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Return to School Plan Fall 2020

INTRODUCTION

NYOS Charter School looks forward to welcoming students back to school on July 27. Despite the challenges with COVID-19, NYOS will continue to provide Not Your Ordinary education to our students, which may include both in-person and at-home learning environments throughout the year. As the public health crisis continues, we have been planning for the opening of the 2020-21 school year with a focus on the health, safety and well-being of our staff, students and community. As such, **NYOS will provide at-home learning through September 7, 2020.**

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The NYOS Charter School [website](#) and NYOS Notes email distribution list will provide you with the most up-to-date information. Click [here](#) to sign up for NYOS Notes.

Regardless of learning environment, NYOS is committed to ensuring that students have an equitable experience and access to high quality instruction:

Students will interact with instruction in two different environments (face-to-face and virtual/remote) making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students.

NYOS will utilize the strategies and best practices associated with blended learning to design learning activities for every student.

Students, regardless of learning environment, will engage in high quality learning experiences aligned to the Texas Essential Knowledge and Skills.

Students who begin the year in at-home learning may move into face-to-face learning at school as local health conditions allow. Families should be prepared for intermittent campus closures throughout the school year if needed due to student/staff illness or county or state regulations.

Both the remote and face-to-face experience will provide similar expectations around coursework and will follow the same reporting and grading guidelines.

ON-CAMPUS INSTRUCTION

When a return to campus is allowed and appropriate, students and teachers will attend class in-person with additional campus-designed safety measures and procedures in place.

In this setting, teachers will provide face-to-face instruction, learning resources and support.

Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.

AT-HOME INSTRUCTION

NYOS at-home learning will allow students to engage in high quality learning experiences, utilize school instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face or in separate virtual environments.

Teachers will conduct at-home learning using learning resources and support through the use of Google Classroom and other applications.

Parents will support students as and ensure they have access to a device, a place to work and are engaged in virtual learning activities.

We will create open lines of communication between teachers, students, and parents as we work together to ensure each student is supported both academically and socially-emotionally.

Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the remote environment.

Grading and reporting will be consistent with the guidelines and practices used in all face-to-face instruction.

Gr. 6-12 students will be assigned schedules based on their course selections made last spring.

SYNCHRONOUS AND ASYNCHRONOUS METHODS

During the course of at-home learning, NYOS will use a combination of synchronous and asynchronous teaching methods.

Synchronous instruction is two-way, real-time live instruction between teachers and students, through the computer or other electronic devices. Students will be assigned a virtual class schedule and they must be available for live, synchronous instruction during specified times each school day.

NYOS student expectations for synchronous learning:

- Students should have a designated, distraction-free workspace to engage in learning.
- Students attend class on time, per their class schedule.
- Students follow NYOS dress code.
- Students should be prepared to engage and have all necessary resources.
- Students show their face on the screen in order to engage with the teacher virtually.
- Students participate in class activities, discussions and assignments.

Asynchronous instruction is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support.

NYOS student expectations for asynchronous learning:

- Students complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning:
 - video,
 - picture or activities submitted as lessons or
 - completing assignments.
- Students and parents communicate with the teacher when needing additional assistance, tutoring, etc.

SCHEDULE FOR AT-HOME LEARNING

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the student or parent should contact the teacher for additional assistance.

ATTENDANCE FOR AT-HOME LEARNING

Each school day, students are required to login and engage in teacher-assigned learning in order to be considered “present” and not marked absent.

NOTE: If a student is engaged in asynchronous learning and completes the entire week’s worth of learning activities on Monday but does not log in for the remainder of the week, he/she will be marked “present” on Monday only and counted “absent” for Tuesday-Friday.

Attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and NYOS Policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Teachers will design small group time to differentiate instruction. This will sometimes require teachers to set up small group instruction schedules for students.

INTERVENTION AND ENRICHMENT FOR REMOTE LEARNING

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated times.

GRADING FOR AT-HOME LEARNING

Grading for all at-home courses will follow the same grading policy as the courses in the face-to-face model. NYOS courses that earn high school credit will count in GPA calculation and class rank as specified in NYOS Charter School policy.

504 AND SPECIAL EDUCATION SUPPORT

504 and ARD Committees will determine the unique educational needs of students and will make service and accommodation recommendations for students during at-home learning. Instructors will provide a heavier concentration of synchronous supports and services if necessary to ensure that individual student needs are met. Progress will be carefully monitored and committees will convene as needed to make appropriate recommendations for continued growth in the general education curriculum and on IEP goals and objectives.

Although students may be learning in different environments, NYOS is committed to providing consistency in high quality instruction and learning tools for every student.

ELEMENTARY AND SECONDARY INFORMATION

See Appendix A for guidance specific to Elementary grades PK-5.

See Appendix B for guidance specific to Secondary grades 6-12

Additional Reference:

[Texas Education Agency Corona Virus \(Covid-19\) Support and Guidance](#)

APPENDIX A

AT-HOME LEARNING FOR GRADES PK-5

Regular communication and the partnership between teachers and parents will be crucial to the success of Elementary students during at-home learning. Parents may be needed at home to assist their student with logging into applications, monitoring their participation and their progress and ensuring completion of asynchronous activities.

Our ideal goal is for students to engage in approximately a full day of academic content, including participation in live instruction with a teacher. Whole group and small group live meetings will occur throughout the day in 15 to 45 minute increments for at least 1 hour of student-teacher interaction per day. Our goal is to work together to keep our students safe, healthy, productive, and happy in their learning work.

Every teacher will be available and ready to respond to emailed questions throughout the school day. Please check your email regularly during this at-home learning experience, as well. Our goal is to provide you and your child with timely support, feedback, and encouragement to keep this experience relevant and rewarding.

In the weekly plans for learning activities, there is a link to the *At-Home Learning Family Communication Form*. We request that this form be used for questions, to seek additional support, and to provide us with ongoing feedback. Our goal is to provide a timely response to needs and your feedback will be beneficial for our on-going instructional planning.

Sample Daily Schedule for Students in Grades PreK-5

The plan below is just one example of how to structure a day of at-home learning. We understand that families have varying schedules and our goal is to provide a predictable daily routine for at-home learning work expectations. We will use *Clever*, a tool that gives students a simple, single, sign-on system, to support them in being able to work independently as much as possible. We understand that families may need to make adjustments depending on their daily schedules, tasks, student's age, device availability, and other factors, so school work priorities will be highlighted within the At Home Learning plans. The goal is for each student to engage in one of the recommended plans, based on grade level:

Lower Grades PK-3 Daily Total: 3 hours 10 minutes	Upper Grades 4-5 Daily Total: 4 hours 15 minutes
Live, Synchronous Learning: 1 hour	Live, Synchronous Learning: 1 hour 15 minutes
Asynchronous Learning: 2 hours 10 minutes	Asynchronous Learning: 3 hours

This is a **Sample Schedule** student in Math group C and Literacy group A in either PK-3rd or 4th-5th.

Time	Lower Grades PK-3	Time	Upper Grades 4-5
8:00-8:30	Dress, Breakfast, Prep for Day	8:00-8:30	Dress, Breakfast, Prep for Day
8:30-9:00	Live Community Circle & Daily Attendance Assignment	8:30-9:15	Live Community Circle, Daily Attendance Assignment, Science/SS Mini-lesson
9:00-9:20	BREAK	9:20-9:40	BREAK
9:20-10:00	Finish daily attendance assignment, Specials, Science, Social Studies at-home learning plan work	9:40-10:20	Finish daily attendance assignment, Specials, Science, Social Studies at-home learning plan work
10:00-10:40	Break, Snack, Play	10:20-10:40	Break, Snack, Play
10:40-11:00	Live Math Small Group	10:40-11:00	Live Math Small Group
11:00-11:20	BREAK	11:00-11:20	BREAK
11:20-12:00	Math at-home learning plan work	11:20-12:30	Math at-home learning plan work
12:00-1:00	Break, Lunch, Play	12:30-1:00	Break, Lunch, Play
1:00-1:15	Live Literacy Small Group	1:00-1:15	Live Literacy Small Group
1:20-1:40	BREAK	1:20-1:40	BREAK
1:40-2:30	Literacy at-home learning plan work	1:40-2:50	Literacy at-home learning plan work
2:30-3:35	Break, Snack, Play	2:50-3:35	Break, Snack, Play

Learning & Teaching Expectations

Student	<ul style="list-style-type: none">● Use your At-Home learning plans to guide your learning● Submit Daily Evidence of Attendance● Participate in a daily, live community circle● Participate in live math and literacy small groups daily● Stay positive and try your best!
Parent	<ul style="list-style-type: none">● Use the At-Home Learning Plans to support your child● Support your child with the prioritized learning:<ul style="list-style-type: none">○ Daily Evidence of Attendance○ Live Community Circle○ Live Math and Literacy Small Groups● Reach out to NYOS staff for support of any kind● Check email for NYOS updates/ teacher communication
Teacher	<ul style="list-style-type: none">● Meet weekly with teams to collaboratively plan instruction for all students● Maintain open lines of communication and collaboration with families● Foster community and social emotional skills● Provide academic support through at-home learning plans and small group instruction● Provide weekly feedback to students on learning progress

APPENDIX B

AT-HOME LEARNING FOR GRADES 6-12

At-Home Learning is a remote learning opportunity that will allow students to engage in high quality learning experiences, utilize instructional resources, and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences.

- Teachers will utilize Google Classroom to provide announcements, resources/tools, and instruction.
- Parents will support students during remote instruction by ensuring their student(s) have access to technology (the school will issue technology to families in need of devices and hotspots) and are engaged in virtual learning activities.
- We will continue to provide consistent communication between and amongst staff, students, and families to ensure students receive academic and social-emotional support during remote learning.
- Activities will continue to follow the Texas Essential Knowledge and Skills (TEKS) for all courses. AP courses will follow College Board course expectations.

REMOTE ASYNCHRONOUS LEARNING

NYOS Secondary will move forward with the Remote Asynchronous Learning model. Although asynchronous instruction does not require having the teacher and student interaction 100% of the time, this option does permit teaching in real time, which is the expectation we are following for our students. Asynchronous learning also permits students to engage in activities and assessments outside of the scheduled live session.

During asynchronous learning, teachers will use Google Classroom to provide announcements, resources/tools, and instruction. Parents will have access to their student's Google Classroom and will only be permitted to see announcements and assignments for their student, not any other students in the Classroom.

NYOS expectations for asynchronous learning:

- Students will follow their normal daily schedule of classes.
- Students are expected to login to each class on their class schedule Monday-Friday.
- Students must complete the asynchronous activities each day for all courses.
- Students must show proof in daily virtual instruction by satisfactorily completing the daily assignment or assessment to demonstrate evidence of learning. Examples include:
 - Video, picture of completed assignment, and/or submission of the formative assessment assigned by the teacher.
- Students and parents must communicate with the teacher when needing additional support, tutoring, and/or clarification for an assignment/activity, etc.
- Students must manage time for courses. Students and teachers are expected to maintain communication regarding daily schedules and assignments/activities.
 - Students who do not complete daily assignments are at risk of lowering their grade and falling behind.

- If a student is struggling with time management, the student and parent should contact the teacher for additional assistance.

AT-HOME LEARNING GRADING

- All grades will follow our normal grading guidelines and will now be numerical.
- Teachers are expected to submit a minimum of three grades every 2 weeks per our secondary grading guidelines.
- Quarterly grades will factor into the student's Grade Point Average (GPA) and class rank for students in grades 9-12.
- For specific course category weights and assignments, students and parents should reference the teacher's syllabus or contact the teacher directly.

AT-HOME LEARNING ATTENDANCE

- Students who login to the teacher's Google Classroom each day and engage in the teacher-assigned activities are considered present for that course and will not be marked absent.
- Students who have not logged in by 4:00 p.m. each school day will be marked absent; however, if the student engages in daily learning assigned by the teacher by the end of the day, the absence can be corrected to present.
- Meetings with administration, teachers, parent(s), and student will be held for students who are repeatedly marked absent or do not log in for instruction.
- Parents and students will receive absence notifications via Skyward after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day.
- Parents may also utilize the [Parent Portal](#) to review the student's attendance.
- Absences will remain on record unless a doctor's note is provided to the registrar, Marilyn Stapleton (mstapleton@nyos.org).
- If a student is engaged in asynchronous learning and completes the entire week's worth of learning activities on Monday and does not log in for the remainder of the week, the student will be marked "present" on Monday **only** and counted "absent" for Tuesday-Friday.
- Students are required to log in and engage in learning from each class each day.

It is important that students understand that At-Home Learning attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 and NYOS Charter School policy still require students to attend at least 90% of their classes to receive credit and be promoted.

AT-HOME LEARNING SCHEDULE AND DESIGN

Students are expected to follow their normal class schedule as if they were on campus. Following the schedule permits students to interact with their teachers and engage in learning activities and comply with attendance requirements. Students who do not follow the class schedule are still expected to engage in the asynchronous learning activities provided by the teacher each day.

NYOS will operate under the following schedule to comply with the 240 minutes of instruction requirement:

Daily Schedule for Grades 6-12

Period (Monday-Thursday)	Grades 6-7	Grades 8-12
1 st	9:00-9:30	9:00-9:30
2 nd	9:35-10:05	9:35-10:05
3 rd	10:10-10:40	10:10-10:40
4 th	10:45-11:15	10:45-11:15
5 th	11:20-11:50	11:20-11:50
6 th	11:55-12:25	11:55-12:25
7 th		12:30-1:00
Student engagement with lessons, video conferences, group projects, intervention	1:00-3:30	1:30-3:30

Period (A Friday)	Grades 6-7	Grades 8-12
1 st	9:00-9:55	9:00-9:55
2 nd	10:00-10:55	10:00-10:55
3 rd	11:00-11:55	11:00-11:55
Brainpower/Homeroom	12:00-1:00	12:00-1:00

Period (B Friday)	Grades 6-7	Grades 8-12
4 th	9:00-9:55	9:00-9:55
5 th	10:00-10:55	10:00-10:55
6 th	11:00-11:55	11:00-11:55
Brainpower/7 th	12:00-1:00	12:00-1:00

Extracurricular Activities & Athletics

Per guidance of local orders, students cannot participate in extracurricular activities and athletics until after September 7.

INSTRUCTIONAL ROLES FOR AT-HOME LEARNING

Preparation for At-Home Learning	
Student	<ul style="list-style-type: none">• Be prepared for learning each day and have work assignments completed and ready.• Follow course schedule to maximize engagement and assistance.• Review and complete coursework by the deadline that teachers set.• Review each teacher's Google Classroom and office hour schedule.
Parent	<ul style="list-style-type: none">• Accept access to each teacher's Google Classroom. If assistance is needed, contact the teacher.• Encourage the student to engage in all classes each day.• Assist your student with time management, and if needed, reach out to teachers for any additional support.• Ensure access to Parent Portal to monitor grades and attendance.
Teacher	<ul style="list-style-type: none">• Meet weekly with teams to collaboratively plan instruction for all students.• Upload daily announcements and instructional activities into Google Classroom.• Grant all students and parents access to the Google Classroom for assigned courses.• Be available to offer additional academic support (i.e., tutorials).

Learning & Teaching Expectations

Student	<ul style="list-style-type: none">• Attend courses by following the assigned schedule Monday-Friday, and give your best effort for each course.• Engage and participate in sessions provided by the teacher.• Use a planner or calendar to keep track of activities.• Ask questions and communicate with your teachers.• Utilize tutorials as needed for additional academic support.• Turn in all assignments on time. If more time is needed, communicate with the teacher prior to the deadline.
Parent	<ul style="list-style-type: none">• Access and review the Parent Portal daily to monitor attendance and grades.• Check-in with student(s) to support and monitor learning and completion of activities.• Talk to your student about their favorite part of their day and what they learned as well as what was challenging.• Continue to motivate and encourage your student to complete the assigned activities, and support utilizing tutorials when needed.• Maintain ongoing communication with teachers.• Monitor and ask for evidence of work completion from your student.
Teacher	<ul style="list-style-type: none">• Teach students how to use your Google Classroom as well as other technology tools that your class uses.• As much as possible, utilize resources that students are familiar with.• Provide clear learning goals and expectations for students.• Monitor student engagement and participation.• Provide feedback in a timely manner to students based on assignments submitted.• Communicate with students/parents when tutorials are needed.• Post grades in a timely manner in compliance with secondary grading guidelines.