



Pioneer Springs Community School

Return to In-Person Learning Plan

2021-2022

(Reviewed March, 2023)

Pioneer Springs Community School returned to full, in-person attendance in February, 2021 after having followed the guidelines and recommendations of the CDC and the NC State agencies as represented in the *Strong Schools NC Public Health Toolkit*. PSCS continues to operate full-time, in -person based on those principles of safety learned during this unprecedented period of Covid response. This includes maintaining distances of some 3 feet between students with in-class seating; using classrooms with natural air flow by fans and windows augmented by high-power HEPA air filters; creating multiple outdoor classroom spaces; making soap and sanitizer available throughout the campus and encouraging frequent hand-washing; installing a full-time nurse with the capacity to assess illness, including Covid, and the availability of supplemental supplies—antibacterial wipes, gloves, hand sanitizer, masks—to all members of the community. Following is the school’s original “Return to In-Person Learning Plan” which was originally followed to transition back to traditional instruction and which informs our current practice.

Resources

[StrongSchoolsNC Public Health Toolkit \(K-12\)](#)

<https://returntoschoolroadmap.org/governance/district/>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

Pandemic Response Spectrum

Stage	Indicators	Instructional Model
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Plan A: Remote	Executive order; cluster within grade level or larger impact; cannot operate due to staffing shortage	Remote instructional model
Plan B: Hybrid	Mitigatory phase if needed based on staffing or student conditions/ numbers	Hybrid blend/ on campus; staggered populations of students and staff
Plan C: On Campus	Continued observation of safety protocols with regular attendance on campus for all students.	On-campus delivery with wellness measures in place, i.e. masks, sanitation stations, limited student population and movement.
Regular operations with wellness features	Any Covid health event would trigger us back to <i>moderate</i> or <i>remote</i>	On-campus/ wellness features/ student movement; 100% of students in classroom--adjust limits as appropriate

On-Campus Operations: To the fullest extent possible, Pioneer Springs Community School will open the 21-22 school year with on-campus operations and seek to remain open unless (1) closed by executive order or another directive from an authoritative source or (2) conditions at the school, including Covid outbreaks, require the closure of a grade level, building, or the school as a whole for that period of time which allows for reset to baseline operational conditions.

The school will be guided by internal metrics (number of positive cases on campus) as well as CDC recommendations as represented in the [StrongSchoolsNC Public Health Toolkit \(K-12\)](#).

Plan A: Remote Learning

(1) Consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other stakeholders in developing the Plan and effectively communicating the Plan to all involved parties.

- By October 15--posted to school website with 30 day review period.

(2) Training for teachers and staff on effective use of the remote instruction resources utilized by the charter school and the process for student submission of completed work. The Plan shall

identify any learning management system, online instructional resource, or offline instructional resource that will be made available to all students in a grade-level across the charter school.

- (a) Google education suite apps
- (b) PD is Google Educator certification as PD; virtual review during workdays
- (c) Google classroom as LMS; Zoom or Google Meet conferencing; use these tools for recordings
- (d) 1x week communications through email and all else posted to Classroom.
- (e) IReady benchmark and modules
 - (i) 2 resources each for:
 - (1) Math: iReady math teacher licenses, Khan Academy, Prodigy
 - (2) Reading: EL curriculum (K-8), Common Lit (6-9), Reading A-Z/ RAZ Kids (K-5)
 - (3) Science: Stemsscopes, Discovery Education, Science A to Z
 - (4) Social studies: (<http://www.c3teachers.org/inquiries/>), C3 Inquires developed specifically for remote learning, also free, (<https://www.inquired.org/intermediatelearnerhome>) and for grades 6+ materials put together by the Stanford History Education Group (<https://sheg.stanford.edu/>), also free. CommonLit.org is listed under ELA, but is also super useful for social studies. In planning for World History, my starting point was to look at C3 and CommonLit and choose my units based on what's offered there.
- (f) Nature/Connects will *join* the grade level Google Classroom to provide weekly lessons/engagement activities

(3) Defining and clearly communicating staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities. The Plan may include variances for staff expectations when remote instruction days are also used as teacher workdays.

-Administration--assigned to 8-10 staff to check in/support during remote instruction

- Admin 1-K and Connects
- Admin 2- 1st and 2nd
- Admin 3- 3rd and 4th
- Admin 4-5th and 6th
- Admin 5-7-9th
- Admin 6- EC and related providers

-Teachers-

1. design and lead online instruction;
2. 3 synchronous activities per week (minimum)--can include office hours for student access and support, small group work, morning or afternoon circles;
3. asynchronous posting includes assignments, recorded direct lessons, designated planning time, designated parent contact time

4. Lead small group meetings

-Associate teachers--

1. synchronous small group support meetings as assigned by teacher,
2. weekly contact with every family;
3. attendance confirmation,

EC teachers and related services providers

1. Direct instruction via synchronous meeting

Focus Fridays

Fridays are asynchronous planning days whenever we are in a remote learning paradigm. Instructional assignments and directions should be posted on Classroom. Neither teachers nor associates will be available for direct contact (online video) contact on this day.

(4) Surveying student and teacher home connectivity and providing for remote instruction that is appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable.

Google form survey disseminated in Coop Scoop the week of July 1st re: connectivity and devices; again to upper school in August, 2021.

(5) Engaging with community partners on services that parents and students can utilize on remote instruction days, including community partners willing to provide free broadband access or connectivity for remote instruction and community partners with child care options, and communicating remote instruction schedules with those partners.

-creation of hot spot access on campus

-possible website resources for parents on www.pioneersprings.org (include links on Youtube tutorials on the webpage)

(6) Developing effective design and delivery of remote instruction lessons within professional learning communities.

Components of remote instruction lessons include:

- posted instructions for the assignment including any timelines and grading rubric, copies of assignment and/ or resources needed for completion, directions about how to get support or clarification, directions about submission of assignment (anticipation/ introduction of new materials/ guided practice/ independent practice or application/ summary or closure); online presence as instructor; work in groups; active vs. passive; TPACK paradigm

(7) Teaching and practice opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments. The Plan

shall include regular opportunities for students to use the platforms and methods during non-remote instruction days to ensure student success during remote instruction.

- use of Google classroom throughout the year for postings of assignments
- make introduction video to distribute to parents/ share with students about how to use
- synchronous remote learning orientation for parents (how to use the tool, online 'etiquette', etc)
- orientation video for parents
- have a practice online session so students can experience what things will look like without any accountability to do something
- include suggested schedule for parents (ensure that reg ed and EC are not in competition for instructional time)

(8) Communicating learning targets to students on each remote instruction day and ensuring that lesson design provides instructional time, practice, and application components to demonstrate learning. The Plan shall include a process for monitoring the quality of remote instruction materials.

- posting "outcomes" and grading rubrics as part of all assignments
 - use a template for posting assignments
 - include engagement or content review segment, group or independent practice, application
 - weekly check in/ observation with admin liaison for review of remote instruction materials/ quality check--monitoring (see question 3)
 - use of IReady benchmarking and module completion as progress indicator
- Checklist or rubric

(9) Ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study. The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.

- Include standard being target on "outcomes" posting
- Include timeline for completion;
- take into account tech problems--remote support
- Post exemplar assignment or model paper/ rubric for grading,
- create expectation of timely feedback to students.
- Include benchmark windows for reading, math, science (5th and 8th)

(10) Ensuring that students with disabilities have equal access to the remote instruction provided by their charter school and that remote instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote learning day supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan.

- "reteach" videos;
- tutoring access shared among EC teachers
- making assignments with accommodations (read aloud, etc) built in;
- set up EC schedule so that it is not in competition with regular ed classroom (any way to more fully embed EC teachers with grade level teams). Create the synchronous/ asynchronous schedule with this in mind.

(11) Tracking and reporting attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.

- included in weekly email and on LMS landing page
- asynchronous log in or assignment due by...
- attendance taken in Powerschool
- associates call the family if they don't see activity on that day

(12) Providing online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays.

- primary contact options are staff email, Google Classroom message boards/ chat, scheduled
- Utilize ATs for online/ offline contact, check attendance,
- teacher office hours
- send positive messages via mail
- phone calls by teachers or assistants

(13) Providing technology support for students experiencing technical difficulties on remote instruction days.

- coordinate with ATs
- Google number for tech support
- parent support

(14) provide quality instruction for ESL, academically gifted, homeless

- coordinated through SSSManager

- As a charter, do not identify AG-- seek to serve all students through personalized instruction. When appropriate, expose students to material at readiness level, i.e. embedding in more advanced classes/ next grade level course
- ESL, like EC will be delivered in manner online consistent with services appropriate to identified tier (1 to 1 or small group); synchronous delivery only
- Homeless--provide resources for engagement, including coordinating with public venues for internet access or accessing through the school; providing all assignments in alternate paper form if remote digital learning is not a possibility; provide devices if needed

(15) local limitations to districts, i.e. broadband, devices, etc.

--do not have enough devices to ensure all students could borrow one from the school should that be needed; did distribute devices historically and rely on BYOD while on campus

--very few students with limited broadband; some families with multiple children sharing devices requires more flexible time scheduling on staff's part

--no tech support in terms of staffing

Plan B: Hybrid Learning

Key Components:

- Must have teacher workday prior to transitioning to hybrid to ensure everyone knows what to do.
- Considerations:
 - Support features in shifting between phasis.
 - How many students can be safely accommodated on campus.
 - Directions for entry/ movement within buildings.
 - Maximizing use of facilities and outdoor grounds.
 - Protective gear including masks and other PPE.
 - Considerations for lunch protocols/ cleaning practices.
 - Sanitation and disinfection schedules.
 - Symptom Check protocols

- Bathrooms--scheduling/ safety measures
- Water fountains/ bottle fillers
- Outside practices
- Protocols and practices for visitors

Scenario 1: Capacities

19 classes total/ 10 is 50%; The hive buildings will accommodate 7 x 18 per room; Asbury classrooms 4 x 10; art room 8, Croft 4 x 8-10, barn--2 x 10; Davis 2 x 8; Outdoor classrooms

No staggered start-single window for drop off/ pick up 8:30-9am ; drop off at the buildings where they have class; everyone 9-3pm; straight to classroom.