

Uncommon  
Schools |

**CAMDEN PREP**

**Remote Learning Plan  
for the  
2021 - 2022  
School Year**

## Executive Summary

For Uncommon Schools Camden Prep, our first priority is ensuring the health, safety, and well-being of all students and staff. We have designed the following the following remote learning plan in the event that our schools have to be shut for three or more consecutive days due to a Covid 19 outbreak or other official state of emergency decree. We will ensure equity for all students so that everyone has what they need to learn successfully and have designed a system that we hope will work for all families, students and staff members. We will ensure that students continue to have access to programming that develops the needs of the whole child, including wellness and community building activities. Our Organizational Priorities are as follows:

**(1) Ensure safety of staff & students:**

We will provide students, families and staff with the information and resources they need to stay safe during this crisis

**(2) Provide quality instruction and core services:**

We will deliver the high-quality education our students deserve, while supporting students, families, and staff

**(3) Plan and prepare for the future:**

We will continue critical organizational functions, mitigate risks, and plan for medium and long-term operations.

## Scheduling

We are committed to the well-being and safety of our students. Should we need to pursue option, we will follow the plan below.

Additionally, Uncommon Schools Camden Prep will report to the NJDOE with data regarding participation in full time remote learning, including by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners, as expected by state guidance.

## Remote Learning Model

### K-8 Overview

We continue to believe that in-person instruction is important for the well-being of our students, while also prioritizing safety. Each week, during remote instruction elementary and middle school scholars will receive online remote instruction in ELA, Math, History and Science. Learning will include recorded videos and student work packets as well as independent reading for a total of roughly:

- Grades K-1: 2 hours per day
- Grades 2-4: 3 hours, 15 minutes per day
- Grades 5-8: 5 hours per day

Each family will be able to create a schedule that meets their individual needs and builds in time for students to complete assignments. At the end of every day, students will upload the day's assignments. Teachers will also reach out to each scholar's family to set up check-ins for 10-20 minutes each week. Teachers will also hold office hours Monday - Thursday from 9am-11am and 2pm-4pm for additional support.

## K-8 Remote Instruction - Sample Daily Schedules

Please note that these all following schedules are sample schedules and will be modified to meet the needs of families. In addition, schools may need to continue to make changes as demand for remote learning changes.

K-2	
<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	Skills - Phonics
9:45am - 10:00am	Break
10:00am - 10:45am	Narrative Reading
10:45am - 11:00am	Break
11:00am - 11:45am	Math
11:45am - 12:45pm	Lunch
12:45pm - 1:15pm	Independent Reading
1:15pm - 1:30pm	Break
1:30pm - 2:15pm	Knowledge - Writing

3-4	
<i>Time</i>	<i>Subject</i>
9:00am - 10:00am	Informational Reading
10:00am - 10:10am	Break
10:10am - 11:10am	Math
11:10am - 11:20am	Break
11:20am - 12:20pm	Narrative Reading
12:20pm - 1:20pm	Lunch
1:20pm - 1:50pm	Independent Reading
1:50pm - 2:00pm	Break
2:00pm - 3:00pm	Knowledge - Writing

5-8
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<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	ELA - Reading
9:45am - 10:00am	Break
10:00am - 10:45am	ELA - Writing
10:45am - 11:00am	Break
11:00am - 12:30pm	Math
12:30pm - 1:30pm	Lunch
1:30pm - 2:15pm	Science
2:15pm - 2:30pm	Break
2:30pm - 3:15pm	History
3:15pm - 3:30pm	Break
3:30pm - 4:00pm	Independent Reading

### High School Overview

Camden Prep high school students will have a set schedule of between 5 and 6 periods per day of remote instruction, with the other 1-2 periods reserved for breaks or work time during the school day.

Each class period will be led live by a teacher via Zoom. Class time will include a combination of live, direct instruction and additional work time for students to complete assignments. Students will not be expected to have large amounts of additional assignments (homework) beyond what is expected in class, with exceptions for reading English novels and AP Classes which may have additional assignments due to the pace of the classes.

At the end of the school day, teachers will host Office Hours, or small group tutoring for students who need additional support. During this period as well, students will be able to continue engaging in extracurricular activities including Projects and Clubs like Creative Writing and Robotics. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields. Because they will be online, some projects will also be cross-campus, meaning students will have the opportunity to join together with other Uncommon students from other cities and states.

## High School Remote Instruction – Sample Daily Schedule:

Monday - Thursday (55-minute classes)

Time	Subject Option 1	Subject Option 2
8:00-8:55 AM	Math	English
9:00-9:55 AM	Science	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
10:00-10:55 AM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	English
11:00-11:55 AM	Math	
12:00-12:55 PM	History	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
1:00-1:55 PM	Science	History
2:00-2:55 PM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	
3:00-3:55 PM	Office Hours and Projects	Office Hours and Projects

### Special Education and ELL:

Regardless of whether we are in person, remote, or in a hybrid model, we remain committed to serving our students with disabilities and our English Language Learners. Students will continue to receive services, supports and modifications in accordance with their IEPs and 504 plans. Should we need to go all remote, these supports will be provided via video conferencing based upon individual students' schedules. Schools should work with Regional SpEd Directors to create separate schedules for any self-contained classrooms. CompeCptory services will be offered for students who experience regression because of a prolonged closure.

### Communication

Ongoing communication through bi-weekly emails, newsletters, and the like will regularly be maintained with families, students and staff for accurate and timely updates.

### Attendance Policy

The safety, well-being and educational success of our students are our primary priority and guiding principles behind the attendance policy. While students are expected to be present and engaged in learning every day, Camden Prep understands that there are extenuating circumstances during this time which may require a student to be absent. Our remote model is designed to ensure that students can be actively engaged in learning and have the opportunity to thrive at school, whether in-person or remote. If a student is absent from remote learning for the day, we ask that a parent/guardian contact their teacher or the school's operations team through the school's email to notify us of their child's absence. Families should provide a doctor's note or other documentation for absences whenever possible.

Additionally, we will be using very similar mechanisms for tracking attendance as we did in the Spring of 2020. For grades K-4, attendance on remote days will be monitored by student log-ins through instructional apps, which include Amplify and Zearn. In grades 5-8, we will be tracking attendance through Google classroom assignment submissions. In grades 9-12, we will be tracking attendance through live instruction via Zoom. In addition, for all instances of in-person instruction, our regular attendance tracking system will be used, where attendance will be logged in realtime in Powerteacher by the teachers in the classroom. Teachers will continue to make wellness-check phone calls twice a week to monitor those students' progress.

## Technology

- Uncommon Schools Camden Prep will supply a Chromebook to every single student at our schools so that students have proper access to remote instruction. Additionally, we will be providing proper internet access via hotspots for families who indicate that they do not have regular access to the internet. Our IT Support is prepared to help any families who experience technical issues during a potential school closure.
- Moreover, students and teachers will be trained on how to successfully use and access the online platforms that are necessary to carry out the curriculum.

## Nutrition

- During school closure we setup a food distribution center at our Mt. Ephraim Campus. We provided breakfast and lunch daily for students at this location. Any Camden Prep student or parent was eligible to come to the location and pick up meals. If needed, they could pick up meals for multiple days as well.
- In the event of a forced closure, we will reinstitute this plan.

## Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Uncommon Schools Camden Prep is committed to providing quality education for all students, including students with disabilities and special needs. Students will continue to receive services, supports and modifications in accordance with their IEPs and 504 plans. Some of these supports will be in person and others will be provided via video conferencing based upon individual students' schedules. For more information on scheduling, please see [Section 3B: Scheduling: Special Education and ELL](#).

CATEGORY	PLAN/MODIFICATION
Lesson plans	<ul style="list-style-type: none"><li>● Like in person, teachers should continue to work with the Special Education Department to make all modifications and accommodations required of students' IEPs.</li></ul>
Small group instruction	<ul style="list-style-type: none"><li>● Special Education Coordinators should work with their students to create a schedule for small group instruction. There are a few options for how this can look:<ul style="list-style-type: none"><li>○ PULL OUT: SpEd teachers can create pull out classes during student breaks or when students have elective blocks to form small-group classes.</li><li>○ PUSH IN: SpEd teachers can push into GenEd classrooms to support students with IEPs (either in person or remote).</li><li>○ Additional Supports: SpEd teachers can create small office hours during the Office Hours block to support students with IEPs</li></ul></li></ul>
Communication and Documentation	<ul style="list-style-type: none"><li>● It is important that we have documentation of all meetings and activities we provide while we are away from school</li><li>● Special Education Coordinators will need to keep a written log of all meetings &amp; activities</li></ul>
IEP Meetings	<ul style="list-style-type: none"><li>● Will continue via Zoom/conference call, or in person meetings following all social distancing protocols</li></ul>

Speech and Language	<ul style="list-style-type: none"> <li>● Speech providers should meet with their students via Zoom</li> <li>● SpEd Coordinators should work to schedule these meetings with students and help coordinate with GenEd teachers to ensure they are able to make up any work missed.</li> </ul>
Counseling Support	<ul style="list-style-type: none"> <li>● Similarly, schools should work to continue to schedule mandatory counseling sessions, both one-on-one and group, with students. This can happen r via Zoom.</li> <li>● Social Workers should work to schedule these meetings with their students and help coordinate with their GenEd teachers to ensure they are able to make up any work missed.</li> </ul>
Occupational Therapy	<ul style="list-style-type: none"> <li>● OT Support will need to take the format of therapists suggesting activities for students to complete and students sending or sharing completed activities with OTs.</li> <li>● Schools or OTs should provide activities and directions to families and/or students as appropriate.</li> </ul>
Mandated Reporting	<ul style="list-style-type: none"> <li>● It is important to remember that even though we are not in the school building, we are still mandated reporters.</li> <li>● If any staff member sees or hears anything as they interact with students and their families on the phone or via web conferencing, they should follow the regularly prescribed steps for mandated reporting.</li> </ul>

## Technology and Connectivity

Uncommon Schools Camden Prep will supply a Chromebook to every single student at our schools so that students have proper access to remote instruction. Additionally, we will be providing proper internet access via hotspots for families who indicate that they do not have regular access to the internet. Moreover, students and teachers will be trained on how to successfully use and access the online platforms that are necessary to carry out the curriculum. Deployment of technology will adhere to all state and local health & safety guidelines. Separate needs assessments for students with special needs will be conducted in order to determine the best access to high quality instruction.

## Curriculum, Instruction and Assessments

### Curriculum

#### K-8

Curriculum at the K-8 level will remain predominantly as it has in recent years and as approved by current Uncommon Schools Camden Prep charters. The 2021-2022 school year will begin with the same curriculum it does every year for each given grade level, with additional time provided for acceleration. Teachers will move forward with grade-level content and give remediation where necessary to catch up any students that may have fallen behind in the previous school year or over the summer. With the capacity to deliver at least partially synchronous instruction, teachers can divide students into homogeneous learning groups so as to target students that may need additional supports.

The most notable change to K-8 curriculum will come in the form of integrating instructional content from third party platforms into our existing instructional programs. It is our belief that these new platforms, such as Zearn for math and Amplify for ELA, will elevate remote learning content and the instructional experience for students.

## High School

Uncommon Schools Camden Prep is not changing High School educational programming and it will remain consistent with programming in all current approved charters. Lesson scope and sequence will be the same in the 2021-22 school year with additional time built in for acceleration; however, the mode of delivery of instruction will vary depending on scenario (be it in-person, remote, or hybrid).

There are two core High School Instructional Lesson Types - Inquiry and Guided Practice. To support teachers in crafting remote and hybrid lessons, the High School instructional team amended lesson planning guides for these two core lesson types to now include additional sections detailing “Techniques for teaching remotely.” These sections offer detailed guidance and tools tailored to remote teaching and learning.

In addition, lead lesson planners and course advisors now utilize a Weekly Grid tool that is designed to highlight for teachers the most important part of a given lesson over the course of a week as well as any modifications that can be made for conducting that lesson remotely.

## Instruction

### K-8

#### *Remote Learning*

For K-4 families, instructional materials will be within paper packs to be picked up at school buildings. In addition students will be required to watch 2 previously recorded instructional videos and submit 5 work deliverables per week. Assignments will be submitted directly to teachers. Students will utilize Zoom to attend office hours and partake in weekly check-ins with teachers. During remote instruction, grades 5-8 will continue to access work through Google Classroom (as they did during remote learning in school year 2019-20). In addition, they will watch 2 previously recorded instructional videos per week and submit 5 work deliverables for each subject area. Work will be submitted through Google Classroom.

### High School

#### *Remote Instruction*

Remote high school instruction will consist of 7 daily periods, with each subject being offered twice over the course of the day. Students will have 5-6 formal instructional periods per day, with the remaining 2 periods being reserved for breaks and additional work time. To accommodate this schedule, teachers will teach 2 periods during the school day. More specifically, teachers with 1 course will teach that course twice in one day—with half of their students attending each period. Teachers with 2 different courses will teach 1 period for each course. And the last period of the day will be reserved for Office Hours or Targeted Tutorial (additional small group support). Schools will need to create custom schedules to make this plan fit and support the enrollment needs of its students and the capacity of its teachers.

Classes on Monday through Thursday are 55 minutes, taught via Zoom, and will generally follow this structure:

- 5 minutes: “Do Now” or opening procedure
- 35 minutes: Synchronous, direct instruction
- 15 minutes: Independent practice/work time

However, teachers can choose to structure the 50 minutes after the “Do Now” in the way that works best for the lesson. The benchmark for student work is that 90% of students complete 100% of assigned work during the class period. No additional homework will be assigned with the exception of reading needed for English classes and one homework assignment per week by AP teachers.

At the end of the school day, teachers will host Office Hours, or small group tutoring for students who need additional support. During this period as well, students will be able to continue engaging in extracurricular activities including Projects and Clubs. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields. Because they will be online, some projects will also be cross-campus, meaning students will have the opportunity to join together with other Uncommon students from other cities and states.

## **Assessment**

### **K-8**

Uncommon Schools Camden Prep instructional teams has the capacity to deliver remote assessments if needed.

Once captured, student assessment data will be used to inform which curriculum will be delivered synchronously via small homogenous groups, and what additional work teachers should assign asynchronously to help with remediation. At the time of submission of this document, there are no plans to move other existing assessment windows that fall later in the school year. The content may be adjusted depending on student progress, but it's definitive that some form of assessments will be given.

### **High School**

Uncommon Schools Camden Prep High Schools will continue with student assessments in a similar manner as was used during remote learning in school year 2019-20 in that assessments will be adapted for remote administration and completion. Assessments remain strong evaluative tools for learning, giving student and teacher feedback, driving instruction, and improving upon systems.

High School assessments will be done entirely remotely in both an all-remote model. Remote assessments will be shorter in duration than traditional in-person assessments and will be redesigned to be open note tests with largely open-ended responses that are synthesis based.