETSS/ICT Teachers: 6th Grade 1:00 PM-3:00 PM (select groups/individuals) 7th Grade 8:00 AM-10:00 AM (select groups/individuals) *Times sent via Google Classroom</p>

