

August 14, 2020

Ascend Charter Schools Plan for SY 2020-21

SUNY Charter Schools Institute

ascendlearning.org

## I. Executive Summary

In planning for the 2020-21 school year, Ascend is committed to attaining its mission of leading our students on a great intellectual adventure, providing them with an exceptional college preparatory education, and placing them firmly on the path to success in college and beyond. All decisions made in this year's turbulent environment have rested on the following decision-making principles:

- Ensure school is as strong as or stronger than school year 2020
- Keep the bar high for program design
- To create the vision for kids, be mindful of staff
- Safety and care for the whole person comes first
- Kids deserve the best teachers always
- Keep dollars close to students
- Remain aligned to our values

Understanding that our staff and students may need to flex in real time between in-person and remote instruction this year, we are prepared for instruction in both of these scenarios. We will strive to provide an excellent education to our students regardless of where they are learning. Whether we gather in a four-walled space that's part of a larger school building or through the screen on a computer, the approach for crafting the learning experience will not change. That learning experience will lean on the tenets of a liberal arts education, be culturally responsive, and have thoughtful supports so that all students have an access point and can be successful. Students' academic growth will continue to be monitored throughout the school year with assessments. We also understand the needs of the whole child, and our school staff are prepared to support student's social-emotional needs through community connections, one-on-one check-ins, counseling, and more.

Following staff and family town halls, the administration of staff and family surveys, and additional information from city, state, federal, and other medical authorities on the continued spread of the disease and its impact on school districts and communities across the country, we decided to reopen Ascend schools fully remotely for students. We will approach the year in phases and consider opening the school for more in-person instruction as we approach each phase. While students are learning remotely, they will participate in live, synchronous instruction that mirrors the in-person instruction and curriculum. While students and staff are in Ascend's Brooklyn buildings, our teams are prepared to implement policies and procedures that promote the health and safety of our community.

This plan serves 5800 students at all Ascend Charter School campuses, specifically:

- Brooklyn Ascend Charter School, K-12
- Brownsville Ascend Charter School, K-8
- Bushwick Ascend Charter School, K-8
- Canarsie Ascend Charter School, K-7
- Central Brooklyn Ascend Charter School, K-6
- Cypress Hills Ascend Charter School, K-3
- East Brooklyn Ascend Charter School, K-1
- East Flatbush Ascend Charter School, K-2
- Lefferts Gardens Ascend Charter School, K-2

## II. Health and Safety Procedures

### Reopening Operations

Each of the fifteen Ascend Charter Schools is prepared to reopen its building to staff and students in accordance with Department of Health guidelines. We have reviewed the floorplans of our spaces to identify the number of people we can safely accommodate in person while maintaining six feet of social distancing at all times. Students and staff will wear face coverings in the building, and our students will remain in cohorts of no more than 15 students to reduce exposure. Our school facilities teams and external maintenance partners will regularly clean high touch surfaces and high travel areas, and students and staff will learn proper hygiene practices.

#### Capacity

Ascend's construction team analyzed the number of people (adults and students) who can fit in each classroom while maintaining six feet distance. These studies drive our plans and determination that, so long as physical distancing is required, we must implement a hybrid approach to learning given the capacity limits in our buildings. Our capacity restrictions and phased return to in-person learning will abide by all Department of Health physical distancing requirements.

Family choice regarding return to in-person school will also be influenced by the availability of yellow bus service. If the NYCDOE does not provide bus service or the availability is limited, we will provide eligible students with Metrocards and support families in leveraging remote learning. Ascend will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety. Families relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to NYC Department of Health rules.

Using a quantity calculator provided by a trusted security consultant, Ascend schools purchased PPE needed for the first quarter of the school year. These quantities were then vetted against the NYSED recommendations published in mid-July. We will ensure we always have an adequate supply of PPE for staff and students in person. We will also follow Department of Health guidelines as to any needed reduction of students and staff in person given the capacity of local medical facilities.

#### Social Distancing

A core tenet of Ascend's response to COVID-19 will be reducing exposure and minimizing close contact among individuals. We will achieve this by reducing the duration of sustained contact between individuals, maintaining at least six feet of distance between individuals, and/or utilizing barriers such as face coverings or transparent partitions. All school procedures have been redesigned to comply with the Department of Health's physical distancing requirements.

Partitions have been installed at each school's security desk and the main office. Student and teacher desks will be placed at least six feet apart from each other in the classroom. Physical distancing will be enforced through signage and floor markings outside and throughout the building. Staircases will be unidirectional, and unidirectional split hallways will be established. Student movement in the building will also be minimized.

When staff arrive at our buildings, they will see signage and floor markings at the screening point to ensure six feet of distance between staff. When students arrive, they will also experience markings on the ground for queuing, and crowding will be limited by using multiple entrances and staggering arrival time. Students arriving and departing by bus will be prompted to disembark from and board the bus one at a time. Physical distancing will be maintained as K-4 students enter the classroom one at a time and unpack their belongings in their cubbies, either by spacing out cubbies or sending students from their desk to their cubbies one at a time. Classroom pack-up will be similarly staggered. For our older students, physical distancing will be maintained at their lockers by staggering times when they can access their lockers to avoid crowding, and staggering locker assignments by cohort so as to establish distancing. Dismissal will ensure distancing by staggering dismissal times by group (those taking the bus,

those walking, and those being picked up) and by cohort. Multiple exits will be used, and families will wait in designated demarcated spaces.

Students will eat breakfast and lunch at their desks, maintaining six feet distance, and teachers will collect food waste from student desks. A maximum of two staff members may occupy the elevator at a time, and both should wear their face coverings. Students with medical needs who need to use the elevator must be accompanied by a staff member; occupancy will be limited to two, and both must wear masks. Recess will involve structured activities that can be orchestrated at a minimum of six feet apart, or twelve feet for aerobic activities. Similarly, physical education will involve games and activities that do not require students to be in close physical proximity, and twelve feet of distance will be maintained during aerobic activity. Restrooms will be restricted to no more than two students at a time, and a staff member acting as a hallway monitor will enforce physical distancing and maximum occupancy.

### PPE and Face Coverings

As described above, utilizing barriers like face coverings is a core component of Ascend's efforts to reduce exposure to COVID-19. Students, staff, and visitors will be expected to wear face coverings when in the school building, with limited exceptions such as when eating meals, during aerobic activities, and for brief breaks when seated at their desks and separated by six feet. When face coverings may be removed, physical distancing will be enforced. Masks will be required during any movement in the building. Staff who facilitate daily screening at our building entrances will be equipped with additional PPE beyond masks, namely eye protection and disposable gloves.

Students are required to wear a face covering and adhere to physical distancing protocols unless they have a medical condition or disability that precludes them from doing so while in school. Such conditions will be documented via a 504 plan and accommodations will be determined by the physician's recommendation, the school nurse provided by the Department of Health, the child's parent and the student services coordinator.

Adequate student face coverings will be in supply at each school to supplement masks provided by families. Students arriving at school without a face covering will immediately be provided with a mask in order to be admitted into the building. Face shields, gloves, and gowns will be in supply at each school as well, to be used as needed.

Adults are required to wear a face covering and adhere to physical distancing protocols while on school grounds. Staff members who have a medical condition that impacts their ability to wear face coverings and practice physical distancing will be supported via reasonable accommodations requests, as determined by their physicians. Visitors who are unable to do so due to medical conditions should avoid coming to our buildings and opt for virtual meetings. If a parent has a medical condition that precludes them from adhering to face covering and physical distancing expectations, the school will collaborate with the family to accommodate the parent's and student's needs, while maintaining the health and safety of our community.

### Operational Activity

Families will have the option of selecting a remote learning setting and renewing or changing that status every six weeks. We will reserve in-person seats for younger students, those with IEPs, ENL students and those whose at-home circumstances would signal that in-person learning is the better option. Schools will be attuned to the needs of families and will seek to promote similar schedules for students from the same household.

For students who will learn in-person, we will place students in cohorts, which will be self-contained, pre-assigned groups of 15 students or less. These cohort sizes will allow physical distancing to be maintained within our classrooms. All class activities (including meals and specials classes) will occur in the cohort's classroom. We anticipate our classrooms will be able to accommodate all in-person student cohorts, and so our communal spaces such as cafeterias and gymnasiums will not need to be repurposed for learning. Cafeterias will be closed; gymnasiums (or multi-purpose rooms) will be used for physical education so

long as 12-foot distance is maintained; and playgrounds will be used in alignment with NYSED guidance of staggering use between cohorts.

Field trips and community events will take place virtually. We will not hold any large in-person gatherings or promote school travel. Ascend's policy on visitors is described below in the section on screening.

### Restart Operations

Essential employees, such as facilities team members, security officers and school leaders, have been working in Ascend buildings as needed to keep the buildings safe and functioning, and to respond to family and student needs. On July 27, our facilities reopened for office-based staff and work in alignment with Phase II of the New York Forward plan and its requirements. Reopening on July 27 involved posting signage to promote physical distancing, closing seating in common areas, establishing hand sanitizing stations, determining maximum occupancy in meeting spaces and launching mandatory screening for employees and visitors. As we prepare to reopen for students and welcome back instructional staff members, we will amplify the signage and implement other systems and strategies--described throughout this plan-- to ensure adherence to health and safety protocols. Our plans for cleaning and disinfection are described below.

Where applicable, bolts have been removed from windows to ensure airflow in classrooms and offices. Our ventilation systems use MERV (Minimum Efficiency Reporting Value) 10 filters, which is the highest that our systems will accommodate. We have increased filter change frequencies from every three months to every two months. While buildings were closed for instruction, the water systems underwent weekly maintenance led by the facilities crew. Our water systems are set to at least 120 degrees. Additionally, we are following the relevant CDC guidelines, which include setting water systems to at least 140 degrees, flushing hot and cold water through all points of use, cleaning all water fixtures and fountains, maintaining cooling towers per manufacturer guidelines as well as flushing, cleaning and disinfecting fire sprinkler systems and eye wash stations.

### Hygiene, Cleaning & Disinfection

School cleaning and disinfection will be scheduled to ensure increased, periodic cleaning and disinfecting. We have worked with our external maintenance vendor to prepare for frequent cleaning throughout the day of restrooms, high touch surfaces and high traffic areas (for example, tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks). In classrooms, students will remain at their assigned desks and cleaning will occur at the end of each school day. Wipes and gloves will be available should midday cleaning be needed (to respond to residue remaining after meals, for example). A deep cleaning of the building will occur nightly. Logs are kept by the operations team and updated by maintenance personnel to document the timing of each cleaning and location. All disinfection practices will use US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Supplies will remain stocked and assistant principals of operations will remain abreast of inventory so timely orders are made.

Students and staff members will be trained in healthy hand and respiratory hygiene practices. Instructive posters have been placed around the building to remind students and staff of such practices. Additionally, student schedules will include frequent handwashing and sanitizing.

Ascend will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for cleanliness.

### Extracurriculars

Extracurricular activities will be organized in accordance with Department of Health guidelines regarding sports and gatherings. At this time, community events will take place virtually. Any in person activities that take place after school, such as tutoring, will utilize cohorts to the extent possible and will enforce the physical distancing and face covering requirements of the typical school day.

### Before and After Care

Ascend is not initiating any before or aftercare programs with outside partners at this time. To the extent after school programs are run in person, as described above, they will be run by Ascend staff in compliance with our health and safety guardrails described elsewhere in this plan. All participants will need to maintain six feet of distance, face coverings must be worn, and cleaning procedures will continue as described above.

### Vulnerable Populations

Ascend is offering remote instruction to any family, grades K through 12, who elects it. We are investing in 1:1 technology and synchronous instruction to ensure students who opt for remote instruction continue to receive an excellent education. We currently envision reserving in-person seats, when offered, for our most vulnerable students: students with IEPs, ENL students, students who are housing and/or food insecure, students with lack of reliable internet, students with lack of adult supervision at home, and students who are otherwise struggling to meet expectations in remote learning.

As described above, students who have a medical condition or disability that precludes them from wearing a face covering or engaging in physical distancing will have their condition and accommodations documented via a 504 plan.

We encourage our staff members to partner with the human resources department in requesting reasonable accommodations, where applicable. Staff members who are directly impacted by COVID-19 qualify for leave aligned to the FFCRA. Those who are in a high-risk category (as defined by the CDC) will provide documentation of their condition from their physician and engage in a dialogue with their manager and human resources department to discuss a reasonable accommodation request. Additionally, staff members who live with a family member who is high risk are encouraged to partner with the human resources department if the staff member believes that returning to work will expose their family member to COVID-19.

### Transportation

Daily busing to and from Ascend schools is provided by the New York City's Office of Pupil Transportation. Ascend will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety as recommended by the NYC Department of Health. If the bus service is not available, we will provide eligible students with MetroCards and will provide remote learning to all students who are unable to travel to Ascend. Families relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to NYC Department of Health rules.

### Food Services

Ascend will provide meals to all students, free of charge, through our contracts with the New York City Department of Education's Office of Food and Nutrition Services and through a private vendor, Revolution Foods, for those schools participating in the Ascend school food authority. Schools who contract with the city will rely on them to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYC Department of Health. The school will train school staff as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day. Schools participating in the Ascend school food authority will train staff in the appropriate hygiene practices and provide the necessary PPE.

For students learning in-person, meals will be individually packed in units consisting of all disposable packaging and utensils. All meals will be delivered directly to classrooms to be consumed by students while at their desks. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. Adults distributing meals to students will be required to wear proper personal protective equipment. Students will not be allowed to share any food or drink items.

This will be communicated to students and families prior to school opening and signage will be placed in classrooms reminding of this practice.

Students learning remotely will have the option of picking up daily grab-and-go breakfast and lunch meals at an Ascend school or at locations throughout the city, as identified by the Office of Food and Nutrition Services. All social distancing and safety protocols will be enforced during this meal pick up process. Families will receive written and oral communication about how to retrieve meals when in a remote environment.

Each year, schools collect allergy information from families and provide this information to its food vendor so special precautions can be made for those requiring alternate meals. Classroom teachers, cafeteria staff members, school leaders, operations team members and adults supervising meal periods will be aware of these students and ensure that the child receives their own alternate meal. All Ascend schools are nut free; no food containing any nut products will be produced, served or brought in our spaces. Ascend will implement the following expectations when meals are served in classrooms: train teachers on food allergies, including symptoms of allergic reactions to food; train all non-food service staff on any meal service-related activities for which they will be responsible; and obtain or develop posters or other aids to assist non-food service staff to implement meal service.

Before meal periods, each class will take a scheduled handwashing break, and students will be trained on proper handwashing hygiene. Alcohol-based disinfectant will also be provided to ensure all students and staff members adhere to proper hygiene practices.

#### Mental Health, Behavioral, and Emotional Support Services & Programs

Leaders and staff will receive training this summer and throughout the school year on trauma informed support. Staff will be trained to identify students in need and to create a supportive environment for students during this challenging time. Our clinical team will receive additional training this summer to ensure they are all prepared to deal with any mental health, behavioral or emotional issues that arise. We are in the process of partnering with outside agencies, such as Ramapo for Children, to support staff training and provide resources to our students and their families. We will continue to utilize responsive classroom techniques and methodology as well as MTSS (Multi-Tiered System of Supports).

Since we shifted to remote working and learning in the spring, we have seen more than a 100% increase in staff members signing up for telehealth services, for both physical and mental health needs, as compared to last year. As we support our team members through the trauma caused by the pandemic, we will continue to promote telehealth options and encourage staff members to connect with professionals to develop coping skills to navigate the crisis. Additionally, we have equipped school leaders with strategies to build intentional virtual communities. This is important so that our staff members can remain connected to each other and the role that we play as essential workers while being sure to care for their own physical and mental health needs.

#### Communication

A robust communications plan has been developed to gather input from families, students, and staff about our reopening plans and subsequently inform them of Ascend's decisions. In addition to the regular communication sustained throughout the spring and summer, we have surveyed families and staff and are hosting town hall meetings on July 30 and 31. As decisions are made regarding the launch of our hybrid learning model, the plans will be shared with families and staff the first week of August through letters and virtual school meetings. Schools will continue to use their communication systems that families have come to expect and rely upon: email, text, automated phone calls, each school's website, Ascend's dedicated coronavirus webpage, and social media. All letters are translated into Spanish, Haitian Creole, and Bengali for our non-English speaking families.

Family and student orientations will be held the week of August 31. These will involve training such as new procedures (for example, face coverings requirement and pick up and drop off protocols), physical distancing expectations, and hand and respiratory hygiene. Staff will receive training on new health and

safety protocols during leader and teacher institutes. All trainings will be reinforced daily through building signage, refresher sessions, and a manual of all procedures and policies.

## **Monitoring**

Ascend schools will implement all procedures advised by the Department of Health to monitor health conditions within our school communities. Questionnaires and temperature screenings will be used with staff, students, family, and any other visitor to the building. Any individual who does not pass or does not submit to this screening will not be admitted to the building.

## Screening

Ascend will have protocols in place to ensure all staff members, students and visitors are screened prior to entry into the school building. The procedures for each of these groups are detailed below.

Staff members and students will complete a daily questionnaire online and complete a temperature check before they come to the building. Results of the screening are submitted to and reviewed by a designated site coordinator. The questionnaire asks if any of the following applies to the staff member:

1. Experienced COVID-19 symptoms in past 14 days, including a temperature above 100.0 degrees Fahrenheit
2. Received a positive COVID-19 test in past 14 days
3. Was in close or proximate contact with a confirmed or suspected COVID-19 case in the past 14 days
4. Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days

Screeners will confirm that staff and students have completed the questionnaire prior to entering the building. Every morning, staff will perform temperature checks on a random sampling of students and staff using non-touch thermometers. Temperatures will not be recorded, and proper PPE will be worn by screening staff at all times.

If a staff member or student registers a positive questionnaire response, they should not come to the building and will not be admitted. The student and family will receive instructions on next steps, including consulting a health care provider. Students who arrive at school unaccompanied by a parent or guardian will be escorted by a staff member to an isolation area to await pick-up by their family members or self-dismissal (for grades 5-12) after contacting a parent. A record will be kept of all students who are sent home each day for follow-up regarding status as well as provision of remote instruction until the student is able to return to school. Given that all students will be provided with a school laptop, students who are sent home due to screening will be able to engage in remote learning without delay.

Visitor access will be limited to the following groups:

- Staff members from the network office on-site to support the school
- Family members picking up ill students from the nurse's office or isolation room
- Related services providers as needed and per DOE guidance
- Maintenance to complete repairs as needed
- Police officers or other emergency workers as needed

Family members dropping off students late or picking up students early will be asked to wait at the security desk. Staff members will escort younger students from the entrance to their classrooms during late arrival and from classrooms to the entrance for early pick-ups. Meetings with family members will be conducted remotely.

Visitors will undergo both the questionnaire and temperature screening, conducted at the entrance prior to being granted access to the building. Any visitor who does not pass the screening or refuses to participate in the screening will not be allowed in the building.

### Health Testing Protocols

Ascend will establish and enforce testing protocols in accordance with Department of Health guidance. Schools will consult with their assigned NYC Department of Health nurse to determine which staff and students presenting symptoms should be referred for COVID-19 tests.

### Health Testing Responsibility

COVID-19 testing is available across New York City and unless determined otherwise by NYC Department of Health, students and staff will continue to use their own doctors or clinics/hospitals of their choice. If students and staff need access to large-scale testing, the school will follow directions from the Department of Health regarding where testing should happen and communication to the school community.

### Early Warning Signs

Ascend will follow all metrics set by the NYC Department of Health that will serve as early warning signs that COVID-19 cases may be increasing beyond an acceptable level. We will follow all Department of Health guidelines in monitoring against these metrics and will modify in-person instruction as necessary.

### **Containment**

Ascend will diligently respond to any positive or suspected cases of COVID-19 within our staff and student populations. Students and staff will not come into the building if exhibiting symptoms, and if those symptoms develop while already at school, they will wait in an isolation room until they may safely return home. Students and staff who test positive or are exposed to someone who tests positive will remain out of the building until the required isolation period has been completed. We will follow all Department of Health guidance to support containment of COVID-19, including contact tracing as needed. Section II on reopening details the preventative measures the school will take to minimize the risk of COVID-19 and its spread, such as implementing cohorts, physical distancing, using face coverings, practicing hand and respiratory hygiene, and frequent disinfection and cleaning.

### School Health Offices

Staff members who develop symptoms during the day will be sent home with instructions to be tested for COVID-19. If students develop symptoms during the school day, they will be sent to the isolation room until they are picked up by a family member. The nurse provided to each school by the NYC Department of Health and the school leadership will ensure all protocols for the isolation room are followed, and the Department of Health will provide all the PPE and supplies necessary for outfitting the school health office, including but not limited to eye protection, gloves, gowns, and masks.

### Isolation

Families will remain with their children during the daily arrival screening. Students who screen positive will not be permitted to attend in-person school for that day. Instead, they will go home with their family member, with instructions to monitor symptoms and follow up with a healthcare provider. Students who arrive at school without a family member and screen positive upon arrival will be taken to the isolation room and then self-dismissal or pickup arrangements will be made with a parent (based on the age/grade level of the student). If students develop symptoms during the school day, they will be sent to the isolation room until they are picked up by a family member. While in the isolation room, they will remain six feet from the adult monitor, who will be provided with the appropriate PPE as determined by the NYC Department of Health. Staff members who screen positive will not be permitted to enter the building. Those who develop symptoms during the day will be sent home with instructions to be tested for COVID-19.



### Collection

The response to this question is above, under "Isolation".

### Infected Individuals

Discharge from isolation and return to school will be conducted in coordination with the local health department and in accordance with their requirements. Students and staff members who test positive will not be permitted in the building until they have fully recovered and will not transmit COVID-19 when returning to in-person learning; they will be required to stay out of school for 10 days or until symptoms end, per the guidance of the NYC Department of Health.

### Exposed Individuals

Individuals who were exposed to the COVID-19 virus must stay out of school for 14 days. Schools will consult with NYC Department of Health or NYC Trace to determine who is an exposed individual and must stay out of school. Discharge from quarantine and return to school will be conducted in coordination with the local health department.

### Hygiene, Cleaning, and Disinfection

The response to this question is above, under "Hygiene, Cleaning, and Disinfection" in Section II on reopening.

### Contact Tracing

Assistant principals of operations will remain abreast of individuals who screen positive and/or those who have a positive test result. This will be relayed to the human resources department who will ensure that the data are shared with the state and local health departments. We will support local health departments in contact tracing efforts using the protocols, training and tools provided via the NYS Contact Tracing Program. We will encourage relevant parties to cooperate with contact tracers and we will provide the requested data to the extent possible.

### Communication

The "Communications" response above outlines the training and communications plans for families, staff and students on health and safety procedures.

### **Closure**

Any school closure decision will be made in consultation with the NYC Department of Health and in accordance with their metrics. Upon closure, all students will revert to remote learning and other in-person operations will cease as directed by the city or state. Timely communications about closing will be shared with family and staff members through the various modalities to which they are accustomed.

### Closure Triggers

Any school closure decision will be made in consultation with the NYC Department of Health. If a staff member or student tests positive, the classmates and colleagues who were exposed will be quarantined according to Department of Health requirements, and we will temporarily move the affected cohort(s) to a remote format.

### Operational Activity

If closed, the school will revert to remote learning for all students and will follow all relevant procedures from the Department of Health as to which operations will decrease or cease in person and how to close them in an orderly manner.

## Communication

The “Communications” response above outlines the methods by which we will communicate with families and students. We will communicate with staff through virtual meetings and email, and we will post all pertinent information around school closure on our websites.

### III. School Scheduling

#### Pre-Opening

In developing plans for the 2020-21 school year, we have spoken to all Ascend constituents. We hosted town halls for family and staff in July, and we distributed surveys soliciting family and staff feedback on return to school or work. We communicated regularly with peer charter networks; closely monitored developments from city, state and federal agencies; and consulted our boards. We conducted thorough research on diagnostic assessments, technology tools and virtual instructional pedagogy, building trauma-informed practices, and health and safety best practices to inform our staff training and student and family orientations.

Our pre-opening plans are operating, all remotely, in three phases: leader institute from August 3-7, teacher institute from August 17-28, and student and family orientations from August 31 - September 4. The agenda for leader institute can be found in Appendix A, and the sessions for teacher institute are enclosed as Appendix B. The student and family orientations will include technology training and laptop distribution, and an introduction to student schedules and remote learning procedures. Families will receive an initial technology training at this point and have access to timely tech support throughout the year from Assistant Principals of Operations, Ascend’s central IT team, and a third-party vendor to support with the anticipated higher volume of tech support needs.

To fully participate in instruction for the 2020-21 school year, each student will need access to a computer. To ensure all students can fully participate in remote learning and access Ascend’s instruction, we have invested in procuring a laptop for all students. Each laptop will be equipped with the programs and applications needed for students’ respective grade level. We will support families without reliable access to the internet in accessing free services from local providers or hotspots.

When in-person learning resumes, schools will continue to conduct fire, safety and other drills as required, and will maintain social distancing requirements.

#### School Calendar

Below are the SY20-21 school calendars, which reflects 170 instructional days for grades K-8 and 176 instructional days for grades 9-12.

#### Ascend Public Charter Schools Grades KG - 08 School Year Calendar 2020-21

September 7	No school; Labor Day
September 8	Full-length school day begins
October 2	BACS, BAMS No students; Professional Development
October 5	CHACS, EBACS No students; Professional Development
October 9	BVLS, BVMS No students; Professional Development
October 12	No school; Indigenous People’s Day
October 16	No students; Professional Development
October 19	CALS, CAMS No students; Professional Development

October 23	BWMS, BWLS No students; Professional Development
October 26	CBACS, CBAMS No students; Professional Development
October 30	EFACS, LGACS No students; Professional Development
November 3	No school; Election Day
November 6	No students; Professional Development
November 11	No school; Veterans Day
November 19-20	Progress Report Conferences (1:00 pm dismissal)
November 25-27	No school; Thanksgiving Holiday
December 4	No students; Professional Development
December 23-January 1	No school; Winter Break
January 8	No students; Professional Development
January 18	No school; Martin Luther King, Jr. Day
February 15-19	No school; February Break
February 25-26	Select Report Card Conferences (1:00 pm dismissal)
March 29-April 2	No school; Spring Break
April 20-22	English State Exam
April 29-30	Progress Report Conferences (1:00 pm dismissal)
May 4-6	Math State Exam
May 31	No school; Memorial Day
June 10	1:00 dismissal
June 11	Last day of school, 1:00 dismissal

Note: Two snow/emergency closure days will NOT require a make-up school day. After two snow/emergency closure days, additional makeup days are built into the calendar in the following order: 6/14, 6/15, 6/16, 6/17, 6/18.

#### Brooklyn Ascend High School Grades 9 - 12 School Year Calendar 2020-21

September 7	No school; Labor Day
September 8	First day of school, grade 9
September 9	First day of school, grades 10-12
September 18	No students; Professional Development
October 12	No school; Indigenous People's Day
October 13	No students; Professional Development
November 3	No school; Election Day
November 6	Progress Report Conferences (1:00 pm dismissal)
November 11	No school; Veterans Day
November 19-23	Benchmark Testing
November 24	No students; Professional Development
November 25-27	No school; Thanksgiving Holiday
December 11	Select Progress Report Conferences (1:00 pm dismissal)
December 23-January 1	No school; Winter Break
January 4	No students; Professional Development

January 18 January 26-29	No school; Martin Luther King, Jr. Day Regents
February 12 February 15-19	No students; Professional Development No school; February Break
March 9-11 March 12 March 29-April 2	Benchmark Testing No students; Professional Development No school; Spring Break
May 28 May 31	Select Progress Report Conferences (1:00 pm dismissal) No school; Memorial Day
June 15 June 16-17 June 18 June 21-24	Last day of regular instruction Benchmark and Regents Testing No school; Juneteenth observed Regents Testing

We will approach the year in phases and consider opening the school for more in-person instruction as we approach each phase outlined below.

Weeks	Phase of reopening
August 31-September 4	<b>Student and family trainings</b>
September 8-October 16  Six calendar weeks of school; ends as we finish ELA benchmark testing in K-8 and October 16 is a K-8 PD day, allowing for final preparations for phase 2	<p><b>Phase 1:</b> All students learning remotely</p> <p>Students: KG-12th grade all remote</p> <ul style="list-style-type: none"> <li>• September 8: First day of school for grades K-9</li> <li>• September 9: First day of school for grades 10-12</li> </ul> <p>Staff: All staff are welcome to work on-site following health and safety procedures.</p> <ul style="list-style-type: none"> <li>• Principals may <i>require</i> 12-month staff members to work onsite unless the staff member has an HR-approved accommodation. This is based on the fulfillment of job duties.</li> <li>• Principals may <i>request</i> 10-month staff to work onsite.</li> </ul> <p>Beginning October 5, all staff are required to be working on-site unless they have an HR-approved accommodation that permits them to work remotely in a role that meets the needs of the school. This is required as schools will use the non-teaching periods of the day to prepare for the re-entry of some students in phase 2. Because NYS requires a two-week quarantine period for anyone traveling to New York from most parts of the country, all staff must be in New York by September 21.</p>
October 19-November 24  Six calendar weeks of school; ends as we head into Thanksgiving holiday	<p><b>Phase 2: To be determined and communicated by October 2</b></p> <p><b>Targeted scenario:</b></p> <p>Students: Implement hybrid model which prioritizes the following groups for in-person instruction (parents retain option to elect remote for this phase and are encouraged to do so)</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• 1st grade</li> </ul>

	<ul style="list-style-type: none"> <li>• 9th grade</li> <li>• 12th grade</li> <li>• Striving students all grades</li> </ul> <p>Staff: All staff on-site except those with HR-approved accommodations that meet the needs of the school</p>
<p>November 30-January 22</p> <p>Seven calendar weeks of school; K-8 term 1 ends January 22</p>	<b>Phase 3: To be determined by November 6</b>
<p>January 25-March 26</p> <p>Eight calendar weeks of school; ends as we head into spring break</p>	<b>Phase 4: To be determined by January 8</b>
<p>April 5-May 14</p> <p>Six calendar weeks of school</p>	<b>Phase 5: To be determined by March 15</b>
<p>May 17-June 11 (K-8), 25 (high school)</p> <p>Six calendar weeks of school</p>	<b>Phase 6: To be determined by April 26</b>

### Scheduling for Students

The number of hours allocated to in-person and remote learning will be determined for each phase of the year by the dates shown above, and will depend on parent choice as to whether to elect into remote learning, the evolution of health and safety requirements from City, State, and Federal authorities, and the transmission of COVID-19 in Brooklyn, New York City, and the State, which could lead to classroom or school closures. Total instructional time for the school year will meet state mandates, and we are studying how many instructional hours must be added to the school calendar to ensure minimum hours requirements are satisfied.

During remote learning, most of each day is spent in live, real-time learning with teachers. Paper-based work and screen breaks are recommended whenever possible, mindful of research about the negative impacts of excess screen time. There will be four synchronous classes a day at the lower school (two reading classes, writing, math, morning meeting and closing circle). Middle school students will have four fully synchronous classes a day, in addition to advisory. High school will have three synchronous classes daily with additional office hours; they will take the same classes each day, but whether they are synchronous or asynchronous will rotate on an A and B day schedule.

Here are scheduling guidelines for each grade band (which are the same in both remote and in-person learning) and sample remote student schedules:

Grades K-2

	Periods/week	Minutes
Morning Meeting/Community Meeting	5	30
Closing Circle	5	15
Phonics	5	30
Guided Reading	4	60
Guided Reading (Friday)	1	45
Read Aloud	3	30
Writing	3	30
Math	4	75
Math RTD (Friday)	1	45
Specials	2	45
Science	2	45

Monday – Thursday

8:00-8:30am (Live)	Morning Meeting
8:30-8:45am	Break
8:45-9:15am (Live)	Foundations - Phonics
9:15-9:30am	Break
9:30-10:30am (Live)	Guided Reading & Independent Reading
10:30-11:30am	Lunch Break
11:30am-12:15pm (Live)	Math Workshop
12:15-12:30pm	Break
12:30-1:00pm (Live)	Number Stories
1:00-1:15pm	Break
1:15-1:45pm (Live)	Read Aloud
1:45-2:00pm (Live)	Closing Circle
2:00-2:15pm	Break
2:15-3:00pm (Pre-recorded)	Science or Specials
3:00-3:15pm	Break
3:15-3:45pm (Live)	Office hours

Friday

8:00-8:30am (Live)	Morning Meeting
8:30-8:45am	Break
8:45-9:15am (Live)	Foundations - Phonics
9:15-9:30am	Break
9:30-10:15am (Live)	Guided Reading & Independent Reading
10:15-11:15am	Lunch Break
11:15am-12:00pm (Live)	Math Response to Data
12:00-12:15pm	Break
12:15-12:45pm (Live)	Read Aloud
12:45-1:15pm (Live)	Writing
1:15-1:30pm (Live)	Closing Circle
1:30-2:00pm (Live)	Office Hours

Grades 3-4

	Periods/week	Minutes
Morning Meeting/Community Meeting	5	30
Closing Circle	5	15
Guided Reading	5	45
Writing	4	30
Shared Text	2	45
Literature Circle	3	45
Math	4	75
ELA RTD (Friday) or Shared Text Day 3	1	45
Math RTD (Friday)	1	45
Specials	2	45
Science	2	45

**Monday – Thursday**

8:00-8:30am (Live)	Morning Meeting
8:30-8:45am	Break
8:45-9:15am (Live)	Writing
9:15-9:30am	Break
9:30-10:15am (Live)	Guided Reading & Independent Reading
10:15-11:15am	Lunch Break
11:15am-12:00pm (Live)	Math Workshop
12:00-12:15pm	Break
12:15-12:30 pm (Live)	Number Stories
12:30-1:00pm	Break
1:00-1:45pm (Live)	Shared Text or Literature Circle
1:45-2:00pm (Live)	Closing Circle
2:00-2:15pm	Break
2:15-3:00pm (Pre-recorded)	Science or Specials
3:00-3:15pm	Break
3:15-3:45pm (Live)	Office hours

**Friday**

8:00-8:30am (Live)	Morning Meeting
8:30-8:45am	Break
8:45-9:30am (Live)	Guided Reading & Independent Reading
9:30-9:45am	Break
9:45-10:30am (Live)	Math Response to Data
10:30-11:30am	Lunch Break
11:30am-12:15pm (Live)	Literature Circle
12:15-12:30pm	Break
12:30-1:15pm (Live)	ELA Response to Data
1:15-1:30pm (Live)	Closing Circle
1:30-2:00pm (Live)	Office Hours

Grades 5-8

	Periods/week	Minutes
Advisory	4	30
Community Meeting	1	40
English	5	60
Guided Reading (Grades 5-6) Small Group Instruction (Grades 7-8)	4	45
Social Studies	5	45
Specials	4	45
Math	5	60
Science	5	45

Monday – Thursday

8:00-8:45am (Live)	Advisory
8:45-9:45am (Live)	Math
9:45-10:00am	Break
10:00-11:00am (Live)	English
11:00-11:15am	Break
11:15am-12:00 pm (Live)	Science
12:00-12:45pm (Live)	Social Studies
12:45-1:15pm	Lunch Break
1:15-2:00pm (Pre-recorded)	Electives
1:45-2:00pm (Live)	Closing Circle
2:00-2:45pm (Live)	Guided reading or Small Group Instruction
2:45-3:00pm (Live)	Closing Circle/Dismissal



Grades 9-12

Course Offerings (2 credit courses)

	English	History	Math	Science	Writing
Grade 9	Self & Society (English I)	Rise of Civilization (aligned w/ pre-AP world)	Algebra I	Biology	Critical Composition (Writing I - revised)
			Geometry		
Grade 10	The Hero's Journey (English II)	Molding the Modern World (aligned w/ AP world)	Geometry	Chemistry	Critical Composition (Writing I - revised)
			Algebra II		
Grade 11	Power in the U.S. (English III)	The Democratic Experiment (U.S. History)	Algebra II	Honors Biology	n/a
		AP U.S. History	Pre-calculus		
Grade 12	Big Things & Little Things (English IV)	U.S.: Functions & Dysfunction (Gov't/Econ)	AP Calculus AB	AP Biology	n/a
	AP Literature	AP Gov't	Pre-calculus	Senior Maker	

For a 2-credit course, or unit of study by NYSED definition, there must be at least 180 minutes of instruction per week or 108 hours over the entirety of the course.

Period	Start	End	Monday-Friday
1	8:30 AM	8:55 AM	Advisory Live
2	9:00 AM	9:50 AM	English IV Live
3	10:00 AM	10:50 AM	AP Calculus Pre-recorded
4	10:55 AM	11:40 AM	Lunch Break
5	11:45 AM	12:35 PM	College Seminar IV Live
6	12:45 PM	1:35 PM	PE/Art Pre-recorded
7	1:45 PM	2:35 PM	AP English Literature Live
8	2:45 PM	3:35 PM	AP Biology Pre-recorded
9	3:45 PM	4:25 PM	Office Hours Live

## Scheduling for Staff

While all students are learning remotely in phase 1, all staff are welcome to work on-site following health and safety procedures. Specifically, Principals may require 12-month staff members to work onsite based on the fulfillment of job duties, unless the staff member has an HR-approved accommodation. Principals may request 10-month staff to work onsite.

We are targeting bringing students into our buildings for in-person learning, which will necessitate having all staff on-site, except for those with HR-approved accommodations. Staff will maintain a typical teaching load, with one prep period and a lunch break and deployed so as to maintain cohort integrity and other health and safety protocols, and support both in-person and remote instruction.

At the high school, students will maintain the same schedule whether they are remote or in-person. Each day certain staff members will teach core subjects, which students will access either synchronously or asynchronously (as described above) on their laptops. In addition, each cohort will have a teacher who will provide all-day support across all subjects.

## **IV. Enrollment and Attendance**

### Enrollment

According to a family survey completed on July 21, 2020, with a 77% response rate, 95% of families said that they would be returning to an Ascend school. A non-return rate of 5% is significantly lower than our historical attrition average of 15% network-wide (accounted for with planned over-enrollment targets). Further, there were no significant differences in the data when comparing remote, hybrid and in-person learning preferences of parents who will not return. We do not currently have evidence of any larger than usual attrition trends. Given that survey data is self-reported however, we anticipate the true attrition rate to be higher than 5% as evidenced by historical comparisons of survey data with actual outcomes.

Accurate enrollment counts used for SY21 billing will continue to rely on Ascend's iterative attendance and withdrawal procedures and systems. School operations staff ensure that parents are provided a written withdrawal form when they decide to leave Ascend. Attendance procedures dictate that school operations teams contact parents of students who are absent daily via phone call until we are able to locate the student and confirm their enrollment intention. Please refer to the Attendance section for Ascend's updated attendance plan.

Additionally, Ascend schools continue to enroll new students throughout the year as seats become available. As waitlists allow, Ascend plans to continue this practice ensuring that documentation is secured through our online registration platform SchoolMint and new students are added to our ATS rosters subsequently. Schools work diligently to ensure that ATS rosters are aligned with our student information system rosters regularly.

### Attendance

All students, whether learning remotely or in-person, will participate in daily, synchronous learning with a teacher. Each student will have either an advisory or homeroom period as their first period of the day, during which attendance will be taken by their teacher. Real-time student attendance will be captured in the schools' student information system, Infinite Campus. Students who arrive at school late or who engage in a remote synchronous learning opportunity at a later point throughout the day will be marked tardy for the day and the data will be transferred into Infinite Campus.

As attendance will be taken daily during synchronous learning opportunities, teacher rosters and students schedules will serve to validate daily engagement. This information will be captured and stored in the school's student information system, Infinite Campus.

Ascend will employ a variety of engagement and contact practices to ensure consistent communication with families and students who appear disengaged from online learning including, but not limited to:

- Daily phone calls
- Where families do not respond to phone calls, daily text messages and emails
- Identifying non-instructional adults in the school who have established a connection with the student and/or family such as counselors, social workers and administrative staff.
- Assigning each student an adult who is responsible for checking in daily, whether instruction is in-person, remote, or online.

During the first period each day, teachers take attendance in Infinite Campus. By the end of this period, an operations team member checks which teachers still need to do attendance. They email those teachers, including the principal, reminding them to take their attendance. Teachers then enter any missing attendance or adjust for any students who may have logged in late for remote learning. At the end of the first period, a reconciliation process takes place. For in-person students, the tardy log is taken from the lobby and those students' attendance is updated in Infinite Campus. For remote learning, teachers will have the opportunity to update their attendance directly into Infinite Campus.

The operations team member then sends an initial email to the school's leadership with the day's attendance rate, highlighting students who are absent. School leadership confirms or corrects attendance by replying to the email sent by the operations team member, highlighting any students who may be in an alternate setting and are present. The operations team member then sends a final daily attendance snapshot email to the entire staff that includes the list of all absent and tardy students by class and states the percentage of students present.

At this stage, staff members begin to make daily attendance calls to parents, asking parents to bring their scholar(s) to school and encouraging those in remote learning to attend any remaining classes for the day. The phone call is entered into the contact log for the student in Infinite Campus. Any students who subsequently report to school or for remote synchronous learning activities will be marked as tardy for the day.

## **V. Academic Program**

### Curriculum

Following the staff and family town halls, the administration of the staff and family surveys, and the influx of information about the continued spread of the disease and its impact on school districts and communities across the country, we decided to reopen Ascend schools fully remotely for students. We will approach the year in phases and consider opening the school for more in-person instruction as we approach each phase.

During this initial period of remote learning, as well as any subsequent remote learning necessitated by the spread of the virus or as a result of parent choice, our curriculum will be taught using a mostly live synchronous approach to teaching and learning. The same curriculum is accessed whether students are in class in-person or remote.

The targeted scenario for phase two of the school year is a hybrid approach to teaching and learning. This model brings approximately 40% of students into school each day on a predictable schedule. The other 60% of students continue learning remotely. It is not a rotation model, as we believe that a stable and consistent daily routine for students and families is more supportive of learning and maintaining public health. This scenario prioritizes kindergarten, 1st grade, 9th grade, 12th grade and striving students in all grades for in-person instruction. Striving students will be identified by the schools through a variety of data, including parent input, and they include students with IEPs, ENL students, students who struggle in the remote environment either because of unreliable internet or other reasons, students who would otherwise have no supervision at home and whose safety is compromised at home, and students who are food or home insecure.

Every student, whether in live or remote schooling, will have a daily homeroom or advisory time to intentionally create space for connection and sharing. This can be as simple as having a structure at the

beginning of each advisory/homeroom class where partners check in with each other or doing a class-wide “weather check.”

Our schools with significant English Language Learner (ELL) populations, such as Bushwick Ascend, are restructuring the delivery model for ENL instruction to better meet the needs of ELL students. ENL teachers will push-in to core instruction to provide integrated ENL Instruction. Plans will be intentionally differentiated to include language objectives, explicit vocab instructions, and specific scaffolds and support for English Language Learners. ENL teachers will be responsible for intentional differentiation of plans to meet the needs of all levels of ELL students. Standalone ENL minutes will also be provided. Teachers will use an online, adaptive, blended curriculum that is designed specifically for supporting English Language Development for ELLs to support instruction during this instructional block. The classroom teacher will also provide explicit vocabulary instruction in the instructional program.

Enclosed as Appendix C is the curriculum overview from Ascend’s instructional manual for SY20-21.

Brooklyn Ascend High School (BAHS) has defined, and will make available upon request, all information regarding virtual or blended high school course content. Successful course completion will be determined based on BAHS’ grading policy, adapted to meet the needs of hybrid or remote learning. The grading policy is as follows: benchmark exams and if administered, Regents exams (15%), unit assessments (30%), quizzes (15%), classwork (20%), homework (20%). All courses are yearlong, and at the conclusion of the year, the three trimester graders are averaged; final grades of 65 or higher earn course credit. Students will demonstrate mastery of their courses through these components, and rubrics will be used to assess mastery. Ascend will document student mastery through gradebooks, report cards, Illuminate data, transcripts, and state test scores (if tests are administered).

Ascend will not implement any changes to Regents course exam administration, and all content is aligned with the applicable NYS learning standards. Unit guides note aligned standards, and assessment items are tagged with the standards assessed. BAHS faculty and staff are NYS certified or hold Trans-B certification. Instruction at BAHS will satisfy the unit of study and unit of credit requirements by the states, and the master schedule will reflect that each course meets for a total of 250 minutes per week.

### Instruction

Understanding that our staff and students may need to flex in real time between in-person and remote instruction, we are prepared for instruction in any of these scenarios. We will strive to provide an excellent education to our students regardless of where they are learning—there will be very little difference between live and remote teaching. Whether we gather in a four-walled space that’s part of a larger school building or through the screen on a computer, the approach for crafting the learning experience will not change. That learning experience will lean on the tenets of a liberal arts education, be culturally responsive, and have thoughtful supports so that all students have an access point and can be successful.

To ensure all students receive a high-quality education, Ascend will provide laptops to every Ascend student before the start of the school year so that all students can engage remotely, as needed. Teachers and leaders are provided with guidance and suggestions on how to differentiate lessons and provide accommodations to meet the needs of all learners during in-person and remote instruction. Attached as Appendix D are examples of possible accommodations that could be given to support students.

Teachers and students will interact every day during synchronous learning, regardless of whether they are learning remotely or in-person. School leadership will visit virtual classrooms and document their observations in accordance with regular coaching observation and feedback protocols. In addition, faculty and staff will maintain, per each school practice, contact logs and other documentation of communication with students or family outside of scheduled courses. In-person learning will differ from past years as described in Section II to accommodate health and safety protocols, such as social distancing requirements and maintaining cohort integrity, but otherwise in-person will remain the same as described in Ascend’s current charter.

Examples of how virtual instruction will be carried out across different grade levels and content areas, incorporating breakout rooms and other remote learning tools, can be seen below.

Guided Reading, K-6

<b>Before Reading (10 min)</b>	<b>Before Reading Routines/Procedures to Teach</b> <ul style="list-style-type: none"> <li>· How to sign on to RingCentral guided reading lesson</li> <li>· How to access assigned text on Raz-Plus or EPIC!</li> <li>· How to view both RingCentral window and assigned materials simultaneously</li> <li>· How to access guided reading book introduction</li> </ul>		
	<b>F&amp;P Levels AA-B</b>	<b>F&amp;P Levels C-K</b>	<b>F&amp;P Levels L+</b>
	<b>Teacher Expectations</b> <i>Meet with students individually (1:1) via RingCentral.</i> <ul style="list-style-type: none"> <li>· Briefly introduce the text, keeping in mind the challenges in the text and the knowledge, experience, language competencies, and skills of the readers.</li> </ul> <b>Student Expectations</b> <ul style="list-style-type: none"> <li>· Engage in a conversation about the text (may make predictions, activate background knowledge, or raise questions)</li> <li>· Build expectations</li> <li>· Notice information in the text</li> <li>· Notice the genre of the text</li> <li>· Notice graphics and important text features, such as headings</li> </ul>	<b>Teacher Expectations</b> <i>Gather students together via RingCentral.</i> <ul style="list-style-type: none"> <li>· Briefly introduce the text, keeping in mind the challenges in the text and the knowledge, experience, language competencies, and skills of the readers.</li> </ul> <b>Student Expectations</b> <ul style="list-style-type: none"> <li>· Engage in a conversation about the text (may make predictions, activate background knowledge, or raise questions)</li> <li>· Build expectations</li> <li>· Notice information in the text</li> <li>· Notice the genre of the text</li> <li>· Notice graphics and important text features, such as headings</li> </ul>	<b>Teacher Expectations</b> <i>Record a brief book introduction and assign text to be read independently.</i> <ul style="list-style-type: none"> <li>· Briefly introduce the text, keeping in mind the challenges in the text and the knowledge, experience, language competencies, and skills of the readers.</li> </ul> <b>Student Expectations</b> <ul style="list-style-type: none"> <li>· Think critically about the text (may make predictions, activate background knowledge, or raise questions)</li> <li>· Build expectations</li> <li>· Notice information in the text</li> <li>· Notice the genre of the text</li> <li>· Notice graphics and important text features, such as headings</li> </ul>
<b>During Reading (15 min)</b>	<b>During Reading Routines/Procedures to Teach</b> <ul style="list-style-type: none"> <li>· How to take control of shared screen to point to words</li> <li>· How to get into a breakout room</li> <li>· What to do while in a breakout room</li> <li>· How to ask for help while in a breakout room</li> <li>· How to get back to the main room</li> </ul>		
	<b>F&amp;P Levels AA-B</b>	<b>F&amp;P Levels C-K</b>	<b>F&amp;P Levels L+</b>
	<b>Teacher Expectations</b> <i>Share screen via RingCentral to show projectable copy of the text</i>	<b>Teacher Expectations</b> <i>Assign breakout rooms for each individual scholar. Visit breakout</i>	<b>Teacher Expectations</b> <i>Meet with individual scholars on an "as needed" basis via</i>

	<p><i>on Raz-Plus. Share control with the scholar so he/she can use the mouse and pointer to point to words as they read aloud.</i></p> <ul style="list-style-type: none"> <li>· Observe the reading behaviors of individuals for evidence of strategic actions</li> <li>· “Listen in” to the individual scholar’s oral reading</li> <li>· Confirm scholars’ problem-solving attempts and successes</li> <li>· Interact with individuals to assist with problem-solving after error or at difficulty (when appropriate)</li> <li>· Make notes about reading behaviors observed</li> </ul> <p><b>Student Expectations</b> <i>Scholar reads text aloud as they use their mouse and pointer to point to each word, read left to right and return sweep.</i></p> <ul style="list-style-type: none"> <li>· Read the whole text or a unified part aloud</li> <li>· Request help in problem-solving when needed</li> <li>· Think actively while reading to understand the story or topic</li> <li>· Recognize or take apart words while reading for meaning</li> </ul>	<p><i>rooms (prioritizing students struggling with decoding) to listen in and coach students in the moment.</i></p> <ul style="list-style-type: none"> <li>· Observe the reading behaviors of individuals for evidence of strategic actions</li> <li>· Sometimes “listen in” to individuals’ oral reading</li> <li>· Confirm children’s problem-solving attempts and successes</li> <li>· Interact with individuals to assist with problem-solving after error or at difficulty (when appropriate)</li> <li>· Make notes about reading behaviors observed</li> </ul> <p><b>Student Expectations</b> <i>Scholar remains actively engaged as they read independently in their breakout room.</i></p> <ul style="list-style-type: none"> <li>· Read the whole text or a unified part to themselves (softly or silently)</li> <li>· Request help in problem-solving when needed</li> <li>· Think actively while reading to understand the story or topic</li> <li>· Recognize or take apart words while reading for meaning</li> </ul>	<p><i>RingCentral to “listen in” as they read aloud and provide coaching.</i></p> <ul style="list-style-type: none"> <li>· Observe the reading behaviors of individuals for evidence of strategic actions</li> <li>· Sometimes “listen in” to individuals’ oral reading</li> <li>· Confirm children’s problem-solving attempts and successes</li> <li>· Interact with individuals to assist with problem-solving after error or at difficulty (when appropriate)</li> <li>· Make notes about reading behaviors observed</li> </ul> <p><b>Student Expectations</b> <i>Scholar reads assigned text individually asynchronously.</i></p> <ul style="list-style-type: none"> <li>· Reads the whole text or a unified part to themselves (softly or silently)</li> <li>· Request help in problem-solving when needed</li> <li>· Think actively while reading to understand the story or topic</li> <li>· Recognize or take apart words while reading for meaning</li> </ul>
After Reading (10 min)	<p><b>After Reading Routines/Procedures to Teach</b></p> <ul style="list-style-type: none"> <li>· Remote habits of discussion</li> </ul> <p><b>Teacher Expectations</b> <i>Gather scholars together via RingCentral to facilitate a discussion of the text.</i></p> <ul style="list-style-type: none"> <li>· Talk about the text with the students</li> <li>· Invite personal response</li> <li>· Return to the text for one or two teaching opportunities, such as finding evidence or confirming a reader’s problem-solving actions</li> <li>· Assess students’ understanding of the text</li> </ul>		

	<ul style="list-style-type: none"> <li>Engage the students for two or three minutes of letter/word work (as appropriate)</li> <li>Sometimes engage the students in writing about the reading</li> <li>May invite students to do some "close reading" (rereading a portion of the text for a particular purpose)</li> </ul> <p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>Talk about the whole text or a unified part</li> <li>Check predictions and react personally to the story or informational topic</li> <li>Revisit the text at points of problem-solving as guided by the teacher</li> <li>Engage in "close reading" (reread a portion of the text for a purpose, such as noticing aspects of the writer's craft)</li> <li>May reread the story to a partner or independently (early readers)</li> <li>Engage actively in two or three minutes of letter/word work (as appropriate)</li> <li>May write/draw about reading</li> </ul>
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Science, K-8

Structure	Purpose	Description/Examples	Guiding Questions
Do Now (3-5 min)	Spiral review Activate prior knowledge	<p>Examples: RTD questions; additional at-bats; real world problem; respond to an image, diagram, quote, or statement; anticipation guide (4-6 survey-like statements – students agree/disagree with each and revisit after the lesson- <a href="#">example</a>)</p> <p>Written student work</p> <p>Quick independent or collaborative activity</p> <p>Involves no (or minimal) guidance from the teacher</p> <p>Briefly address most common misconception or reinforce a stamp</p> <p><b><i>Remote learning practices:</i></b> Synchronous lessons- use Nearpod slide to respond; asynchronous lessons- students can jot in notebooks and discuss with family members</p>	<p>What do you wonder? How do you know? How has your thinking changed?</p>
Launch (2-5 min)	Engage scholars in the context and specific ideas	<p>Examples: video clip, visual model, observation, interesting statement or question related to the lesson topic and/or phenomenon</p> <p>Activate prior knowledge</p> <p>Encourage thinking and arouse curiosity about the task</p> <p><b><i>Remote learning practices:</i></b> Synchronous lessons- use Nearpod slide to respond; asynchronous lessons- students can jot in notebooks and discuss with family members</p>	<p>What do you know about...? What do you want to know about...? What did you observe?</p>

<p>Explore (10-15 min)</p>	<p>Engage in scientific thinking about a task Scholars explore the task independently</p>	<p>Examples: investigation, simulation, observation, reading passage, other partner task (e.g., classification activity)</p> <p>Students may grapple with the task individually, with a partner, in small groups</p> <p><b>Remote learning practices:</b> students observe teacher demo and respond; students work in break-out groups to complete the task; teacher explains directions and students complete a task independently; use Nearpod slide for student group work or responses</p> <p>Teacher circulates to:</p> <ul style="list-style-type: none"> <li>• Observe student thinking</li> <li>• Ask students questions about their reasoning</li> <li>• Note student ideas to highlight during the discussion part of the lesson</li> <li>• Identify misconceptions and challenges to be addressed during discussion</li> </ul> <p><b>Remote learning practices:</b> teacher conducts whole-class demonstration with student participation, teacher joins break-out groups to observe small groups engaged in the task</p>	<p>What do you notice/observe? What is puzzling/surprising about this? What do you think would happen if...? Tell me why you decided to... What do you think your next step might be? Why? Is there another way to...? How did you know which/when...? How do you know this isn't...?</p>
<p>Discuss (10-15 min)</p>	<p>Teacher facilitates a discourse and elicits conjectures or key takeaways</p> <p>Extract and summarize the important scientific ideas</p>	<p>Examples: response to reading, observations, analyze data from an investigation, draw conclusions about hypotheses, make a claim, evaluate evidence, explain reasoning, students generate additional questions</p> <p>Teacher guides and facilitates rather than manages and directs:</p> <ul style="list-style-type: none"> <li>• Teacher asks students to explain their thinking</li> <li>• Teacher asks open ended questions that get at the goal for the lesson</li> <li>• Teacher and students address misconceptions and/or mistakes</li> <li>• Students compare, contrast, and connect their classmates' ideas to their own</li> <li>• Students form additional questions based off the lesson</li> <li>• Teacher prompts students to tie back to the phenomenon</li> </ul> <p><b>Remote learning practices:</b> teacher poses class discussion question – students respond orally and/or in writing; students discuss in break-out rooms (teacher joins to observe)</p>	<p>What makes you think that? How does this connect to the big idea? What evidence best supports that? What else might explain...? What scientific principle can explain...? What conclusion can you draw about...? What is the relationship between...? What pattern did you notice? What causes...? or What is the effect of...? How is this similar to...? How is this different from...? What is the importance of...?</p>



		then return to whole-class discussion; use Nearpod slide for student responses; for asynchronous lessons: teacher poses questions – students can respond in writing and discuss with family members; consider sharing submitted student examples the next day if applicable	How might this be different if...? What other questions does this bring up? or What else do you want to know?
Exit Ticket (5 min)	Scholars apply or practice the key takeaway	Examples: MC and/or open-ended questions that reinforce/assess the stamp/phenomenon  Teachers use data to drive, modify, and differentiate instruction  <b>Remote learning practices:</b> modify student materials; create Google Form; use Nearpod slide to collect responses	What questions do you still have? What else do you want to know about...?

### STEM, 9-12

To encourage inquiry and help grow independent learners, the LED lesson framework should be leveraged as much as possible. This framework consists of 3 key components: launch, explore, discuss. Each component of the framework allows for students to experience new concepts in a manner that is congruent with how people learn. During hybrid and remote learning, Ascend will leverage the LED framework over a 2-period cycle, alternating between asynchronous and synchronous work. During asynchronous days, students should complete the “Launch” and “Explore”, and on synchronous days, students should engage with each other in the “Discuss.

### Assessment

#### Diagnostic assessments

As we embark on a new school year, we are cognizant that some students will return to us with significant deficits from their experience of the spring, and some students will have thrived during remote learning and will have accelerated. Everything we know about how children best learn—a high ratio of time on task, connections with teachers, data to drive instruction, and being consistently and extensively engaged with learning—has been impacted because of the enduring pandemic.

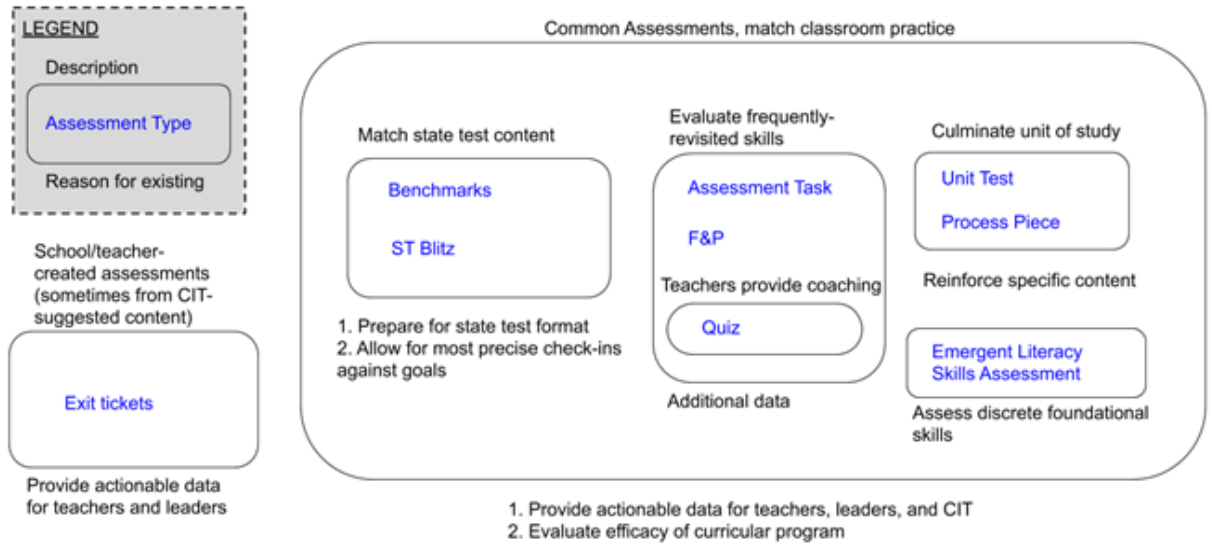
We also recognize that research suggests that giving broad diagnostic tests without close ties to curriculum doesn’t result in data to drive instruction. Additionally, research suggests that spending time “going back” and teaching previous years’ content only results in a negative ripple effect for future years. However, we want to make sure we’re being responsive to student needs, because certain learning will be impossible without teaching foundational concepts. As such, we’ll proceed with the following diagnostic assessments, delineated by academy and subject. Note that none of these assessments will “count” towards students’ report card grade, but instead will be used to drive instruction.

	Assessment	When/Format	How schools will use the data	How the Curriculum and Instruction Team will use the data
<b>Lower School Literacy</b>	Emergent Literacy Skills Assessment (ELSA)	The second week of school	Schools will use ELSA data as one data point for creating intervention groups and guided reading groups. They will also use the data to create quick phonemic awareness activities that can be included in homework and use to practice skills during the day (morning meeting, transitions, etc.)	CIT will use the data to suggest phonemic awareness activities that will target gaps students have in this area.
<b>Lower School Math</b>	"Quiz 0"	4-6 questions (30 minutes)  Paced in 2 <sup>nd</sup> week of Number Stories	Schools will use data to inform decisions regarding Response to Data (RTD) lessons and RTD segments of lessons	CIT will use the data to prioritize concepts for subsequent weekly quizzes and to coach schools on how to respond to the data and how to use flex days strategically
<b>Lower School Science</b>	None			
<b>Middle School Literacy</b>	F & P testing for 5 <sup>th</sup> and 6 <sup>th</sup> grades	The first month of school	Schools will use the data to form guided reading groups.	CIT will use data to coach schools on how to respond to the data and how to use flex days strategically

<b>Middle School Math</b>	"Quiz 0"	8 – 12 questions (40 minutes)  Paced in the first week of school	Schools will use data to inform decisions regarding RTD lessons and RTD segments of lessons	CIT will use the data to prioritize concepts for subsequent weekly quizzes and to coach schools on how to respond to the data and how to use flex days strategically
<b>Middle School Social Studies and Science</b>	None			
<b>High School Literacy</b>	Diagnostic essays based on summer assignments	The end of the first week of school	Schools will use data to inform decisions regarding RTD lessons and RTD segments of lessons	CIT will use data to coach schools on how to respond to the data and how to use flex days strategically
<b>High School History</b>	Beginning of year exit tickets	First two weeks of the year	Schools will use data to inform decisions regarding RTD lessons and RTD segments of lessons	CIT will use data to coach schools on how to respond to the data and how to use flex days strategically
<b>High School Math</b>	Beginning of the year exit tickets	Beginning of the year exit ticket	Schools will use data to inform decisions regarding RTD lessons and RTD segments of lessons	CIT will use data to coach schools on how to respond to the data and how to use flex days strategically
<b>High School Science</b>	Beginning of the year exit ticket focused on scientific practices	Beginning of the year exit ticket focused on scientific practices	Schools will use data to inform decisions regarding RTD lessons and RTD segments of lessons	CIT will use data to coach schools on how to respond to the data and how to use flex days strategically

Interim and cumulative assessments

Ascend believes that the central purpose of assessment is to support and enhance learning. We consistently measure progress toward mastering challenging standards that promote college and career readiness for all students. The following diagram and charts illustrate the different types of assessment at Ascend, as well as their purposes, frequency, and messaging.



The same assessments can be implemented whether in-person or remote. The table below shows the type of assessments administered and how they will be used to demonstrate and support student progress towards mastery.

Type of Assessment	Key Purpose	Design	Frequency	Source	Framing
<b>Benchmarks</b>	Prepare students for state exam	Combination of MC, CR, & ER; untimed	Maximum 3 times per year	Varies (released state exam passages whenever possible)	They provide our best understanding of how students are likely to do on the state exam.

<b>Blitzes (TBD)</b>	Simulate assessments to build stamina and allow teachers to coach students during independent test taking	May contain MC and/or CR, untimed	Maximum 6 times per year		They are used in data meetings to adjust instruction and get extra resources to students who need them.
<b>Unit Tests</b>	Assess understanding of content and skills taught in class units	Cover skills and content taught in class unit	At end of each unit	Varies (questions are aligned to the type and rigor seen on the state exam)	They inform how well students understand the content and skills taught in class.  They help us monitor how well our curriculum is preparing our students for success on state and norm referenced exams.
<b>Assessment Tasks</b>	Grade students on frequently-revisited skills		During units		

<b>Quizzes</b>	Allow for real-time coaching of students. Provide additional data for quick data-driven instruction.	Less than half a period	Weekly		<p>Students receive class-wide coaching on these assessments.</p> <p>This data helps target instruction in the next week.</p>
<b>Fountas and Pinnell (F&amp;P)</b>	Assess students' early literacy skills and inform guided reading	1-on-1 reading assessment	4 times per year	Heinemann	<p>F&amp;P assessments tell us on what level a child is reading and how much he/she has grown in that round.</p> <p>F&amp;P data informs guided reading groupings and guided reading teaching points.</p>
<b>Emergent Literacy Skills Assessment</b>	Assess discrete foundational literacy skills	1-on-1 skill assessment	3 times per year	CIT	<p>The ELSA tracks your child's skill readiness for reading.</p> <p>Once students master a skill they are not re-tested on that skill.</p>

<b>Exit Tickets</b>	Provide additional data for quick reactions, with flexibility	MC or CR question; approximately 10 minutes	At school/ teacher discretion	Curriculum and instruction team suggested content and/or school created	This data helps target instruction in the next class period.
<b>Process Piece</b>	A published piece of writing from the genre-based unit	A single extended piece of writing	~6 times per year	CIT suggested based on unit	This data helps scholars and families understand the writing skills of the student. The process piece is worked on throughout an entire writing unit and is the result of editing, revision, and teacher/peer feedback.

In middle school and high school, our grading structures and report cards are the same whether students are in-person or remote. For lower schools, in-person and remote grading can differ, and the lower school team can develop alternative ways of sharing student progress if we are remote for a portion of the year.

#### At-Risk Populations

Ascend is committed to ensuring our most vulnerable students have equitable access to our education program in both remote and in-person settings in order to receive an excellent education.

#### MTSS

Ascend promotes a Multi-Tiered Support System, which is an organizational framework that enables early identification and intervention for all scholars who may be at risk behaviorally, socially, emotionally and academically to achieve academic and behavioral success. Ascend will continue to apply MTSS as a preventive approach to identify students who require intervention, implement supports when needed, determine if those supports are effective, prevent the development of new problems, reduce the number of existing challenges, and reduce the intensity and complexity of needed supports.

Students who qualify for Tier 2 academic supports will be identified using assessment data and are those performing in the bottom percentile of their grade. Progress monitoring protocols and procedures remain in place during both in-person and remote intervention services. Tier 2 academic supports can be provided in-person and during remote learning in one of several ways. It could be delivered through SETTS providers in small group, synchronous instruction. It can also be provided through asynchronous

instruction by assigning differentiated classwork and homework to provide additional independent practice of specific content or skills. Teachers can provide Tier 2 intervention by planning with a UDL mindset to proactively integrate and implement as many supports as possible when differentiating the general education curriculum for both in-person and remote instruction focusing on specific learning goals as identified and monitored during Tier 2 entry. Class sizes will be no more than 15 students in-person and for remote ICT classes, so differentiated support will occur throughout the school day by the classroom teacher. Finally, Tier 2 interventions can be provided through guided reading and small group intervention, both remotely and in-person. Tier 2 behavior supports will continue to be applied both in-person and remotely. Strategies include an individualized daily progress report, a check in and check out, and other individualized support services such as a behavior contract, structured breaks, organizational tools, sensory tools, individual and visual schedule, and individualized reward system.

Appendix E provides more information about Ascend's MTSS approach.

### Students with IEPs

Students with special needs and disabilities will receive instruction targeting grade level standards and specific academic gaps through remedial instruction, Universal Design for Learning (UDL), and Specially Designed Instruction (SDI), during in-person days and through remote instruction. Students will receive special education services mandated on their IEPs and work towards the achievement of their IEP goals through Related Services, SETSS and ICT services. Ascend will remain in compliance with mandated and recommended programs and services as stated in students' IEPs in accordance with the laws of the city and state.

Ascend works closely with our families to communicate plans in place to best meet the needs of children with disabilities. As always, this partnership will be ongoing and responsive to our changing environment. Ascend is implementing specific methodologies in alignment with student IEPs to ensure distance instruction is accessible to all students with disabilities in the following areas:

- o Special education program services
- o Integrated co-teaching
- o Special education teacher support service
- o Supplemental academic materials
- o Related services
- o Documentation
- o Individual Education Plan (IEP) meetings and re-evaluations/psycho-educational testing

ICT: ICT teachers will collaborate with colleagues and co-plan all lessons to ensure lessons incorporate specially designed instruction and universal design for learning. Both general and special education teachers of ICT classes must participate in co-planning with a focus on ensuring both teachers understand how to differentiate instruction and work towards students' IEP goals. To maintain social distancing requirements and cohort integrity, students will be heterogeneously grouped into two cohorts, but rostered as one class with one general education teacher and one special education teacher assigned across the two cohorts.

SETSS: Students receive special education teacher support services in groups of up to 8 students in accordance with the total number of weekly periods mandated on their IEPs. SETSS can be provided during remote instruction or in-person in accordance with safety protocols. SETSS teachers can push in or pull out small groups while in-person, and will use breakout rooms during remote learning. Teachers will implement special education support services by teaching IEP goals and providing remedial support based on the student's academic area of need (i.e. decoding, fluency, comprehension, calculation skill, word problems).

Related Services: Ascend or DOE contracted providers will continue to provide all related services in-person and remotely. Counselors, Clinicians, and service providers will maintain a schedule that incorporates structures for both in-person and remote support. Paraprofessionals are assigned per IEP mandate.



### Students with 504 plans

Ascend will provide appropriate modifications and accommodations to support success in the general education program through the student's 504 plan. Our multi-tiered support system will support in the identification, and all 504 plans will be monitored by our student services coordinators and classroom teachers.

### English Language Learner students

Ascend will administer the Home Language Questionnaire to students on or before the student's first day of school. The student services coordinator will analyze the HLQ, certifying if the student has a home language other than English, in which case, an informal interview is conducted in the native language. If students qualify to take the NYSITELL based on the questionnaire and interview, NYSITELL testing will be conducted in person once the student returns to in-person learning. Students will be treated as ELLs and provided with services until they are able to take the NYSITELL.

Support for ELL students will be implemented based on CR Part 154 guidance, and mandated minutes will be provided based on proficiency level. ELL providers can provide services virtually and in-person through direct instruction targeting content and language objectives or a consultant model for proficiency levels of transitioning and above. All family communications will be translated so they are accessible to all Ascend families.

### Young students

A team of school leaders is convening to create a comprehensive plan to ensure Kindergarten students are fully supported while accessing remote learning.



# Ascend Public Charter Schools Leader Institute



Summer 2020

## Leader Institute Purpose

The purpose of Leader Institute is to develop leaders and prepare them to effectively lead high-performing schools in the upcoming school year. Through centralized leader training, we strive to establish a common vision of excellence for Ascend schools, norm on expectations for strong leadership, and build relationships across the network.

## Leader Institute Vision

Leader Institute is a series of professional development sessions aligned to our strategic initiatives and imperatives. Comprehensive sessions are designed in collaboration between network and school teams, to equip and inspire leaders to meet initiative-aligned goals related to culture, instruction, DEIA, management, and operations. Facilitators model our inquiry-based approach to learning and adult development, with an emphasis on practice and engagement. Participants engage in learning with a dual lens - 1) focusing on learning content, and 2) building capacity to train others in the content.

## Principles & Norms

Consider the following at the start of each session.

- Ascend Guiding Principles
  - Our students come first.
  - All dollars are student dollars.
  - One mission, one network.
  - We actively and intentionally disrupt bias and racism.
  - Excellence is our expectation.
  - Approach each other with honesty, dignity and respect.
- PD & Meeting Norms
  - Start on time. End on time.
  - Come to the table prepared.

- Communicate directly, honestly, and respectfully.
- Follow through on all action items.
- Responsible use of technology. High engagement.

### Session Materials & Pre-Work

- Each facilitator should record each session and upload the session video to the Leader Institute Google Drive folder, for future development purposes. All session materials should also be uploaded to individual session Google Drive folders.
- Direct link to [Pre-Work Folder](#)
- Direct link to [Leader Institute Google Drive Folder](#)

Monday, August 3, 2020

### [Pre-work for Monday 8/3](#)

Welcome: No pre-work

[The Ascend Handbook & Code of Ethics](#): Read and review the SY21 staff handbook

### [Pre-work for Remote Learning Platforms - 1:00-2:30 pm](#)

- [Assignment #1](#): How People Learn – Reading and Response (30-40 min)
  - *Reading*: located in LI Google Drive
  - *Response*: Submit [here](#).
  - *Directions*: Read the attached text and consider the reflection questions on the Google form. Post a response to question 1 OR 2 (whichever you feel most called to) in the [Google Form](#) by August 1st so I can integrate into our session.
- [Assignment #2](#): Set up a class in Google Classroom using the resource below (10-15 min)
  - [This tutorial](#) will take you through some basics of setup, adding assignments, and organizing assignments.
  - While there are many layers to Google Classroom, having strong foundations in the basics will ensure a smooth start of the year.
- [Assignment #3](#): Get the Nearpod “Add-on” in Google Slides and familiarize yourself with some of the tools (~20 min)
  - Follow the steps on [this document](#) to get the Nearpod “Add-on” in your drive and start tinkering with the tools it has to offer. Support videos are embedded in the doc.
- Note: This session will focus mainly on using Nearpod tools for synchronous learning sessions. Pre-work assignments #2 and #3 are not designed to be extensive but feel free to spend as much time in each as you want/need with each.

### [Pre-work for Curricular Vision Sessions - 2:45-4:00 pm](#)

- K-4 Session - Sophie & Dorca - Pre Work: Read the attached remote learning one pagers that are relevant to your grade band. As you read, think of what questions you may have.
- 5-8 HU Session - Jackie & Michael - no pre-work
- 5-8 Math/Science Session - Maya & Sue - no pre-work
- 9-12 Session - Adina & Dan - HS - Pre-work included [HERE](#). Please complete these by Wednesday, July 30, EOD.

Time	Session	Facilitator	Attendees	RingCentral Link	Survey Link
All sessions should be recorded by the lead facilitator. The session video should be uploaded to the Leader Institute <a href="#">Google Drive</a> .					
8:00-9:30	Welcome	Officers	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: LeadersXYZ	<a href="#">Survey</a>
9:30-10:30	Break				
10:30-12:00	The Ascend Handbook & Code of Ethics	Kim Fowler	Principals, AP's, APO's	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
12:00-1:00	Lunch				
1:00-2:30	Remote Learning Platforms	Dan Sonrouille	Principals, AP's, APO's encouraged	<a href="#">RingCentral Link</a> Password: science	<a href="#">Survey</a>
2:30-2:45	Break				
2:45-4:00	Curricular Vision SY21	Sophie Balis Harris Dorca Casseus	Grades K-4 - Principals, AP's	<a href="#">RingCentral Link</a> Password: 050081	<a href="#">Survey</a>
		Jackie Boyd Michael Russoniello	Grades 5-8 - HU - Principals, AP's	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
		Maya Dennis Sue Myers	Grades 5-8 - Math & Science - Principals, AP's	<a href="#">RingCentral Link</a> Password: 02468	<a href="#">Survey</a>
		Adina Goodman Dan Sonrouille	Grades 9-12 - Principals, AP's	<a href="#">RingCentral Link</a> Password: 1501	<a href="#">Survey</a>

Tuesday, August 4, 2020

Pre-Work for Tuesday 8/4

→ No pre-work for Tuesday 8/4

Time	Session	Facilitator	Attendees	RingCentral Link	Survey Link
All sessions should be recorded by the lead facilitator. The session video should be uploaded to the Leader Institute <a href="#">Google Drive</a> .					
8:00-9:30	Adult management	MD's of schools, Kim Fowler	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: 1234	<a href="#">Survey</a>
9:30-10:30	Break				
10:30-12:00	Respect in the Workplace	Kim Fowler	Principals, AP's, APO's	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
12:00-1:00	Lunch				
1:00-2:30	Continuous Monitoring	Maya Dennis Adina Goodman	Principals, AP's	<a href="#">RingCentral Link</a> Password: 02468	<a href="#">Survey</a>
2:30-2:45	Break				
2:45-4:00	Lesson Planning	Michael Russoniello Sophie Balis Harris	Principals, AP's	<a href="#">RingCentral Link</a> Password: 026458	<a href="#">Survey</a>



Wednesday, August 5, 2020

Pre-Work for Wednesday 8/5

→ No-pre-work for Wednesday 8/5

Time	Session	Facilitator	Attendees	RingCentral Link	Survey Link
All sessions should be recorded by the lead facilitator. The session video should be uploaded to the Leader Institute <a href="#">Google Drive</a> .					
8:00-9:30	Responsive Classroom in a Remote Environment, Morning Meeting/Advisory & Closing Circle	LS: Dellianna Burrows & Anastasia Michals	Principals, AP's	<a href="#">LS RingCentral Link</a> Password: 064795	<a href="#">LS</a>
		US: Marsha Gadsden	Principals, AP's	<a href="#">US RingCentral Link</a> Password: 028707	<a href="#">US</a>
9:30-10:30	Break				
10:30-12:00	Responsive Classroom in a Remote Environment, Building Relationships & Family Engagement	LS: Dellianna Burrows & Anastasia Michals	Principals, AP's	<a href="#">LS RingCentral Link</a> Password: 064795	<a href="#">LS</a>
		US: Marsha Gadsden	Principals, AP's	<a href="#">US RingCentral Link</a> Password: 028707	<a href="#">US</a>
12:00-1:00	Lunch				
1:00-2:30	DEIA	TBD	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: DEIAleader	<a href="#">Survey</a>
2:30-2:45	Break				
2:45-4:00	DEIA	TBD	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: DEIAleader	There is one survey for this session - survey link included above.

Thursday, August 6, 2020

Pre-work for Thursday 8/6

→ No pre-work for Thursday 8/6

Time	Session	Facilitator	Attendees	RingCentral Link	Survey Link
All sessions should be recorded by the lead facilitator. The session video should be uploaded to the Leader Institute <a href="#">Google Drive</a> .					
8:00-9:30	MTSS	Jen Young, MD's of schools	Principals, AP's	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
9:30-10:30	Break				
10:30-12:00	Referral process & systems	LS: Dellianna Burrows & Anastasia Michals	Principals, AP's	<a href="#">LS RingCentral Link</a> Password: 34567	<a href="#">Survey</a>
		US: Marsha Gadsden	Principals, AP's	<a href="#">US RingCentral Link</a> Password: 022751	<a href="#">Survey</a>
12:00-1:00	Lunch				
1:00-2:30	Trauma Informed Practices	Jen Young Stefanny Andujar Rachel Lewis	Principals, AP's, APO's encouraged	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
2:30-2:45	Break				
2:45-4:00	Trauma Informed Practices	Jen Young Stefanny Andujar Rachel Lewis	Principals, AP's, APO's encouraged	<a href="#">RingCentral Link</a>	There is one survey for this session - survey link included above.

Friday, August 7, 2020

Pre-Work for Friday 8/7

→ No pre-work for Friday 8/7

Time	Session	Facilitator	Attendees	RingCentral Link	Survey Link
All sessions should be recorded by the lead facilitator. The session video should be uploaded to the Leader Institute <a href="#">Google Drive</a> .					
8:00-9:30	Vision for SPED & collaborative team teaching	Jen Young, MD's of schools	Principals, AP's	<a href="#">RingCentral Link</a>	<a href="#">Survey</a>
9:30-10:30	Break				
10:30-12:00	Vision for SPED & collaborative team teaching	Jen Young, MD's of schools	Principals, AP's	<a href="#">RingCentral Link</a>	There is one survey for this session - survey link included above.
12:00-1:00	Lunch				
1:00-2:30	DEIA	TBD	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: DEIAleader	<a href="#">Survey</a>
2:30-2:45	Break				
2:45-4:00	DEIA	TBD	Principals, AP's, APO's	<a href="#">RingCentral Link</a> Password: DEIAleader	There is one survey for this session - survey link included above.

## Comprehensive List of Pre-work for Summer 2020 Leader Institute

### Pre-work for Monday 8/3

Welcome: No pre-work

The Ascend Handbook & Code of Ethics: Read and review the SY21 staff handbook

### Pre-work for Remote Learning Platforms - 1:00-2:30 pm

- Assignment #1: How People Learn – Reading and Response (30-40 min)
  - *Reading*: located in LI Google Drive
  - *Response*: Submit [here](#).
  - *Directions*: Read the attached text and consider the reflection questions on the Google form. Post a response to question 1 OR 2 (whichever you feel most called to) in the [Google Form](#) by August 1st so I can integrate into our session.
- Assignment #2: Set up a class in Google Classroom using the resource below (10-15 min)
  - [This tutorial](#) will take you through some basics of setup, adding assignments, and organizing assignments.
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- Note: This session will focus mainly on using Nearpod tools for synchronous learning sessions. Pre-work assignments #2 and #3 are not designed to be extensive but feel free to spend as much time in each as you want/need with each.

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- 5-8 HU Session - Jackie & Michael - no pre-work
- 5-8 Math/Science Session - Maya & Sue - no pre-work
- 9-12 Session - Adina & Dan - HS - Pre-work included [HERE](#). Please complete these by Wednesday, July 30, EOD.

### No Pre-work for Tuesday-Friday sessions

# APPENDIX B

## Ascend Learning All Teacher Institute Sessions

Date	Session Title	Objective	Audience	Mandatory	A or S	Length Range	Team
8.17	Kick Off	Welcome back!	All staff	M	S	45 - 60 minutes	AL
8.17	DEIA	language	All Staff	M	A	75 minutes	ESC
8.17	Basics of RingCentral	How do teachers use Ring Central	All Staff	M	A	30 -60 minutes	Schools
8.18	Trauma Informed Practices	and, Relationships and Building Community	All Staff	M	A	90 minutes	Schools
8.18	Google Classroom and Nearpod	do I create a Nearpod to effectively lead	K-12 Teachers	M	A	60 -90 minutes	CIT
8.19	RC Teacher Language	Language intentionally to engage and	K-4 Teachers	M	A	120 minutes	Schools
8.19	RC Teacher Language	Language intentionally to engage and	5-8 Teachers	M	A	120 minutes	Schools
8.19	Routines and Procedures	different techniques for routines and	Teachers	M	A	30 - 60 minutes	CIT
8/20	Student Engagement in a Remote Environment	different techniques to maintain high levels of	Teachers	M	A	60 - 90 minutes	CIT
8/20	Continuous Monitoring	techniques for providing feedback, coaching,	K-12 Teachers	M	A	60 - 90 minutes	CIT
8.24	Trauma Informed Practices	*Framework for trauma sensitive schools and	All Staff	M	A	90 minutes	Schools
8.24	Morning Meeting		K-4 Teachers	M	A	60 minutes	Schools
8.24	Advisory	purpose of advisory and how to build	5-8 Teachers	M	A	60 minutes	Schools
8.25	Lesson Planning In a Remote Environemnt	different techniques to plan high quality	K-8 Teachers	M	A	60 - 120 minutes	CIT
8.26	Small Group Instruction		7-8 teachers	M			Schools
8.26	Guided Reading		Teachers	M	A	45- 75 minutes	CIT
8.26	CER in Science	argumentation and explore argumentation	Teachers	M	A	45- 75 minutes	CIT
8.26	Specials		Teachers	M	A	45- 75 minutes	Schools
8.26	Guided Reading		5-6 Teachers	M	A	45- 75 minutes	CIT
8.26	Intro to Desmos Learning	Desmos	Teachers	M	A	45- 75 minutes	CIT
8.26	CER in Science	Teachers will learn the rationale for argumentation and explore argumentation elements (NGSS Science and Engineering Practice: Engaging in Argument from Evidence). Teachers will learn techniques to successfully integrate argumentation into science lessons.	5-8 Science Teachers	M	A	45- 75 minutes	CIT
8.26	Teaching Historical Thinking Across Grade Levels	TW Define and practice historical thinking skills as they manifest in grades 5-8	5-8 Social Studies Teachers	M	A	45- 75 minutes	CIT
8.26	Specials		5-8 Specials Teachers	M	A	45- 75 minutes	Schools
8.26	Strategy Goals in Math	Teachers will understand the main strategy goals for scholars at their grade level, how strategies develop over the course of the school year; and review the trajectory of number stories problems for their grade level and explore how number stories and math workshop support larger goals.	K-4 Homeroom Teachers	M	A	45- 75 minutes	CIT
8.26	Building Background Knoweldge in Social Studies	TW Explain best practices for providing and surfacing background knowledge in Social Studies	5-8 Social Studies Teachers	M	A	45- 75 minutes	CIT
8.26	Virtual Writing Logistics and FAQ	To explain writer's workshop transfers virtually, share best practices for conferring virtually, and troubleshoot the submission of writing pieces throughout the unit and at the end of the unit	K-4 Homeroom Teachers	M	A	45- 75 minutes	CIT
8.26	Virtual Writing Logistics and FAQ	To explain writer's workshop transfers virtually, share best practices for conferring virtually, and troubleshoot the submission of writing pieces throughout the unit and at the end of the unit	5-8 ELA Teachers	M	A	45- 75 minutes	CIT
8.27	Sped	Teachers will understand the inclusive model at Ascend and the best practices to meet the needs of all learners.	K-8 (9-12) Teachers	M	A	60 minute	Schools
8.27	Logical Consequence		K-4 Teachers	M	A	60 minutes	Schools
8.27	Logical Consequence	Teachers will understand Ascend's philosophy of discipline and practice applying tenets of logical consequences to practical school based scenarios for both in-person and remote environment	5-8 Teachers	M	A	60 minutes	Schools
8.28	Grading in a remote environemnt		K-8 (9-12) Teachers	M	A	60 minutes	Schools
8.28	Response to Data in a Remote Environment		K-8 (9-12) Teachers	M	A	60-90 minutes	CIT

School-Based Sessions for All Teacher Institute

Date	Session Title	Mandatory	A or S	Length	Team	Owner	Status
8.18	Setting Up Google Classroom/Practicing with	M	S		Schools	Principals	
8.18	Trauma Informed Practices Reinforcement	M	S		Schools	Principals	
8.19	Routines and Procedures Reinforcement	M	S		Schools	Principals	
8.19	RC Teacher Language Reinforcement	M	S		Schools	Principals	
8/20	Student Engagement in a remote environment	M	S		Schools	Principals	
8/20	Continuous Monitoring	M	S		Schools	Principals	
8.24	Trauma Informed Practices Reinforcement	M	S		Schools	Principals	
8.24	Advisory/Morning Meeting	M	S		Schools	Principals	
8.25	Unit Study TPD	M	S		Schools	Principals	
8.26	TPD	M	S		Schools	Principals	
8.27	Lesson Practice	M	S		Schools	Principals	
8.28	Lesson Practice	M	S				
	School vision	M			Schools	Principals	
	Making Strategic initiatives come alive	M			Schools	Principals	
	School priorities	M			Schools	Principals	
	Daily schedule	M			Schools	Principals	
	Expanded calendar	M			Schools	Principals	
	Daily/weekly responsibilities	M			Schools	Principals	
	Team building	M			Schools	Principals	
	Health and safety school wide procedures	M			Schools	Principals	
	Operations procedures (e.g., how do I order pencils? How do I get paper?)	M			Schools	Principals	
	Classroom setup - for KG and 1st grade teachers and also HS	M			Schools	Principals	
	(Remote) scholar orientation prep	M			Schools	Principals	
	Family Orientation	M			Schools	Principals	
	Grading	M			Schools	Principals	
	Communicating effectively with families during remote learning	M			Schools	Principals	



## K-12 Instructional Manual

2021

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## Curriculum Overview

### Literacy K-4

#### Phonics

**Frequency** – 5x/week, 30 min per session

**Purpose** – To explicitly model foundational phonic and phonemic skills; to provide active engagement and practice with foundational skills; and to provide opportunity to engage with vocabulary words with multiple meanings

Structure	Assessment	Associated Technology
<p>Begins with drill sounds/warm-up—done synchronously via RingCentral Learning Activities as outlined in the Foundations manual (e.g., Dictation/Sounds; Echo/Find Words; Word Play; Student notebooks; etc.)—using digital sound cards and resources on Wilson’s PLC website.</p> <p>Procedures for each Foundation activity will mostly stay the same. Refer to the Foundations Step-by-Step Procedure Guide for small tweaks to make for remote learning.</p>	<p>Foundations quizzes, individually administered in-person or via RingCentral</p> <p>F&amp;P BAS, conducted in-person or via RingCentral</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p><a href="#">Wilson’s Prevention/Early Intervention and JW InterActivities</a></p>

## Guided Reading

**Frequency** – 4x/week, 60 min per session

**Purpose** – Provide differentiated teaching that supports students in developing reading proficiency, select high-interest books that guide and push scholars to their next F&P level

Structure	Assessment	Associated Technology
<p>Small group (~6 scholars) reading instruction, practice, and discussion – if remote, join via RingCentral</p> <p>Teacher selects engaging, level-appropriate fiction or nonfiction texts based on group reading ability, as assessed by F&amp;P BAS data (selection made from classroom library, Raz-Plus [K-2] or EPIC! [3-4]).</p> <p>Teacher introduces text and models a specific skill or strategy for scholars to practice based on group reading data – done synchronously over RingCentral and Nearpod</p> <p>Scholars read text independently with teacher coaching in (breakout rooms in RingCentral).</p> <p>Teacher facilitates targeted scholar discussion about constructing meaning of the text (done synchronously over RingCentral and Nearpod).</p> <p>Note: In grades 3-4, timing of each lesson component varies depending on group needs and nature of text.</p> <p>Scholars not meeting with a guided reading group during a given lesson read independently either their guided reading book or another book of their or their teacher’s choosing from the classroom library (or asynchronously via Raz-Plus [K-2] or EPIC! [3-4]).</p>	<p>F&amp;P BAS (conducted 1:1 via RingCentral or in person)</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>Raz-Plus – for access to a digital library and for assessments</p>

## Guided Reading (Friday)

**Frequency** – 1x/week, 45 min per session

**Purpose** – Provide differentiated teaching that supports students in developing reading proficiency; select high-interest books that guide and push scholars to their next F&P BAS level

Structure	Assessment	Associated Technology
<p>Small group (~6 scholars) reading instruction, practice, and discussion – if remote, join via RingCentral</p> <p>On Fridays, teacher meets with groups that need an extra guided reading lesson.</p> <p>Teacher selects engaging, level-appropriate fiction or nonfiction texts based on group reading ability, as assessed by F&amp;P BAS data (selection made from Raz-Plus [K-2] or EPIC! [3-4]).</p> <p>Teacher introduces text and models a specific skill or strategy for scholars to practice based on group reading data – if remote, done synchronously over RingCentral and appropriate digital library (Raz-Plus or EPIC!)</p> <p>Scholars read text independently with teacher coaching in the classroom or in breakout rooms in RingCentral.</p> <p>Teacher facilitates targeted scholar discussion about constructing meaning of the text – done synchronously over RingCentral</p> <p>Note: In grades 3-4, timing of each lesson component varies depending on group needs and nature of text.</p> <p>Scholars not meeting with a guided reading group during a given lesson read</p>	<p>F&amp;P BAS (conducted 1:1 in person or via RingCentral)</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>Raz-Plus or EPIC! – for access to a digital library and for assignments</p>

<p>independently either their guided reading book or another book of their or their teacher’s choosing from the classroom library (asynchronously via Raz-Plus or EPIC!).</p>		
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## Read Aloud

**Frequency** – 3x/week, 30 min per session

**Purpose** – To explicitly model the habits good readers use as they comprehend text; to illuminate the “work of the reader” as it unfolds in real-time; to provide opportunities for scholars to engage in text-related discussions and practice the habits modeled; to expose scholars to a wide range of vocabulary so that they can determine or clarify the meaning of grade-appropriate words encountered through listening and reading; and to immerse scholars in information about the world around them through strategic exposure to content year after year

Structure	Assessment	Associated Technology
<p>Teacher uses intentionally selected text to model a reading habit while facilitating meaning-making with scholars. Teacher may read a book of their choice or select a pre-recorded video on the Read Aloud Video Bank on Microsoft Streams.</p> <p>Scholars discuss book and main idea and practice teacher-modeled habits – via RingCentral (if teacher decides to synchronously read a book of their choice)</p> <p>Occurs in stand-alone block</p>	<p>F&amp;P BAS (conducted 1:1 in-person or via RingCentral)</p>	<p>(OPTIONAL) RingCentral – for synchronous learning and discussion</p> <p>OR</p> <p>Read Aloud Video Bank on <a href="#">Microsoft Stream</a></p> <p>Google Classroom – for links to Read Aloud videos on Microsoft Stream</p>



## Writing

**Frequency** – 3x/week, 30 min per session

**Purpose** – To cultivate a love of expressing oneself through writing and build well-rounded scholars with voice and power; to provide opportunities to write in multiple genres, both fiction and nonfiction; to study mentor texts and authors to identify exemplary craft moves and analyze their effects in order to apply and emulate those moves; to engage in the writing process by taking a brainstorm to a draft with multiple revisions and edits before publication; to apply explicitly taught grammar to their writing pieces; and to write independently, but also receive frequent targeted feedback on one’s writing

Structure	Assessment	Associated Technology
<p>Begins with 10-12 min mini lesson where teachers model the thinking and writing for the lesson using a mentor text</p> <p>Scholars write independently for at least 20 minutes. During this time, the teacher is engaging in multiple conferences with scholars. This time will also be punctuated with a quick mid-workshop interruption to address a common misconception or add a new teaching point.</p> <p>Ends with 2-3 min whole class wrap-up where scholars share work with peers</p>	<p>Published piece from unit scored against a rubric (Process Piece)</p> <p>End of unit Writing Task</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p>

## Literacy 3-4

### Literature Circle

**Frequency** – 3x/week, 45 min per session

**Purpose** – To build students’ capacities to read, analyze, and construct meaning from texts on grade level; to develop students’ skills in tracking and evaluating character development, plot and conflict development, theme development, and the importance of setting, symbols, and motifs, among other literary strategies, over the course of an extended text; to foster and fuel a love of reading in our students; and to develop students’ reading stamina

Structure	Assessment	Associated Technology
<p>Review previous day’s content and skills of focus (1 min)</p> <p>Introduce (and model) reading skill/objective of focus (4 min)</p> <p>Teacher and scholars read and discuss portions of text through the lens of the day’s reading skill/objective. Discussions are text-based and purposefully guided by teacher questioning. Reading can be done independently or whole-group, depending on nature of text and needs of scholars. In both reading and discussion, scholars do the heavy lifting. (30 min)</p> <p>Scholars answer a written response question aligned to the lesson objective (10 min)</p>	<p>UTs (unit tests)</p> <p>Benchmark exams</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p>

## Shared Text

**Frequency** – 3x/week, 45 min per session

**Purpose** – To support scholars in getting to the deepest meaning of text and in developing the ability to talk and write about reading; to provide a close reading experience to model and practice determining main idea, identifying author craft, and understanding various text structures; to encourage scholars to edit, revise, and re-write; and to prepare scholars for the state exam

Structure	Assessment	Associated Technology
<p>DAY 1</p> <ul style="list-style-type: none"> <li>Teacher and scholars read a text together and use Thinking Jobs to identify, discuss, and record the main idea. Teacher should share screen so scholars and teacher can see the text together. Teacher can model annotations on the document.</li> </ul> <p>DAY 2</p> <ul style="list-style-type: none"> <li>Teacher and scholars identify the structure and/or a craft move the author uses to convey meaning.</li> <li>Scholars engage in writing and discourse about the structure or craft of the text. Teacher should share screen so scholars and teacher can see the text together. Teacher can model annotations on the document.</li> </ul> <p>DAY 3 (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Scholars independently read a second text (same genre) and use Thinking Jobs to identify main idea.</li> <li>Scholars engage in writing and discourse about the central idea.</li> <li>Teachers circulate in person to gather information about scholar understanding or pull small groups of scholars in RingCentral to coach.</li> </ul>	<ul style="list-style-type: none"> <li>Optional Shared Text Day</li> <li>3 Quizzes (with coaching)</li> <li>Shared Text Blitzes (TBD)</li> <li>Benchmark exams</li> </ul>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p>

## Humanities 5-8

English (alternating units of reading and writing)

Frequency – 5x/week, 60 min per session

## Reading

**Purpose** – To foster a love of reading; to build student capacity to read, analyze, and construct meaning from texts on or above grade level; to develop student skill in tracking and evaluating literary strategies (e.g., character development, plot and conflict development, theme development, symbolism) over the course of an extended text; and to expose children to great texts

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5-7 min): review of previous content or preview of the day's reading/task; some lessons might also include work with an independent text</p> <p><b>Guided Practice</b> (15 min): introduce and model skill that will be the focus of the lesson</p> <p><b>Independent Practice</b> (30 min): Teacher and scholars read and discuss portions of text through the lens of the day's reading skill/objective. Discussions are text-based and purposefully guided by teacher questioning. Reading can be done independently or whole group, depending on nature of text and needs of scholars. In both reading and discussion, scholars do the heavy lifting.</p> <p><b>Debrief</b> (5-7 min): Teacher stamps the transferrable skill and discusses trends observed in student responses during independent practice.</p>	<p>UTs (Unit tests)</p> <p>ATs (Assessment tasks, such as projects or extended response assignments)</p>	<p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for scholar reference and links to Nearpod, RingCentral, or Illuminate</p>

## Writing

**Purpose** – To cultivate a love of expressing oneself through writing and to build well-rounded scholars with voice and power; to provide opportunities to write in multiple genres, both fiction and nonfiction; to study mentor texts and authors to identify exemplary craft moves and analyze their effects in order to apply and emulate those moves; to engage in the writing process by taking a brainstorm to a draft with multiple revisions and edits before publication; to apply explicitly taught grammar to writing pieces; and to write independently, but also receive frequent targeted feedback on one’s writing

Structure	Assessment	Associated Technology
<p>Begins with 10-15 min mini lesson where teachers model the thinking and writing for the lesson using a mentor text</p> <p>Scholars write independently for at least 20 minutes. During this time, the teacher is engaging in multiple conferences with scholars. This time will also be punctuated with a quick mid-workshop interruption to address a common misconception or to add a new teaching point.</p> <p>Ends with 2-3 min whole class wrap-up where scholars share work with peers</p> <p>10 minutes of independent grammar activities on MobyMax.com</p>	<p>Published piece from unit scored against a rubric (Process Piece)</p> <p>End of unit Writing Task</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p><a href="https://www.mobymax.com">Mobymax.com</a></p>

## Social Studies

**Frequency** – 5x/week, 45 min per session

**Purpose** – To prepare students to critically analyze and form arguments about the past and about social, economic, and political systems; to facilitate student practice in historical thinking skills; to support students in making connections between the past, the present, themselves, and the world around them; and to equip students with background knowledge and content knowledge

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5 min): Engage scholars in the content and ensure adequate background knowledge for the day's question. (synchronous)</p> <p><b>Investigation</b> (20 min): Individually and collaboratively, students engage primary, secondary, and tertiary sources to form an answer to an historical question. (synchronous)</p> <p><b>Discuss</b> (10 minutes): Teacher facilitates a discourse and elicits discussion and argument in response to the question. (synchronous, using Nearpod, breakout rooms, etc.)</p> <p><b>Exit Ticket</b> (10 minutes): Students complete a written answer or a google slide in response to the central historical question. (synchronous <i>or</i> asynchronous)</p>	<p>Content quizzes in Illuminate</p> <p>Process-based assessments (DBQs and projects) to be submitted in Google Classroom (via docs or slides) and graded in Illuminate</p>	<p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p> <p><a href="#">Teacher accounts with lizardpoint.com</a>. This is a resource for students to teach and track students' geography knowledge, a perennial demand from SS teachers.</p>

## Math K-4

## Math Workshop

**Frequency** – 4x/week, 45 min per session

**Purpose** – To engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5 minutes): Engage scholars in the context and mathematical ideas of the task via Nearpod. (synchronous)</p> <p><b>Explore</b> (10-15 minutes): Scholars explore the task independently using Nearpod. (synchronous)</p> <p><b>Discuss</b> (10 minutes): Teacher facilitates a discourse and elicits conjectures or key takeaways using RingCentral. (synchronous)</p> <p><b>Practice and Exit Ticket</b> (15 minutes): Scholars apply or practice the key takeaway via Nearpod. (synchronous)</p>	<p>Daily exit ticket</p> <p>Bi-weekly assessment in the form of math quiz (mid-unit) or unit test (end of unit) to be taken via Nearpod (first accessed in their Google Classrooms)</p> <p>3 Benchmarks in grades 2-4 (graded in grades 3 and 4)</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously and for administering assessment</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p>

## Number Stories

**Frequency** – 4x/week, 30 min per session

**Purpose** – To develop problem solving skills and counting strategies by allowing scholars to explore different methods of solving word problems

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5 minutes): Engage scholars in the context and mathematical ideas of the task via Nearpod. (synchronous)</p> <p><b>Explore</b> (10 minutes): Scholars explore the task independently using Nearpod (synchronous)</p> <p><b>Discuss</b> (15 minutes): Teacher facilitates a discourse and elicits conjectures or key takeaways using RingCentral (synchronous)</p>	<p>Number stories questions included in weekly quizzes.) to be taken via Nearpod (first accessed in their Google Classrooms)</p> <p>Number stories questions included in unit assessments.</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously and for administering assessment</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p>



Math RTD

**Frequency** – 1x/week, 45 min per session

**Purpose** – To address key misunderstandings and support future learning using inquiry-based tasks.

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5 minutes): Referencing previous high leverage misconceptions, engage scholars in the context and mathematical ideas of the task via Nearpod. (synchronous)</p> <p><b>Explore</b> (10-15 minutes): Scholars explore the task independently using Nearpod. (synchronous)</p> <p><b>Discuss</b> (10 minutes): Teacher facilitates a discourse and elicits conjectures or key takeaways using RingCentral. (synchronous)</p> <p><b>Practice and Exit Ticket</b> (15 minutes): Scholars apply or practice the key takeaway via Nearpod. (synchronous)</p>	<p>Daily exit ticket</p> <p>Bi-weekly assessment in the form of math quiz (mid-unit) or unit test (end of unit) to be taken via Nearpod (first accessed in their Google Classrooms)</p> <p>3 Benchmarks in grades 2-4 (graded in grades 3 and 4)</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for scholar reference and links to Nearpod or Illuminate</p>

## Science K-4

**Frequency** – 2x/week, 45 min per session

**Purpose** – To engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards

Structure	Assessment	Associated Technology
<p><b>Do Now</b> (3-5 minutes): Serves to activate prior knowledge or as spiral review via teacher-created prerecorded video. (asynchronous)</p> <p><b>Launch</b> (2-5 minutes): Engage scholars in the context and scientific ideas of the task via teacher-created prerecorded video. (asynchronous)</p> <p><b>Explore</b> (10-15 minutes): Teacher introduces, then scholars explore the task at home or observe teacher demo via teacher-created pre-recorded video. (asynchronous)</p> <p><b>Discuss</b> (10-15 minutes): Teacher asks guiding questions about key takeaways via teacher-created pre-recorded video. (asynchronous)</p> <p><b>Exit Ticket</b> (5 minutes): Scholars apply or practice key takeaway; teacher gives directions via teacher-created pre-recorded video. (asynchronous)</p>	<p>Daily exit ticket – accessed in Google Classroom</p> <p>Kindergarten: 1 PBL task per quarter (in-person or student materials accessed in Google Classroom with teacher demo via pre-recorded video)</p> <p>Grades 1-4:</p> <p>AT (1 per unit) – to be taken via Illuminate Portals (first accessed in Google Classroom)</p> <p>Unit test (end of each unit) – to be taken via Illuminate Portals (first accessed in Google Classroom)</p>	<p>Google Classroom – for posting all student materials, teacher-created videos, and links to Illuminate</p> <p><a href="#">Safe YouTube</a>, <a href="#">EdPuzzle</a>, <a href="#">TeacherTube</a>, <a href="#">SchoolTube</a>, <a href="#">WatchKnowLearn</a> or other similar platform – for safely showing and/or posting links to YouTube videos</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p>

## Math 5-8

**Frequency** – 5x/week, 60 min per session

**Purpose** – To engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards

Structure	Assessment	Associated Technology
<p><b>Launch</b> (5 minutes): Engage scholars in the context and mathematical ideas of the task via Desmos. (synchronous)</p> <p><b>Explore</b> (10-15 minutes): Scholars explore the task independently using Desmos. (synchronous)</p> <p><b>Discuss</b> (10-15 minutes): Teacher facilitates a discourse and elicits conjectures or key takeaways using a combination of Desmos and RingCentral. (synchronous)</p> <p><b>Practice and Exit Ticket</b> (20-25 minutes): Scholars apply or practice the STAMP via Desmos and RingCentral Chat.</p>	<p>Daily exit ticket</p> <p>Bi-weekly assessment in the form of math quiz, assessment task (mid-unit), or unit test (end of unit) to be taken via Illuminate (first accessed in their Google Classrooms)</p> <p>3 Benchmarks</p>	<p>RingCentral – for synchronous learning and discussion</p> <p><a href="#">Desmos</a> – for sharing or reviewing content synchronously and for administering assessment</p> <p>Google Classroom – for scholar reference and links to Desmos or Illuminate</p>

## Science 5-8

**Frequency** - 5x/week, 45 min per session

**Purpose** - To engage scholars in inquiry-based tasks that promote a deep conceptual understanding of grade-level standards

Structure	Assessment	Associated Technology
<p><b>Do Now:</b> (3-5 minutes) Serves to activate prior knowledge or as spiral review via Nearpod. (synchronous)</p> <p><b>Launch:</b> (2-5 minutes) Engages scholars in the context and scientific ideas of the task via Nearpod. (synchronous)</p> <p><b>Explore:</b> (10-15 minutes) Scholars observe teacher demos and/or explore the task independently using RingCentral. (synchronous)</p> <p><b>Discuss:</b> (10-15 minutes): Teacher facilitates a discourse and elicits conjectures or key takeaways using RingCentral. (synchronous)</p> <p><b>Exit Ticket:</b> (5 minutes) Scholars apply or practice the key takeaway via Nearpod. (synchronous)</p>	<p><b>Grades 5-8:</b> Daily exit ticket via Nearpod</p> <p><b>Grades 5-7:</b> ATs (1 per unit) to be taken via Illuminate Portals (first accessed in their Google Classrooms)</p> <p><b>Grade 8:</b> Bi-weekly quizzes to be taken via Illuminate Portals (first accessed in their Google Classrooms)</p> <p><b>Grades 5-8:</b> Unit Assessment (end of each unit) to be taken via Illuminate Portals (first accessed in their Google Classrooms)</p> <p><b>Grades 5-8:</b> 3 Benchmarks</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for posting all student materials and links to Nearpod or Illuminate</p> <p><a href="#">Safe YouTube</a>, <a href="#">EdPuzzle</a>, <a href="#">TeacherTube</a>, <a href="#">SchoolTube</a>, <a href="#">WatchKnowLearn</a> or other similar platform – for safely showing and/or posting links to YouTube videos</p> <p><a href="#">Amplify</a> interactive digital tools and lessons to support 7<sup>th</sup> grade science</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p>

## English / History 9-12

**Frequency** – 5x/week, 50 min per session (A/B schedule)

**Purpose** – Students engage with literary and historical content and practices through reading, writing, and discussion to gain familiarity and practice with ideas and how to use them powerfully.

Structure	Assessment	Associated Technology
<p><b>Do Now</b> (Appx. 5 min)</p> <ul style="list-style-type: none"> <li>Facilitate building, reviewing, or refining of foundational skills and/or content knowledge</li> <li>Nearpod Live + RC during synchronous and Nearpod Self-Paced during asynchronous</li> </ul> <p><b>Launch</b> (Appx. 5 min)</p> <ul style="list-style-type: none"> <li>Frame the Explore task (i.e., provide context, connect to world, activate foundational knowledge, set lesson purpose)</li> <li>Nearpod Live + RC during synchronous and Nearpod Self-Paced during asynchronous</li> </ul> <p><b>Explore</b> (Appx. 15-20 min)</p> <ul style="list-style-type: none"> <li>Facilitate development of skills/content knowledge through purposeful activities and targeted prompting building toward the stamp</li> <li>Nearpod Live + RC during synchronous and Nearpod Self-Paced during asynchronous</li> </ul> <p><b>Discuss</b> (Appx. 15-20 min)</p> <ul style="list-style-type: none"> <li>Facilitate stamping and refining of skill/content through discourse and possible additional activities/prompting</li> <li>Nearpod Live + RC during synchronous and Nearpod Self-Paced during asynchronous</li> </ul> <p><b>Closing</b> (Appx. 5 min)</p>	<p>Quizzes (teacher-created)</p> <ul style="list-style-type: none"> <li>e.g. vocabulary and reading quizzes</li> </ul> <p>Unit Tests, Unit Writing Tasks, and Unit Projects (unit assessment) (CIT-created)</p> <ul style="list-style-type: none"> <li>State or national standards-aligned unit assessments</li> </ul> <p>Benchmarks (CIT-created)</p> <ul style="list-style-type: none"> <li>State or national standards-aligned tests</li> </ul>	<p>RingCentral - for synchronous learning and discussion, and Office Hours</p> <p>Nearpod - for sharing or reviewing content synchronously and asynchronously</p> <p>Google Classroom - for posting all student materials and links to Nearpod or Illuminate</p> <p>Illuminate Portals - for scholars to check assessment scores or take assessments</p> <p>AP Classroom - to practice content/skills, per teacher's guidelines</p> <p>Additional apps or programs may be used by specific teachers/classes as needed.</p>

<ul style="list-style-type: none"> <li>• Facilitate display of stamped skill/content</li> <li>• Facilitate reflection on key learning and connections to prior and future learning</li> <li>• Nearpod Live + RC during synchronous and Nearpod Self-Paced during asynchronous</li> </ul>		
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## Science / Math 9-12 (Non-AP Coursework)

**Frequency** – 5x/week, 50 min per session (A/B schedule)

**Purpose** – Engage in science practices and develop conceptual understanding of concepts to explain science phenomena and build an understanding of how to use ideas and practices of science to take action in their community

Structure	Assessment	Associated Technology
<p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• ~10 min in length and includes “Do Now”</li> <li>• Serves to activate prior knowledge and engage students in the task via Nearpod (asynchronous)</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• ~30 minutes in length</li> <li>• Students engage in science practices focused on building patterns of evidence that will help generate key concepts used to explain phenomenon via Nearpod. (asynchronous)</li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• ~40 minutes in length</li> <li>• Students engage in discourse and argumentation around patterns in evidence, creating meaning, and determining relationships to science phenomena.</li> </ul>	<p>Cycle Assessments</p> <ul style="list-style-type: none"> <li>• Phenomenon/problem based, designed by teacher with support of CIT</li> <li>• Completed synchronously and asynchronously</li> <li>• Scored via rubric, and scores entered into Illuminate</li> </ul> <p>Unit Assessment</p> <ul style="list-style-type: none"> <li>• State or national standards-aligned tests</li> <li>• No more than 30 min in length</li> <li>• Taken via Illuminate portal and scored in Illuminate</li> <li>• via RingCentral (synchronous)</li> </ul> <p>Benchmark Assessments</p>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for posting all student materials and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>Additional apps or programs may be used by specific teachers/classes as needed.</p>

<ul style="list-style-type: none"> <li>Lesson assessment question occurs during this block of time.</li> <li>via RingCentral (synchronous)</li> </ul> <p><b>Closing</b> (10 minutes):</p> <ul style="list-style-type: none"> <li>Students reflect on           <ul style="list-style-type: none"> <li>What they did</li> <li>What concepts they learned/used</li> <li>How what they learned may apply to the phenomenon/project/task</li> </ul> </li> <li>via RingCentral (synchronous)</li> </ul>	<ul style="list-style-type: none"> <li>State or national standards-aligned tests</li> <li>Taken via Illuminate portal and scored in Illuminate</li> <li>via RingCentral (synchronous)</li> </ul>	
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### Science / Math 9-12 (AP Coursework)

**Frequency** – 5x/week, 50 min per session (A/B schedule)

**Purpose** – Engage in science practices and develop conceptual understanding of concepts to explain science phenomena and build an understanding of how to use ideas and practices of science to take action in their community

Structure	Assessment	Associated Technology
<p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>~10 min in length and includes “Do Now”</li> <li>Serves to activate prior knowledge and engage students in the task via Nearpod (asynchronous)</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>~40-45 minutes in length</li> <li>Students engage with core ideas of science they will use during the “Discuss” and complete CFU questions to check understanding of key ideas presented during this time.</li> <li>Direct instruction of concepts, modeling of solving problems, etc. can happen here.</li> </ul>	<p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>OER tasks</li> <li>Completed synchronously and asynchronously</li> <li>Scored via rubric, and scores entered into Illuminate</li> </ul> <p><b>Unit Assessment</b></p> <ul style="list-style-type: none"> <li>State or national standards-aligned tests</li> <li>No more than 30 min in length</li> <li>Taken via Illuminate portal and scored in Illuminate</li> <li>via RingCentral (synchronous)</li> </ul>	<p>RingCentral – for synchronous learning and discussion</p> <p>Nearpod – for sharing or reviewing content synchronously</p> <p>Google Classroom – for posting all student materials and links to Nearpod or Illuminate</p> <p>Illuminate Portals – for scholars to check assessment scores or take assessments</p> <p>AP Classroom – used for OER tasks and grading</p>

<ul style="list-style-type: none"> <li>• via Nearpod (asynchronous)</li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• ~40 minutes in length</li> <li>• Students engage in discourse and argumentation of science concepts presented as they relate to specific scenarios, questions, and phenomena.</li> <li>• Lesson assessment question occurs during this block of time</li> <li>• via RingCentral. (synchronous)</li> </ul> <p><b>Closing (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Students reflect on</li> <li>•       <ul style="list-style-type: none"> <li>○ What they did</li> <li>○ What concepts they learned/used</li> <li>○ How what they learned may apply to a specific phenomenon or scenario</li> </ul> </li> <li>• via RingCentral (synchronous)</li> </ul>	<p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• State or national standards-aligned tests</li> <li>• Taken via Illuminate portal and scored in Illuminate</li> <li>• via RingCentral (synchronous)</li> </ul>	<p>Additional apps or programs may be used by specific teachers/classes as needed.</p>
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## Differentiation Manual

### Purpose of Manual

The purpose of this manual is to provide guidance to educators about research-based best practices to ensure *all* students are learning and engaged in Ascend’s classrooms at all times. We believe that all students can learn and that accommodations are a right, not a privilege.

### Guiding Principles of Manual

- Predictability in classroom structure allows for access.
- All teaching should be informed by and adjusted to respond to data.
- All students should show growth in mastery of presented objectives; growth may occur at different rates, but all children should make progress.
- We can use materials (e.g., graphic organizer) and tools (e.g., unifix cubes) to differentiate.
- We can adjust any part of the lesson structure, when needed.
- It is the teacher’s responsibility to know each student’s needs and to develop a plan to address them.
- We don’t modify assessments, because the bar is the bar.
- We have a shared understanding that we collaborate and communicate with other invested adults in the building and network and families.
- Differentiation techniques included in this manual can and should be used for any children who will benefit, not only those with identified disabilities or with an IEP.

### Definitions

- **Differentiation-** tailoring instruction to meet individual needs. Differentiation changes the *how* to achieve the same *what*. We can differentiate the process, product, environment, or content. Broadly, there are two ways to do this:
  - **Accommodations-** adaptations that provide access to the general curriculum but do not fundamentally alter the learning goal or grade level standard
  - **Modifications-** fundamental change(s) in the curriculum—modifications do change *what* students are expected to master

At Ascend, we always want to *differentiate* our lessons and provide *accommodations* to meet the needs of all our learners during both in person and remote instruction. Generally, we only *modify* materials if a scholar has a specific IEP goal and/or the scholar is functioning above grade level.

## Potential Science Accommodations

<b>Process (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Strategically group based on skills/content</li> <li>• Allow for flexible movement (standing vs. sitting when appropriate/needed) (in person only)</li> <li>• Word bank- science focused terms or other descriptive terms to support conversation</li> <li>• Summary charts</li> <li>• Sentence starters</li> <li>• Scaffolded questions</li> <li>• Modeling</li> <li>• Shared experiences to connect with science content</li> <li>• Know your target students and what their focus is</li> <li>• Vocab cards with image and definition given ahead, prior to reading (have a vocab ring)</li> <li>• Preview reading prior to whole group</li> <li>• Number paragraphs or sentences</li> <li>• Thoughtfully assign roles during experiments (in person only)</li> <li>• Teacher model part of the experiment</li> <li>• Provide a clear focus/goal for tasks</li> <li>• Audio recordings for texts</li> <li>• Break down common Greek/Latin roots for science vocab</li> <li>• Break down two-part questions or multi-step directions by numbering the parts</li> <li>• Break down written work into chunks (i.e., assign a section, then check back in with the student to debrief before assigning the next section)</li> <li>• If students are using science notebooks, create a partial outline of the day's notes and/or use a standard format (e.g., SW always write vocab in upper left corner)</li> <li>• Give students a task list for lessons that have multiple parts or a variety of tasks</li> <li>• If students are classifying objects (or a similar task), start with 2 categories asking "either-or" questions. Then add on additional categories in subsequent rounds</li> <li>• Chunk directions on worksheets</li> <li>• Chunk verbal directions</li> </ul>
<b>Product (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Represent things in multiple ways (diagram, graph, data set, written description, equation)</li> <li>• Oral responses vs. written explanation</li> <li>• Things that may not be modified on assessments:             <ul style="list-style-type: none"> <li>○ The number of answer choices given</li> <li>○ The number of questions a student must answer</li> </ul> </li> <li>• Things that may be modified on assessments             <ul style="list-style-type: none"> <li>○ The time given to take an assessment</li> <li>○ Location taken</li> </ul> </li> </ul>

<b>Environment</b> (in person and remote)	<ul style="list-style-type: none"> <li>• Accessible manipulatives (in person only)</li> <li>• Clearly defined work space (painters' tape or signs) (in person only)</li> <li>• Create a system for organizing materials (checklist, diagrams, pictures, buckets/bins)</li> <li>• Clearly post expectations</li> <li>• Room setup should allow for safe movement with materials for all</li> <li>• Color-coding</li> <li>• Anchor charts</li> <li>• Physical space organized and not cluttered (in person)</li> </ul>
<b>Content</b> (in person and remote)	<ul style="list-style-type: none"> <li>• Extension activity (interactive, text, or activity) with additional layer of content that goes beyond the scope of the course</li> </ul>

### Potential Math Accommodations

<b>Process</b> (in person and remote)	<ul style="list-style-type: none"> <li>• Pull small groups to ensure they understand the task before students explore</li> <li>• Push for visualizations or modeling before solving</li> <li>• Summary charts/conjecture wall (5-12 on wall and individual; K-4 on wall)       <ul style="list-style-type: none"> <li>◦ At the end of every lesson, reflect on what happened—the activities, vocab, and the STAMP, or the connection to the essential understanding</li> </ul> </li> <li>• Strategic coaching—check for access point (K-2) first, and then start with the fastest mathematicians and spend a short amount of time with them</li> <li>• Scaffolded questions</li> <li>• Offer elements of choice; tailor tasks to reflect student interest</li> <li>• Allow error to live in the room and for error to be corrected through scholar discourse, as well as independent work, rather than teacher talk</li> <li>• Show call least sophisticated strategy first and build toward most sophisticated (when that's the goal of the discourse)</li> <li>• Add scaffolded questions to Explore tasks (3-12)</li> <li>• Know that all students should come to <i>an</i> understanding by the end of class, but it's natural for them to get there at different times (not necessarily during the Explore or the discussion) (upside down funnel philosophy)</li> <li>• Have students verbally analyze the steps that are required to solve word problems (e.g., "What is given?," "What is asked?," "What operation(s) is used?")</li> <li>• Use word problems that are related to the students' experiences and are of interest to them</li> <li>• Explicitly teach math vocabulary often found in word problems (e.g., dozen, amount, triple, twice)</li> <li>• Chunk directions on worksheets</li> </ul>
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	<ul style="list-style-type: none"> <li>• Chunk verbal directions</li> </ul>
<b>Product (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Allow for (and celebrate) multiple representations</li> <li>• Differentiate up toward notebooks (5-12)</li> </ul>
<b>Environment (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Accessible manipulatives (in person only)</li> <li>• Clearly defined work space (painters' tape or signs) (in person only)</li> <li>• Create a system for organizing materials (checklist, diagrams, pictures, buckets/bins)</li> <li>• Clearly post expectations</li> <li>• Room setup should allow for safe movement with materials for all (in person only)</li> <li>• Color-coding</li> <li>• Calculators</li> <li>• Data-driven seating (in person only)</li> <li>• Anchor charts (class-wide)</li> <li>• Individual anchor charts (e.g., multiplication chart or number line on desk/binder)</li> <li>• Timer</li> </ul>
<b>Content (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Introducing a variety of number types (e.g., for students who are ready introducing fractions and decimals together)</li> </ul>

### Potential ELA Accommodations

<b>Process (in person and remote)</b>	<ul style="list-style-type: none"> <li>• Preview or supplement topic/subject matter before or after the lesson</li> <li>• Provide additional time for specific lesson components, if necessary, including assessments</li> <li>• Scaffolded materials (e.g., graphic organizers, organizational support for writing, SRPs with questions annotated in the margins matching roadmap of questions)</li> <li>• Provide background knowledge (e.g., strategic word or term definitions, concept explanations)</li> <li>• Alternative modes of access to a text (e.g., audio version of novel, instructions read for student)</li> <li>• Access to multimedia</li> <li>• When teaching a new process or skill, provide systematic, sequential instruction, ensuring mastery of each skill before moving on to a more complex level or new skill</li> </ul>
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	<ul style="list-style-type: none"> <li>• When introducing new concepts or information, use simple sentence structures and familiar vocabulary as much as possible, so that the students can focus attention on the new content</li> <li>• Draw the students' attention to new concepts, words, or constructs by placing stress on them when speaking</li> <li>• Provide redundancy and repetition when teaching the students any new concept. Repeat important statements verbatim and explain the concepts in a variety of ways</li> <li>• Expose the students to multiple repetitions of new words in many different contexts and settings</li> <li>• Teach new words and their meanings explicitly and in context. Explain and use them in relation to familiar situations and within categories so that the words taught together are meaningfully related to each other</li> <li>• Relate new information to acquired knowledge</li> <li>• Pre-teach relevant vocabulary or background knowledge</li> <li>• Help the students relate new vocabulary words and their meanings to their own experiences</li> <li>• Provide specific vocabulary instruction, such as the meaning of common prefixes, suffixes, and root words</li> <li>• Incorporate interests and prior knowledge areas into instructional activities</li> </ul>
<b>Product</b> (in person and remote)	<ul style="list-style-type: none"> <li>• We do <b>not</b> modify assessments, unless mandated in an IEP</li> <li>• Identify evidence by circling v. writing (e.g., Shared Text)</li> <li>• Labels, drawings, sketches, or pictures to vocabulary words (K-4)</li> <li>• Scribing</li> <li>• Oral assessment</li> <li>• Differentiate up toward notebooks (5-12)</li> </ul>
<b>Environment</b> (in person and remote)	<ul style="list-style-type: none"> <li>• <b>Seating:</b> <ul style="list-style-type: none"> <li>○ Language partnering (in person only)</li> <li>○ Strategic turn and talk partners</li> <li>○ Proximity to the front of class/instructor (in person only)</li> <li>○ Movement break allowances</li> </ul> </li> <li>• <b>Visual Supports:</b> <ul style="list-style-type: none"> <li>○ Definition of terms (word wall)</li> <li>○ Vocabulary/sight word list</li> <li>○ Posted exemplars</li> <li>○ Strategy/process anchor chart</li> <li>○ Posted and/or student-accessible rubrics</li> <li>○ Laminated desk reminders (in person only)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Alphabet chart</li> <li>● <b>Materials:</b> <ul style="list-style-type: none"> <li>○ Differentiated writing utensils (K-5)</li> <li>○ Modified paper choice</li> <li>○ Tactile supports for sustained attention</li> </ul> </li> </ul>
Content (only upward) (in person and remote)	<ul style="list-style-type: none"> <li>● Use pre-assessment to determine where to begin in scope/sequence</li> <li>● Adjust pacing to spend more/less time based on student data</li> <li>● Adjust lexile levels</li> <li>● Use the grammar bank to select lessons to meet the levels of your scholars</li> <li>● Use the writing rubric to select scaffolded teaching points to reach all learners</li> </ul>

*Ideas for extension: a bank of texts for teachers to give to students who have already successfully completed an assignment (e.g., during ST RTD)*

### Potential Social Studies Accommodations

Process (in person and remote)	<ul style="list-style-type: none"> <li>● Preview or supplement key historical content and/or historical thinking skills before or after the lesson</li> <li>● Pull students to preview sources before lesson/during Do Now</li> <li>● Pull a small group to work with the teacher during student investigation/source analysis</li> <li>● Use excerpts of historical fiction or movies to provide a schema for visualization</li> <li>● Provide sentence starters for sourcing statements, contextualization, and source analysis</li> <li>● Use video and audio to supplement students' background knowledge</li> <li>● Provide graphic organizers for source analysis/student investigation</li> <li>● Provide additional time for specific lesson components, if necessary, including assessments</li> <li>● Scaffolded materials (e.g., graphic organizers, organizational support for writing)</li> <li>● Provide background knowledge (e.g., strategic word, term, or concept explanations)</li> <li>● Read sources aloud before students analyze</li> <li>● Where appropriate, prompt students to use nonfiction reading strategies to comprehend sources</li> <li>● Where appropriate, prompt students to first analyze texts for literal meaning before analyzing for bias, reliability, impact, etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Access to multimedia</li> <li>• Chunk directions on worksheets</li> <li>• Chunk verbal directions</li> </ul>
Product (in person and remote)	<ul style="list-style-type: none"> <li>• We do <b>not</b> modify assessments, unless mandated in an IEP</li> <li>• Identify evidence by circling vs. writing</li> <li>• Differentiate up toward notebooks (5-12)</li> <li>• Scribing</li> <li>• Oral assessment</li> </ul>
Environment (in person and remote)	<ul style="list-style-type: none"> <li>• <b>Seating:</b> <ul style="list-style-type: none"> <li>○ Language partnering</li> <li>○ Strategic turn and talk or small group partners</li> <li>○ Proximity to the front of class/instructor (in person only)</li> <li>○ Assign specific student roles in groups during source analysis</li> </ul> </li> <li>• <b>Visual Supports:</b> <ul style="list-style-type: none"> <li>○ Maps</li> <li>○ Timelines</li> <li>○ Key figures and concept</li> <li>○ Posted exemplars</li> <li>○ Strategy/process anchor chart (e.g., for types of constructed responses; for primary vs. secondary source analysis)</li> <li>○ Posted and/or student-accessible rubrics</li> <li>○ Laminated desk reminders (e.g., with key historical thinking skills) (in person only)</li> </ul> </li> </ul>
Content (only upward) (in person and remote)	<ul style="list-style-type: none"> <li>• Adjust pacing to spend more/less time on certain content based on student data</li> <li>• Provide extra sources during a student investigation or assessment</li> <li>• Add on extension questions related to the content</li> <li>• Allow/prompt students to choose course-related content to research</li> <li>• Prompt students to research/articulate how social studies content relates to current events</li> <li>• Allow students to teach the class about certain topics</li> </ul>

An example of how a teacher could think about accommodations during each portion of an LED lesson, through each type of accommodation both in person and remote.

	<b>Process</b> <i>how students come to understand content</i>	<b>Product</b> <i>what students produce to show understanding</i>	<b>Environment</b> <i>climate, operation, and tone of the classroom</i>	<b>Content</b> <i>essential knowledge and skills studied</i>
<b>Launch</b>	Pre-review foundational skills	Graphic organizers	Anchor charts	Bonus question or parenthesis with "helper"/guidance
<b>Explore</b>	Provide background knowledge (esp. key concepts)	Differentiate up toward notebooks	Strategic seating (in person only)	Additional passages
<b>Discuss</b>	Differentiated participation goals	Paragraphs vs. bullet points or number of notes	Posted rubrics and exemplars	Student-specific writing focus

### If This, Then This

IF A STUDENT...	THEN...
Struggles with phonological awareness in the following areas... <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Blending sounds</li> <li>• Isolating sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Expose to a variety of poems, rhymes, and chants with a lot of rhyme and rhythm</li> <li>• Play "I'm Thinking of a Word," segmenting sounds of single syllable words</li> <li>• Clap the rhythm of names and words to hear syllables; clap words in a sentence</li> <li>• Expose student to a variety of Dr. Seuss books, especially rhyming books</li> <li>• Create an anchor chart in the classroom for words that rhyme</li> <li>• Use magnetic letters, especially with CVC words, to segment and blend letter sounds (in person only)</li> </ul>
Struggles with oral reading fluency in one or more of the following areas... <ul style="list-style-type: none"> <li>• Speed</li> <li>• Accuracy</li> <li>• Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Model difference between word by word reading and fluent phrasing</li> <li>• Model a variety of intonations and reading ingrates</li> <li>• Model what it means to "read" punctuation marks appropriately</li> <li>• Listen to modeled reading by reading books on tape</li> <li>• Practice reading text phrases, e.g., "at the lake," "on the bus"</li> <li>• Provide opportunities for repeated readings</li> </ul>



<ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Prosody</li> <li>• Intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading of familiar texts, songs, posters</li> <li>• Practice “choral” reading with teacher or partners</li> <li>• Practice “echo” reading; the student imitates the teacher’s rendition a sentence at a time</li> <li>• Read texts with repeated patterns</li> <li>• Once the student attends to the print, then encourage reading without pointing 1:1 on every word</li> <li>• Push a bookmark across the texts from left to right to encourage faster eye movement across the page</li> <li>• Provide many opportunities for students to read lots of easier, familiar texts</li> <li>• Repeated practice and games with sight words</li> </ul>
<p>Struggles with background knowledge and expressive vocabulary for common objects, story language, and concepts</p>	<ul style="list-style-type: none"> <li>• Require students to respond in complete sentences</li> <li>• Provide opportunities for dramatic play in small groups: store, post office, bus, restaurant, etc.</li> <li>• Provide many opportunities for time with books on tape</li> <li>• Read books with playful refrains during read aloud</li> <li>• Create books on topics such as food, recess, friends; have students label the nouns, use simple phrases</li> <li>• Encourage oral participation in class sharing sessions (e.g., morning meeting)</li> <li>• During writing, have students label all objects in their illustration with one-word descriptors</li> </ul>
<p>Struggles with self-monitoring while reading aloud and does not stop/notice when meaning breaks down</p>	<ul style="list-style-type: none"> <li>• Consider if the student is reading a book that is “just right” for them—will they be able to access the vocabulary and concepts?</li> <li>• Give a strong and supportive book introduction, telling the gist of the story, and let students practice and locate some of the tricky language or phrasing</li> <li>• Teacher should avoid over-monitoring for the student; allow student to notice when THEY need to correct</li> <li>• Prompt for strategic thinking: <ul style="list-style-type: none"> <li>○ “You said... Did that make sense? Read it again to make sense.”</li> <li>○ “Stop and think about what you read.”</li> <li>○ “Is that what it said?”</li> <li>○ “Try that again.”</li> <li>○ “Does it look right? Does it sound right? Does it make sense?”</li> </ul> </li> </ul>

<p>Struggles with reading independently and frequently appeals for help; gives up easily</p>	<ul style="list-style-type: none"> <li>• Don't jump in so quickly to bail students out; give them time to figure out a strategy</li> <li>• Set an expectation that students must initiate some problem-solving before being helped</li> <li>• Prompt for initiative:             <ul style="list-style-type: none"> <li>○ "Try it."</li> <li>○ "Try something."</li> <li>○ "Could it be ___ or ___?" Supply two choices, and when the student answers, ask them, "Why?"</li> <li>○ "What do you know about that word?"</li> <li>○ "What can you do when you get stuck?"</li> </ul> </li> <li>• Pick two or three spots for teaching points after text reading to reinforce strategic reading behavior</li> </ul>
<p>Struggles with plot retelling and does not consistently recall events or details in sequential order</p>	<ul style="list-style-type: none"> <li>• Model, model, model, and practice verbally retelling the beginning, middle, and end of a familiar story</li> <li>• Give students a retelling framework so they have a visual aid that sequences what to say when retelling</li> <li>• Have students sequence sentence strips or pictures telling a familiar story</li> <li>• Give support of verbal retellings with signal words: first, next, then, finally</li> </ul>
<p>Struggles with reading motivation and avoids, resists, or shows no interest in reading</p>	<ul style="list-style-type: none"> <li>• Find out students' interest: give out an interest survey, send home parent questionnaire of student interests/hobbies/sports/pastimes/favorites/trips/aspirations/career thoughts</li> <li>• Celebrate successes; comment explicitly and praise reading strategies used and observed</li> <li>• Give students alternate ways to read a text (magazine, website, app, Time for Kids, newspaper)</li> <li>• Help these students with strategies for finding and selecting "just right" books</li> <li>• Set a goal with the student; let them know you are interested in what they are interested in</li> <li>• Instruct at the student's independent level for a period of time to build confidence</li> <li>• Pair the student up with a buddy in a lower grade to add integrity and importance to their goal</li> </ul>

Struggles consistently to write a correct Main Idea Jot (MIJ)	<ul style="list-style-type: none"> <li>• Determine if student struggles are genre-specific. Review thinking jobs of the appropriate genre to ensure student deeply understands each thinking job</li> <li>• Model what strong readers do to monitor their understanding of a text; show students how to return to the last part of the text that they understood and re-read the section that is confusing</li> <li>• Ensure that students use annotations to help make meaning of difficult text <ul style="list-style-type: none"> <li>○ Students can use multiple annotations to help them break down difficult paragraphs/sections into parts that are easier for them to understand</li> </ul> </li> <li>• Write students a task to complete to double check their own MIJ based on the chronic error that you witness: <ul style="list-style-type: none"> <li>○ Example: Students consistently include unimportant <i>details</i> in fiction MIJ without including an <i>idea</i>. Note on the student packet or desk says: “Was a lesson learned in this text? Did you include that lesson or idea in your MIJ?”</li> </ul> </li> </ul>
Struggles with annotations—either too many jots or too few	<ul style="list-style-type: none"> <li>• If nonfiction, model for student how to use text structure to support strategic jotting</li> <li>• If fiction, model for student how to take note of the context of the story, important information about the protagonist, and analysis of the problem, keeping in mind that as texts become more complicated, multiple problems might exist in a single text</li> <li>• If poetry, provide student with a chart with guiding questions to help them arrive at the literal meaning and deepest meaning (e.g., What happens in this stanza? What is the author trying to say?)</li> <li>• Consider providing students with a thinking job handout with prompting questions for each genre</li> <li>• Chunk the text for students to help them annotate the correct amount of text. The frequency of providing this support can be reduced slowly over time as student progresses</li> </ul>
Struggles with keeping details (such as events and characters) straight over the course of a longer text	<ul style="list-style-type: none"> <li>• Provide students with a character tracker and have them update the tracker throughout the text</li> <li>• Provide students with a timeline and have them add to it throughout the book</li> <li>• Provide additional support with annotations, and model going back into the text to review previous annotations</li> </ul>

	<ul style="list-style-type: none"><li>• Use the support of a key terms glossary for texts that have considerable technical terms</li></ul>
Struggles to come up with the deeper meaning after correctly determining the literal meaning of a text	<ul style="list-style-type: none"><li>• Provide student with a graphic organizer that focuses their attention on the problem and solution of the text or the event described and the end result<ul style="list-style-type: none"><li>◦ Annotate text with questions that match the roadmap asked verbally by the teacher</li></ul></li><li>• Prompt student to describe the topic of the text and ask what message the author is trying to express about that topic through the text</li></ul>

Resources for Additional Information for Accommodations

<https://www.naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0>

MTSS Combined Meeting Model  
A Strategic Approach to Student Support

