Distance Learning Addendum
North Side Community School

Mission

The mission of North Side Community School — a charter school serving urban neighborhoods — is to improve each student's opportunities in education and in life by developing the skills, knowledge, and personal qualities necessary for success.

<u>Introduction</u>

This guidebook outlines the essential practices of successful school systems in light of the need for seamless integration between distance learning and brick-and-mortar learning during the 2020-21 school year due to Covid-19. This document is a working draft and will be updated based on new learning and emerging best practices for effective distance and hybrid learning.

North Side Community Schools Mission

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North Side Community Schools Core Values

JUST - We are truthful and fair at all times, even when we may get in trouble.
UNAPOLOGETIC - We stand up for what is right, even when others disagree. We speak up loud and proud.
SELF-DISCIPLINED - We make the right decisions even when those decisions are difficult and no one is looking.
TENACIOUS - We seek greatness in everything that we do. We do all of our classwork and all of our homework each and every day. We never give up. We try, try, and try some more.
INQUISITIVE - We are eager to understand and question everything. We look it up. We try new things.
COURTEOUS AND CONSIDERATE - We are kind. We play nice. We share. We use PETSY (Please, Excuse Me, Thank you, Sorry, You're welcome). We consider how others will feel before we speak or take action.
ENTHUSIASTIC - We smile. We always participate. We show off our work. We are optimistic.

Despite the best efforts of teachers and leaders during the emergency transition to distance learning in the spring, the team knows that the months away from brick and mortar school likely exacerbated opportunity gaps for low-income students and students of color.

Distance Learning Vision Statement
North Side Community Schools will provide an equitable, rigorous, and joyful learning experience of the core academic and social-emotional program for all students, whether they attend school via distance learning, brick and mortar learning, or a combination during the 2020-21 school year.

We will do this by embracing the opportunity to create something new, adopting a learning mindset, measuring what matters, and continuously improving together.

Distance Learning Priorities

This global pandemic exacerbates the inequity that exists in our world and every day in our decisions, actions and beliefs we will actively fight against widening the equity gap for our students as it relates to technology, knowledge and access to resources while keeping the human element at the forefront of all we do in these unprecedented times.

Priority #1 - Connectedness and Teaming
We are stronger together. We will work to build a cohesive team, so that students and staff feel a sense of belonging and an integral part of the North Side family.

Priority #2 - Instructional Excellence
How and what we plan matter. Student achievement is the primary measure by which we will determine whether our distance learning has been successful. In order for students to achieve at high levels, we need to create, or intellectually prepare for, robust rigorous lessons. This year we will focus on getting really good at lesson planning and intellectual preparation to ensure rigorous content for all learners..

Principle #3 - Leveraging Technology
We will leverage technology, and implement our programs with efficacy, so that we can better measure and maximize student learning.

We will start the year with every scholar receiving distance learning.   Our goal is to get back into our buildings as soon as it is safe to do so, because what we know is that students learn more and grow more when they are in-person.

While we are doing full-time distance school, teachers will engage students in a mix of whole and small group synchronous instruction.   This will be different from what students experienced last spring, as we have iterated and made updates to our program based on what we learned.

School Culture & Wellness
When we think of School Culture & Wellness in the remote space, we have two foci:
- Promote a joyful, engaging, and safe student culture.
- Provide social-emotional learning opportunities that drive student wellness.

North Side Community Schools seek to implement common systems and routines to attend to student well-being and reduce behavioral incidents in order to ensure the conditions for effective and high quality instruction. We seek to transfer as many systems and routines from the brick-and-mortar setting to distance learning.

Joyful, Engaging, and Safe School Culture
In order to build a joyful, engaging, and safe student culture, all schools will implement a set of practices to ensure students build and sustain relationships within their virtual learning space, classes and across the school community. These practices are designed to provide as much continuity as possible as students move from the distance learning setting to the in person setting later this year.. In both settings, we have an obligation to ensure our students' physical and emotional safety.

A.   **Rituals & routines**: Clear, consistent rituals and routines during distance learning provides important structures for supporting learners, especially those dealing with trauma and stress at home due to the broader impacts of the COVID-19 crisis. Consistent routines that focus on joy, positivity, and

community help students continue to advance their learning despite the stress that might be impacting their families.

a. <u>Town halls and virtual assemblies</u>: With the reduction of face-to-face interactions, full school virtual assemblies create opportunities to bring all students, staff, and families together to create a shared experience that strengthens school culture, reinforces your school values, and builds community. Some key elements of virtual assemblies include:

i. *Opportunities to celebrate and recognize success* - Highlight students, teachers, and families to reinforce student achievement, values, and school culture.

ii. *Focus area for the week or month* - Introduce a topic or build on a previous initiative to meet the current needs of the community. Create a sticky headline and think through the aligned teacher and student actions to be reinforced throughout the week with clear examples.

iii. *Capture moments throughout the week* - Have teachers, students, and families collect and share pictures of students engaging in all settings throughout the week. These become a crucial part of shared time together.

> We use Zoom to engage as many families as possible. Students and families can follow along with creeds, dances, and celebrations at home and can interact by typing into the chat box.

b. <u>Classroom morning meetings / advisories</u> - Systems such as classroom morning meetings and advisories create strong, proactive support systems for students to develop academically, socially, and emotionally and connect with peers and an adult who can act as their mentor or advocate. When firmly established in a brick-and-mortar setting, they can transfer seamlessly to the distance learning setting. They perform a number of functions, including: 1) allowing students to prepare for the school day ahead of them; 2) creating a sense of community between students and with a trusted adult; 4) reflecting on issues of concern impacting the school and greater community; 5) explicitly teaching communication and social skills.

B. School culture expectations - At North Side Community Schools , school culture results not just from clear rituals and routines informed by practice, but common expectations for observable behavior and the structures to reinforce expectations such as incentives, consequences, celebrations and rituals. We have adapted our school culture expectations and systems for the distance/hybrid learning setting.

b. **Synchronous learning expectations** - Synchronous learning requires the full attention of all students.

i. Zoom Access & Use Rules

1. **Show up on time** and be prepared with any needed materials and ready to learn.
2. **Mute your microphone immediately** to prevent any excess background noise and ensure all classmates can clearly hear and understand the teacher. Unmute when it is your turn to speak.
3. **Video feature is on**. Remember to wear appropriate clothing or uniform and have your device in a common space of your home, but not in a bathroom or other inappropriate setting.
4. **Focus and engage.** Remember that this is class and you are responsible for materials presented in class. Keep your window open and do not navigate to other tabs or websites unless directed by your teacher. Make sure that the teacher is your main screen and if needed, pin the teacher to be the main focal point to ensure you do not get distracted by your peers.
5. **Respect privacy**. Do not take a screenshot, picture, Snapchat, etc. of your teacher or fellow students and do not make any audio or video recordings. These behaviors violate our acceptable use policy and will result in disciplinary action.
6. **Support one another.** Students should not interfere with their teacher's instruction and/or their classmates' learning. Remember that each

student and the teacher are responsible for learning in distance learning, just as you would be if together in school.

c. **Supporting positive behavior** - North Side Community Schools is committed to recognizing our students when they exceed our expectations. We have developed clear behavioral expectations, and we are committed to teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems.

.**Virtual Incentives, Rewards and Feedback**- We will give students feedback directly and enter this feedback in DOJO so that we continue to communicate with families when students are and are not meeting our expectations.

- **Points earned** for daily attendance, academic effort and achievement, and citizenship.
  - *Examples: Participation and engagement, attendance through EOD classwork completion, online exit ticket completion, effort and participation including time on task with online programming. Students may earn points upon consistently meeting culture value norms.*
- **Points deducted** for not meeting an expectation.
  - <u>Minor behaviors</u> include behaviors that may be distracting to the student or the classroom environment. Depending on the behavior, teachers should elect to mute the audio, disable chat, or disable video for individual students.
    - *Examples: making funny faces or hand signals, inappropriate dress, side conversations in the chat, making noises, etc.*
  - <u>Major behaviors</u> include behavior that is disrespectful in nature to students, staff, and/or violates a community norm. Depending on the behavior, teachers should elect to mute the audio, disable chat, or disable video for individual students.
    - *Examples: inappropriate gestures, profanity in the chat or over video, inappropriate comments toward a peer, repeated minor behavior*
  - *Students may lose points upon consistently NOT meeting culture value norms.*
- **Incentives/reward examples**
  - Raffle tickets leading to e-book or virtual gift cards
  - Zoom parties to celebrate hard work, attendance, or dance parties
  - Perfect attendance party
  - Most accumulated points for the week
- **Data uses for feedback system:**

a. Advisor, administrator, and counselor use to follow-up with students and/or create plans:
  i. Students who are not completing assignments and earning daily attendance points
  ii. Addressing patterns in behavior and determining supports and interventions
  iii. Pulse check to revise the incentive and feedback system

ii. **ClassDojo -** North Side Community School implements ClassDojo in classrooms to support the incentive and feedback system by encouraging positive behavior. In both in-person and distance learning settings, teachers give positive feedback for modeling the North Side core values. Teachers provide neutral feedback to guide students toward desired classroom expectations while adding notes describing the rationale and intervention taken. In small groups or breakout rooms, teachers can provide real-time feedback on student participation.

      c. Behavior interventions - For minor and major behaviors listed above, sample teacher responses may include disabling the student's video immediately and engaging in a private chat with the student.

i. <u>Low and High Level Alerts</u>: We are looking into a student safety and device management solution called Go Guardian . An administrator tracks data centrally and follow ups with students and families based on two types of alerts:

    1. High Level Alerts:

a.   Examples: bullying, sexting, self-harm, suicidal ideation, homicidal ideation

    2. Low Level Alerts:

.   Examples: Site blocking activity, keyword searches

    ii.   <u>Follow-up & Next Steps:</u> We are currently in a high-stress/high-trauma time and need to consistently overly spike with warmth and compassion while maintaining the demand (e.g. providing space for our scholars to own their actions, reflect, and create plans to move forward and do better). In our traditional in-person context, the purpose of consequences (including suspension) and our response are to 1) uphold our expectations and ensure they are clear and living, 2) to minimize actions from the learning community that cause severe disruption/distraction or are unsafe, and 3) *most importantly,* support the student with reflection and changing behavior. In a distance learning setting, there are clear alternative steps we can take:

1. Conversations with families and student (including naming the severity of the issue and that the action would likely have resulted in suspension in brick-and-mortar schooling) and working collaboratively with the family to determine an action plan ,
2. Provide alternative schedules to where students do not participate in whole-group Zoom instruction,
3. Provide a teacher to check-in daily on the student's work progress,
4. Have the student follow-up with the AP or counselor (depending on the nature of the infraction and support needed),
5. Require restorative conversations (via Zoom) after the student has practiced with a leader or teacher,
6. Other consequences (apology letters to those harmed, research papers on the topic, additional conversations, etc.), and
7. Logging the behavior and school response in our records.

<u>Alternate schedule to address suspension</u> - For the students' safety and/or to preempt further issues from happening when there are serious code of conduct concerns (e.g. bullying, sexual harassment, cheating), we may choose to temporarily remove students from whole-class times. This decision will be made only by a member of leadership, and families will be informed.

Social Emotional Opportunities to Drive Student Wellness
Social emotional learning (SEL) is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions (CASEL). Through a systemic approach to SEL, North Side Community Schools cultivate a caring and equitable learning environment that promotes students' social, emotional, and academic growth as an integrated part of their school day whether at home or in school. During distance learning, we continued a trauma-informed approach to teaching and learning.

A. SEL practices

a.   <u>Daily homeroom expectations</u>

i. <u>Weekly calls from a teacher</u> - During distance learning, all students receive a weekly student or family wellness check-in via phone call or Zoom to identify student and family social emotional needs and update on student academic progress.

i.Daily homeroom Lesson
   B. Trauma-informed practices include establishing predictable routines and maintaining clear communication, prioritizing relationships and student well-being. In addition, we provide as much continuity as possible for students receiving small group counseling, intervention groups, and 1:1 counseling.
   a.   Virtual 1:1 counseling - During distance learning, our goal is to provide as much continuity as possible to support student counseling needs
i.Virtual group counseling & intervention groups
ii.Restorative practices
   C.   Daily Contact Academic Engagement:
- Teachers must verify student academic engagement daily through a variety of strategies including: assignment submission and participation in online class
- Daily communication between teacher and/or students who are not academically engaged. This could include phone calls, emails, or online face-to-face platforms.

Curriculum, Instruction, and Assessment
The curriculum, instruction, and assessment working group follows the steps identified in their action plan in order to execute on their strategic initiatives:
- *Implement rigorous and aligned curricular materials and assessments for all students.*
- *Implement unit and lesson plan internalization, student work and data analysis, observation and feedback, and other systems that promote deep content and instructional expertise.*

Content Area	Headline Considerations
Mathematics	● Students can progress and succeed in essential grade-level learning without having mastered all of the previous grade-level content ● Remediation should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade-level content rather than front-loaded ● Given the above, for instructional purposes, back-to-school instructional assessments should focus just on the essential pre-learning necessary for the priority content of unit one, not the entire previous grade level
K -12 Reading Comprehension	● All students should progress to their next grade level in reading comprehension and begin the first unit with their peers ● Reading comprehension does not require a standards-based assessment at reentry; rather, teachers should identify what vocabulary and background knowledge students will need for success in unit one

Instructional technology:

Teachers and students will leverage Google Classroom across learning contexts to access instructional materials (including videos), submit assignments, and receive feedback from their teachers. Synchronous classes will meet via Zoom or Google Meet. A limited number of tools that can integrate with Google Classroom may be used for instructional delivery in specific content areas and grade bands. Some examples may include:

- Math: Desmos and Google Forms
- ELA, History, Science & Social Studies: GoFormative and Google Forms

Preparing for and delivering instruction at North Side Community Schools

Although we are starting the year with distance learning, we aim to bring students back as quickly as safety will allow. That said, it is important that lesson plans and materials are deliverable in both the digital and the in-person space.   Tight alignment between distance school and in-person school not only provides parity for our students across both models, but will also aid us in rapidly and seamlessly transitioning our students from one model to the other when we are able.

	Instructional planning and delivery: roles and responsibilities*
Lead teachers	- Adjust pacing of scope and sequence to reflect 2020-21 priority content - Complete unit unpacking or create a unit plan before each unit - Take or create a unit assessment prior to the start of each unit - Prepare instructional materials, including PowerPoints - Distribute lesson materials to co- teachers by Thursday at 7 p.m. - Participate in a weekly co-planning meeting with all co-teachers to discuss the upcoming lessons at a high level and do a deep dive internalization of one focus lesson for the week - Execute lessons and serve as a model classroom for others to observe - Give feedback to students, in real time, on their work during a live lesson - Upload all lessons to Google Classroom - Provide feedback on student work an assign grades - Communicate with students and families about progress
Co- teachers	- Participate in weekly co-planning lesson internalization meetings with the lead teacher - Come prepared by having completed all pre-work (e.g. read lesson texts, created exemplar responses to student tasks, reviewed plans and flagged any questions) - Prepare to teach the week's synchronous lessons using a lesson internalization protocol - Teach (synchronous) lessons as appropriate - Take attendance in the Zoom - Support with managing student behavior (asking students to turn on their camera, to respond to CfUs, etc.) - Give feedback to students on their work, in real time, alongside the lead teacher during a live lesson - Participate in a weekly student work analysis meeting with site-based team - Provide feedback on student work and assign grades - Communicate with students and families about progress

Teaching Assistants & Paras	• Communicate regularly with classroom teachers to identify ways to support students and the overall program • Monitor student learning and provide feedback to students, as requested by the teachers and teams you support • Participate in professional learning opportunities • Assist teachers in processes intended to monitor student progress, including supporting with uploading to Google Classroom, grading, and reporting
SpEd Teachers	In addition to the responsibilities of the 'teacher': • Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of IEPs • Collaborate and assist general education teacher in adapting the curriculum, providing appropriate modifications, positive behavior supports, and assessing overall progress of the child • Communicate regularly with families regarding student progress • Implement student - specific interventions and IEP goals and track progress for all academic, physical-emotional, and functional goals • Maintain documentation of IEP services and supports
Counselors/Social Workers	• Provide guidance and support for students to aid in monitoring and supporting student wellbeing • Serve as liaison for communication with students/families in crisis • Monitor students with intensive needs, and schedule regular check-ins • Host consistent virtual office hours for students to access counseling resources
Leaders	• Provide support for lesson internalization • Lead grade team and department team meetings weekly • Observe and provide feedback on instructional execution during weekly coaching meetings and whole-staff PD • Provide support for student work analysis • Support teams of teachers in planning responsive supports for students to access the curriculum • Monitor schoolwide data in assigned contents/grades in order to adjust supports as needed • Monitor and celebrate teaching and learning

Sample Unit Plan Internalization and Lesson Plan Internalization protocols:

<u>Unit/Module Internalization Protocol</u>

Step 1: Summary of the Unit/Module
A.   Read the module overview. What are the big ideas? What is most important? What content knowledge and academic language are students building? Summarize in 3-5 sentences.
B.   [ELA] Identify and read the anchor texts for this module. What key understandings should students take away? What aspects of complexity are most notable in the texts?
C.   Identify the standards for this module. Develop a "know/show chart" for each.

Step 2: Assessments

D. Identify the curriculum-based assessments for this unit/module. Print them and complete the assessments. What are your takeaways?

E. Identify any released state test items that assess the standards for this unit/module. Print them and complete the items. What are your takeaways?

Step 3: Pacing

F. Review the lessons and the dates and delivery mode (synchronous, asynchronous, in person) for each lesson using your pacing guide. Where do you anticipate pacing challenges? What lessons/concepts/texts may require particular frontloading? If you encounter pacing challenges, which lessons/parts of lessons could you skip? What would the implications be?

Lesson Plan Internalization Protocol

Step 1: Identify the lesson's trajectory and role in the unit

A. What is the big idea of this lesson? How does this connect to the big idea(s) of the unit? For ELA, what key understanding should students take away from the text that is the focus of today's lesson? Summarize in 1-2 sentences at the top of the lesson.

B. What is the standard/learning target for this lesson? Refer to the know/show chart for this standard and make any needed adjustments.

C. What is the most rigorous question/problem students will tackle today?

D. How does this lesson build to the curriculum-based unit assessment?

E. How is this standard assessed on the state test? [refer to module/unit internalization]

Step 2: Identify an exemplar response

F. Create the exemplar response for the exit ticket/most rigorous question.

G. Name all the steps students need to take to complete this exemplar response. Include all academic language needed to produce the exemplar response.

H. Complete the student handout as you hope an ideal student would (show all steps, annotate, etc.). This is your "key."

Step 3: Anticipate Student Difficulties

I. What is "tricky" about this standard? For ELA, what is tricky about the text? What is tricky about this text/task combination?

J. Where will students likely go wrong? Consider what prior knowledge, academic language, or prerequisite skills might be needed for this lesson.

K. What conceptual misunderstanding, procedural misstep, or aspect of text complexity will cause these errors?

L. How will I respond to the likely student error? What will be my first prompt? my second? [script into key]

Step 4: Review and Refine Lesson Materials

M. Review the lesson materials provided by the lead teacher and determine what if anything needs to be prepared (e.g., student copies of graphic organizer) or refined (e.g., adjust Do Now to add relevance for your students)

N. Time stamp each section

O. Annotate what engagement strategy you will use for each section (IP, turn and talk, partner work, etc.)

Grading:

It is important that we hold high academic expectations for students as we embark upon the "new normal" of the 2020-21 school year. Therefore, the modified grading policies that were put into effect during the emergency transition to distance learning during Spring 2020 are not in place for the 2020-21 school

year. Rather, we will resume our standard grading policies and log those in Tyler. Grading expectations will be the same for distance school and for in-person school. Report card and other progress reporting cadences will also be the same across both modes, although the way we have family/teacher meetings about student progress may shift to videoconferencing.

C. Staff Expectations: We will adhere to the policies in our staff handbook with these additions for the 20-21 school year.
- **Staff communication:** check email daily. Dedicate 30 minutes weekly to read and act on weekly school newsletter.
- **Leadership expectations:** for leading during the 20-21 school year are centered around North Side Community Schools' mission, values, and design principles.
- **Distance Teaching Staff Expectations:**

Bucket	Partner Teacher Core Actions
Academic **Deep Content Knowledge**	Deeply understand the CCSS/NGSS for your grade and content(s), and how they fit with the standards for the grade before and after yours.
	Unpack units prior to the start of each unit (before beginning any lesson planning for that unit) in order to deeply understand the unit outcomes and the arc of learning required to meet outcome, as well as to make strategic decisions in planning daily lessons.
	Intellectually Prepare at the lesson level in order to deeply understand the content that scholars need to grapple with and plan the most critical questions to increase heavy lifting for scholars. Attend all scheduled Intellectual Prep Protocols with your coach and colleagues.
	Look at Student Work (LASW) and analyze data daily, weekly, and after unit assessments to analyze and plan instructional next steps based on the data and respond to student data on a regular basis.
Planning and Assessment	For teachers with daily resources provided: Intellectually engage in materials and finalize daily lessons by using the resources. For teachers without daily resources provided: Develop lesson plans that are aligned to the lesson planning expectations and are able to set you up for rigorous instruction in your classroom.
	Submit lesson plans (lead teachers) or IPP (partner teachers) for feedback by Thursday at 7 p.m., make revisions based on feedback, and post final lesson plans by Monday at 8:00 a.m.
	Rehearse/ internalize lessons to ensure you are prepared to focus on scholars (listening to responses to questions, behavior, differentiation, etc.) during the lesson.
	Monitor ongoing achievement data at the daily, weekly, and unit level to ensure all scholars, including scholars with IEPs, make ambitious academic progress each year and are on track to meeting academic goals in that content area.
	When applicable to the grade/content area, manage the weekly quiz cycle, analyze the quiz data, and give students an opportunity for redo.
Supporting All Scholars	Work to understand scholar IEPs and modify instruction or develop accommodations accordingly.
	Proactively partner with staff, administration, your coach, your co-teacher, and the colleagues on your grade team to better understand student needs and effective supports for a particular student.
	Build 1 on 1 relationship with scholars who struggle behaviorally or academically.
Character	Model and uphold high expectations for behavior and character, in the classroom and throughout the school day.
	Create and contribute to a school and classroom community that is joyful and rigorous, and supports students to take risks.

Culture Leadership	Support and follow whole school routines and procedures.
	Build strong and trusting relationships with all students that you teach. Speak about all students with respect and show all students respect.
Character **School and Classroom Expectations, Procedures & Structures**	Establish expectations, procedures, and structures that allow students to learn with a sense of urgency. This includes developing minute by minute plans for classroom procedures and transitions (both transitions between classes and within a class) at the start of the year.
	Align expectations and teacher actions to the school-wide culture vision (during the first 6 weeks of school and throughout the year) to push toward 100% consistently across the school.
	Follow all school-wide systems for our students, including the school-wide attendance system and homework system, and any grade-wide systems developed to support students.
Family Partnership	View our parents as partners, and communicate proactively with families around student progress. Make regular, positive contact (phone calls, texts, nice note home) to the families of all your students.
	Proactively partner with families of students who are struggling academically or behaviorally to learn about their children, share updates and strategize on supports.
	Embody a "parents as partners" mentality by speaking with respect about our scholars' families and going above and beyond to build relationships with your students families (ex. hosting parent events with your grade team, sending classroom newsletters home, inviting parents in to your classroom, etc).
	Increased family communication: all teachers, regardless of model, will conduct weekly phone interviews with families and students. Check-in phone call scripts/example: ● *How are you doing?* ● *How is your family? Do you all need any support or resources? (If so, please direct them to resources in the family guide as appropriate)* ● *How is your remote work going/do you have any questions?* ● *What are you Reading right now? What's it about? Can you share your reading log response with me?* ● *Do you have any questions?*
Adult Culture	Model North Side Community Schools' Core Values
	Demonstrate professionalism at all times by coming on time to work, coming on time to all meetings, and meeting all deadlines for lesson plans and assignments. Proactively reaching out for more time if it is needed.
	Communicate professionally and effectively with school leaders and fellow staff in order to work together positively.
Own Your Learning	Actively participate in PD sessions including fully engaging in practice.
	Actively engage in coaching meetings by taking on the heavy lifting, taking notes, and owning next steps for follow up.
	Look for other opportunities for learning including readings, leveraging other strong teachers in and outside of the network, and attending external PDs.

- **Distance Learning Academy Teachers:**. In order to support remote teaching staff in meeting the above expectations there are additional considerations for staff to undertake:
    - The typical teaching/small group load per day for most teachers is aligned to the students' distance learning schedule. In addition,
        - Teachers also attend approximately 30 min of staff huddles twice weekly.

- Typical teachers will also have 2 hours or more of flexible time during the day to do student calls and prep/grading (and ensuring that materials are ready to go on Google Classroom). This work can also be done at other times of the day if more time is needed for home/family obligations.
- Complete the staff attendance form in each period and enter into Tyler
- Attend virtual meetings and weekly coaching meetings
- Attend grade team meetings weekly
- Attend whole-school assemblies once weekly during lunch on Wednesdays
- Plan collaboratively twice weekly with co-teacher
- Plan collaboratively once weekly with co-advisor
- Attend school weekly on Wednesdays for the entire day, providing distance learning in the morning and engaging in PD in the afternoon

D. **Professional Development**
- SY20-21: Teacher collaboration and professional development snapshot: In order to prioritize collaboration and the unique scheduling needs of the 20-21 school year, we will utilize our early release Wednesday to have weekly content meetings, grade team meetings,, and whole-staff PD meetings.
- Teachers will have regular coaching meetings with their supervisor, either virtually or in person on Wednesdays.
- The first two weeks of school will focus on practice sessions aligned to teacher observations in the first days of school and school culture systems.
- Each Wednesday teachers will engage in 3 meetings (approximately 45 minutes each) and team rituals to build team and celebrate work. The meets include:
  - Advisory Planning & Attendance Review in with grade teams
  - Looking at Student Work meetings in content teams
  - PD aligned to the school's strategic initiatives

Family and Community Engagement
The family and community engagement working group follows the steps identified in their action plan to execute on their strategic initiatives:
- *Promote authentic family partnerships.*
- *Promote authentic community partnerships.*

North Side Community Schools recognizes the strong connection between family partnership and academic achievement. The COVID-19 crisis and associated school closures have disproportionately impacted students and families in low-income communities. Families are now struggling with basic needs from housing, food, to device and WiFi access for remote learning. Although North Side Community Schools' stakeholders report general satisfaction with efforts to involve families, the group realizes this is a crucial moment to strengthen its efforts through greater communication and increased direct parent-teacher contact.

North Side Community's description of family partnership strategies:

A.   In distance, we have developed some ways we can continue to engage our families and strengthen our partnerships.

Purpose	Examples
Informational	*Virtual coffee chats, Robo Calls, communications sent through Tyler*

Sense of belonging	*Virtual social/community-building events, weekly check-in with families through calls, text or email.*
Academic partnering	*Virtual report card conferences, 1:1 family academic and wellness conferences*
Providing for basic needs	Meal distribution for families in need, providing technology for students and families who need it, and providing key assistance for families in need

      B.   Below is a list of our expectations for families.

a.   Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher

b.   Ensure your child is on track with assignments and coursework

c.   Provide your child assistance on their day to day activities with the exception of designated independent work and assessments

d.   Provide a quiet, consistent place for your child to study

e.   Monitor communication from your child's teachers, your principal, and the district

f.   Ensure your child knows their username and password for instructional resources

g.   Engage your child in conversations about their learning by asking them what they are learning about

h.   Encourage time for physical activity and time spent offline

Family handbook for SY20-21: This comprehensive guide is updated for the current school year and can be found here.