CHARTER SCHOOL
ASSOCIATES

DRAFT

C.H.O.I.C.E.

Innovative Learning Plan

Contents

Instructional Programs

Executive order 2020-EO-06, issued by Florida Commissioner of Education Richard Corcoran requires schools to open the 2020-2021 school year for in-person learning, five days a week, subject to local health conditions. CSA schools have historically observed the local district calendar for the opening of school date and the end of school date and the same will be true for the start of the 2020-2021 school year. Added to this will be the onset of distance learning in all schools in the CSA network consistent with the onset of distance learning in the local District should the District begin the school year with distance learning while keeping brick and mortar campuses closed.

As schools reopen and plans are developed to meet health and safety guidelines, the following will guide schools towards the options taken to meet in-school and distance learning requirements.

Schools will enter planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and as new information becomes available about health and safety, they may transition to a different model. The CHOICE Innovative Learning Plan discusses standards for quality innovative learning as well as, quality traditional instruction. Schools in the CSA family will provide the full array of services required by law so that families who desire their child(ren) to start school in a brick and mortar setting have the opportunity to do so. These services include, but are not limited to, in-person instruction (barring a local health directive to the contrary), specialized instruction, and services for students with IEPs and live synchronous or asynchronous instruction with the same curriculum as in-person instruction plus the ability to interact with a student's teacher and peers.

No matter the instructional model, schools within the CSA network will continue to work to eliminate barriers to student success while striving to reduce learning gaps that may have occurred as a result of recent school closures. The future presents an unprecedented opportunity to improve how we care for and educate each child.

The purpose of the CHOICE Innovative Learning Plan is to prepare students and teachers with the tools and skills needed to continually engage in high quality educational experiences in person or Via an Innovative Learning online model.

Innovative learning is supported on four levels:

To ensure success for all students, training support is provided for administrators, teachers, parents, and students.

- Training support is delivered through a variety of formats including online PDs, webinars, and live workshops to provide everyone with the information and skills needed to thrive in the innovative learning environment.
- Comprehensive and on-going training will be provided to all faculty and instructional staff via Microsoft Teams.
- Returning teachers and students will receive refresher training.
- Teachers and students, new to the organization, will receive initial training during pre-planning and prior to school opening.

The learning models discussed in this plan include:

- Registered students return to traditional school, five days per week, with in-class instruction provided by the classroom teacher. Special considerations will be in place to ensure student health and safety. This model affords students the opportunity to return to school, in-person, to participate in traditional school activities such as classroom discussions, live interaction with teachers and classmates, participation in clubs, sports and others.
- Temporary online instruction that includes a combination of live lesson interactions and online activities. Registered students who might be home because of a compromised relative have the opportunity to receive instruction online, then return to the traditional classroom. Participation in clubs will be through online activities.
- Full time online instruction for those registered students whose parents are concerned about their child returning to school full time, or in the event of long-term school closures.

All online instruction will follow a daily schedule (live lessons each day) aligned to the approved student calendar and bell times. Students are expected to be present and engage in online instruction each day within the designated schedule. Students can participate in athletics, extracurricular activities and clubs as any other student enrolled in the school.

The CHOICE Innovative Learning Spectrum

Brick and Mortar ➝ **Online**

✓ Return to traditional school, ✓ Five days per week, ✓ In-Class instruction provided by the classroom teacher. ✓ Classroom discussions, ✓ Live interaction with teachers and classmates, ✓ Participate in athletics, extracurricular activities and clubs ✓ Protocols for health and safety in place ✓ Aligned to the approved student calendar and bell times.	✓ Temporary online instruction Combination of live lesson interactions and online activities. ✓ Registered students who might be home because of a compromised relative ✓ Participation in clubs will be through online activities.	✓ Full time online instruction Similar to the successful model implemented during the initial school closures ✓ Five days per week ✓ Online instruction provided by the classroom teacher. ✓ Classroom discussions ✓ Live interaction with teachers and classmates. ✓ Aligned to the approved student calendar and bell times. ✓ Participate in athletics, extracurricular activities and clubs
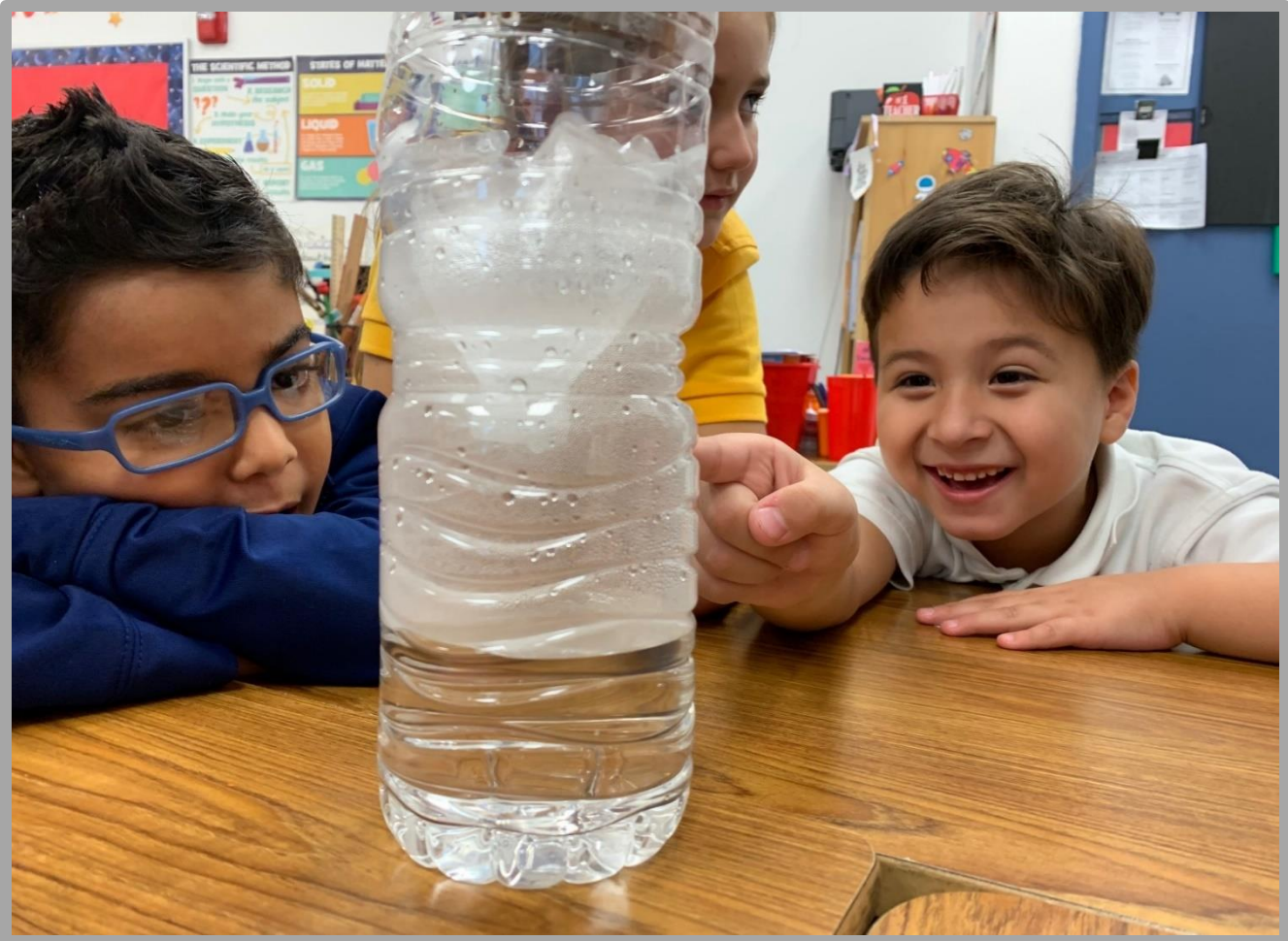
Whether in the brick and mortar school or learning online, students will follow the same daily schedule:

Elementary School – Monday through Friday (Sample)

Subject	Instructional Time	Start Time	End Time
		8:30 AM	**3:30 PM**
Reading	1:30	8:30 AM	10:00 AM
Language arts	0:30	10:00 AM	10:30 AM
Mathematics	1:00	10:30 AM	11:30 AM
Science	1:00	11:30 AM	12:30 PM
Lunch	0:30	12:30 PM	1:00 PM
Social Science	0:45	1:00 PM	1:45 PM
Recess	0:30	1:45 PM	2:15 PM
Intervention/Enrichment	0:30	2:15 PM	2:45 PM

Specials	0:45	2:45 PM	3:30 PM
Total instructional time	7:00		

Middle/High School (Sample)
Rotating A-Day/B-Day – Monday through Friday (Sample)

A Day/B Day			
Bell Times		***# Minutes***	
8:30 - 10:00	Period 1/5	90	
10:00 - 10:05	Transition	5	
10:05 - 10:15	HR	10	
10:15 - 10:20	Transition	5	
10:20 - 11:50	Period 2/6	90	
11:50 - 11:55	Transition	5	
11:55 - 1:55	Period 3/7	120	Includes 30-minute lunch
1:55 - 2:00	Transition	5	
2:00 - 3:30	Period 4/8	90	
		420	

Live instruction will take place every day, Monday through Friday. The teacher will use a schedule that combines direct teaching, independent work, posted assignments (asynchronous instruction) and small group instruction. Students participating in innovative learning should expect to follow a full schedule. After the initial "live" instruction, students may transition to independent work, collaborative group work and/or asynchronous learning.

Coursework includes – Reading, Math, Science, Social Studies, Language Arts and Specials/Electives. Middle school students will have the ability to earn high school credit for honors courses in Algebra 1, Geometry, Spanish I, Spanish II, Physical Science, and Biology. All high school coursework will align to Florida graduation requirements. All AP and AICE classes will be taught utilizing the online curriculum resources available from the College Board and Cambridge International. Students enrolled in the Galileo Program will participate in activities especially design for the program.

Students involved in career and technical education will receive instruction as usual, whether online or in-person. Teachers will provide instruction utilizing materials provided through the curriculum, most of which include an online component.

High school students participating in internships gain additional skills through job shadowing and entrepreneurial experiences. The continuation of internships and job shadowing may be postponed until such time as student health and safety are no longer a risk. Continuation will be subject to:
- A plan to maintain distancing requirements while students are on-site.
- Possible alternatives to on-site placement.

Long-term preparation may require the exploration of different modes of delivering work-based learning, problem- and project-based learning, or a blended approach of online and in-person instruction which can create more experiential learning opportunities for students.
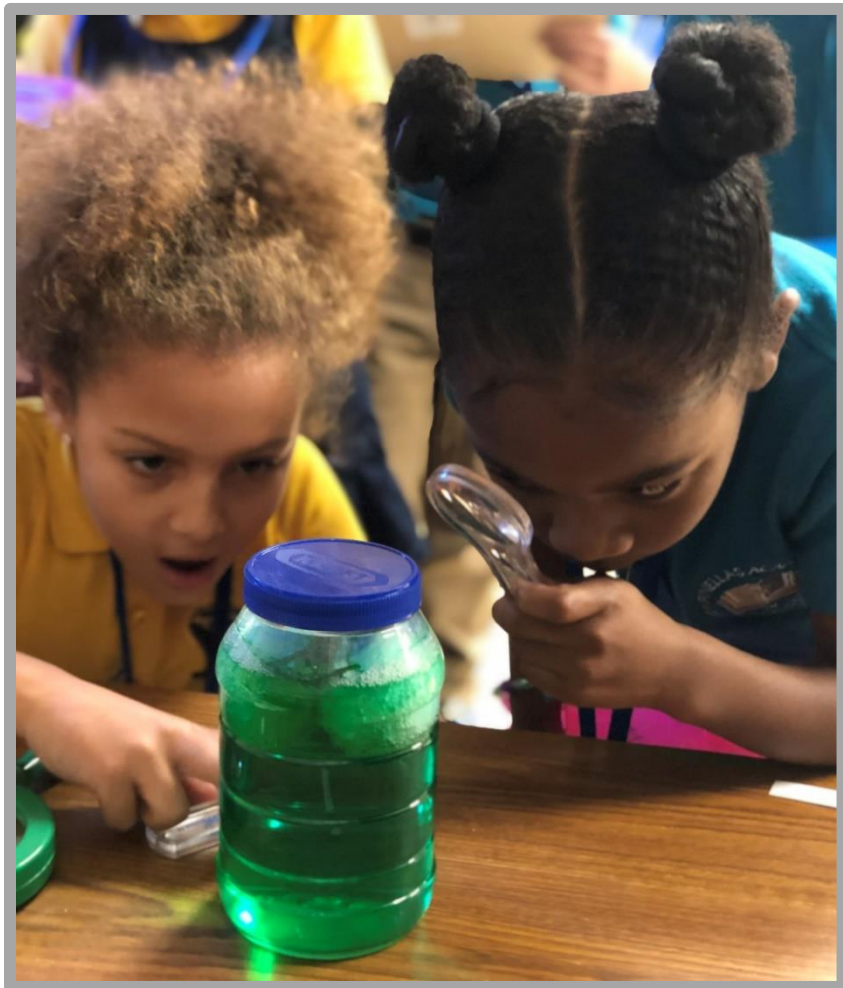
Attendance will be taken daily in compliance with state and local attendance requirements.

Attendance will be recorded daily in Power School. Attendance for middle/high school students will be taken at the beginning of each period. Student attendance will be recorded in the local district's Student Information System

As with any instructional model utilized in the school, assessment of students is extremely important to inform instruction and gauge student mastery of standards. For data to lead to meaningful change in student outcomes, the CSA curriculum team together with teachers and administrators will meet to analyze data, identify instructional strategies and platforms to meet student needs, implement intervention strategies, and assess the effectiveness of new instructional strategies.

Students attending a school within the CSA network were assessed at the conclusion of the 2019-2020 school year to determine student progress toward mastery of the Florida Standards. Students who showed limited mastery of standards were invited to attend a free, online summer program designed to remediate skills. Sessions were also implemented to provide students who had shown mastery of standards with enrichment activities designed to maintain skills.

Student placement in classes is based on previous FSA test results, mastery of standards during the 2019-2020 school year, the end of year assessment provided to students and teacher input. Baseline assessments will be administered to all students at the onset of the 2020-2021 school year in grades kindergarten through ten to determine present levels of Florida Standards mastery. During the first week of school, whether in-person or online, students will complete baseline assessments in reading and math. This will assist teachers in providing the appropriate instructional strategies to meet individual student needs.

At-risk students will be identified at the onset of the 2020-2021 school year. These students will receive additional support in the form of individual contact from teachers, administrators, or interventionists on a regular basis to ensure adequate progress is being made. These students will

also receive additional content area support in math and reading that provided by their assigned teacher. This additional support will be provided online and will focus on developing an individualized learning plan that targets deficit areas and establishes attainable and timely goals.

Teachers are provided pacing guides to aid in the implementation of content standards. Pacing guides provide valuable resources including the use of assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities and English language learners.

Attributes of the CHOICE Innovative Learning Plan

The CHOICE Innovative Learning Plan offers students multiple options regarding how they will attend school. Parents may decide their child will attend school in the traditional manner or may decide to keep them home utilizing the online learning option. For families with health compromised family members, the decision may be to temporarily remove the child from school and take advantage of the school's online option for a certain period of time. Whichever decision is made, there are noticeable advantages to the CHOICE Innovative Learning Plan.

Relationships	Students attend school with peers they have possibly known for many years. There is comfort in having friends at school. Teachers build relationships with student. The teachers know the students by name and are aware of their different needs.
School Spirit	Teachers and students are linked to a physical school campus. This allows teachers to provide their students with many of the unique and exciting activities that are happening within the physical campus. This also allows students to participate in on campus sports and clubs if they choose.
Flexible Curriculum	Being part of the CSA network means access to a plethora of curriculum resources enabling teachers to provide various tools to suit every student's needs.
Student Collaboration	Classes are hosted in Microsoft Teams which gives students access to tools available in the Office 365 package. This includes the ability for students to collaborate via live meetings in groups as large or as small as needed.
Classroom Community	Students will still be part of a classroom through Teams and build a community with their peers. Teachers are able to create a sense of belonging to this caring community.
Strong Teacher-Student Rapport	Students and teachers establish a meaningful rapport that allows students to feel comfortable and confident learning and moving forward in an online environment.
Seamless Transition	Students enrolled in the CHOICE Innovative Learning Plan have the option to rejoin their campus. Since the curriculum mirrors that of what is happening in the physical classroom students who decide to make this shift will not miss instructional content.
Structured Schedule	Students thrive on routine. By having a structured schedule, students know what to expect and can focus more on the content that is being covered rather than worrying about what to expect each day.
Differentiated Learning Plans	Teachers have an expansive list of resources and diagnostic tools available to help identify and target individual needs of each student.
Small Group Instruction	The Microsoft Teams platform allows for teachers to meet with students in groups. This means they have the ability to facilitate collaborative discussions at any time and meet daily with small groups in Team Channels. Reading groups and skill groups in math can be facilitated.

Curriculum Frameworks

Florida's curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level. As previously described, pacing guides are provided to teachers to ensure an orderly approach to instruction in suggested timeframes.

All students will have access to Microsoft Teams to be utilized as the online platform, whether attending traditional school or learning online. In addition, students will receive print materials such as work texts, textbooks and supplementary materials. Instruction will be provided by teachers utilizing the curriculum materials as a guide to ensure coverage of the required Florida Standards.

Initial Baseline Assessments

Baseline assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning. All students are provided baseline assessments in Reading and Math at the start of the new school year utilizing assessments from the curriculum or Performance Matters.

Kindergarten students participate in Seussville. Seussville is a personalized assessment process designed to determine student readiness skills prior to beginning kindergarten. Examples are; Do students know their numbers, letters, colors? What are their reading capabilities? Seussville helps to determine appropriate placement of students.

Progress Monitoring

Students falling below grade level are provided with a Progress Monitoring Plan (PMP) that is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student's individual diagnosed deficiencies. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional and support services that will be provided to the student to meet the desired level of performance.

Social Emotional Learning (SEL)

In addition to data collection regarding student performance, consideration regarding social emotional learning is also recognized. All students will be provided age appropriate and research based social
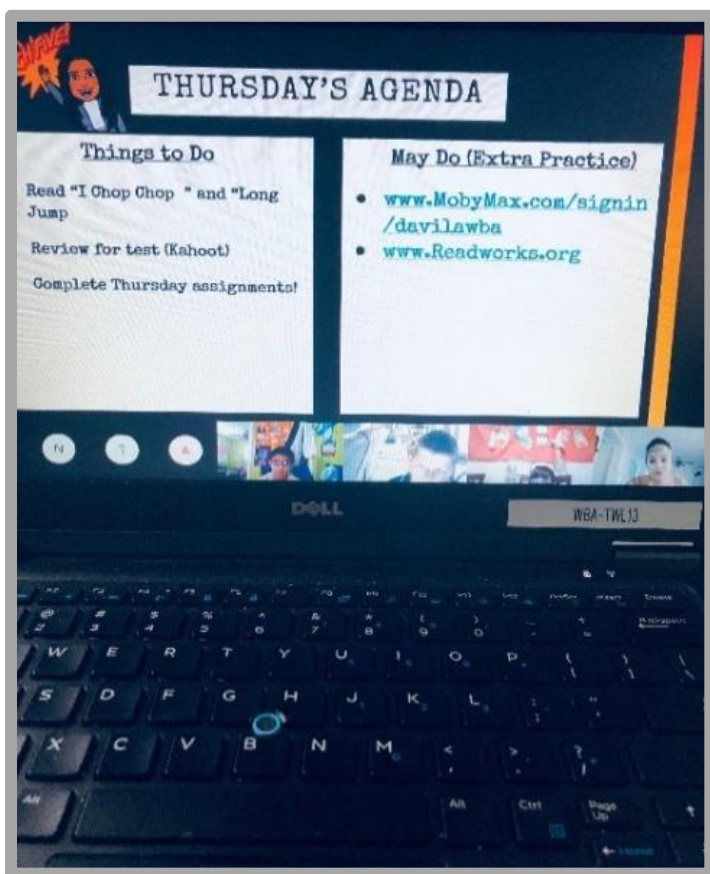
emotional learning as part of the general education curriculum. Sessions will occur weekly and focus on the five core competencies established by the Collaborative for Academic, Social, and Emotional Learning. The five core competencies are:

- **Self-Awareness** -- the ability to recognize and name personal emotions. It also includes the ability to understand your own needs, as well as your strengths and limitations.
- **Self-Management** -- the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions.
- **Social Awareness** -- the ability to understand what others are feeling and have the understanding to take their perspective.
- **Relationship Skills** – the ability to form and maintain positive social relationships, work together, and appropriately deal with conflict.
- **Responsible Decision-Making** – the ability to make positive choices about personal and social behavior.

In the event of a school closure or while students are learning online, students will have the opportunity to participate in group counseling sessions covering a variety of SEL topics. These sessions are provided through the school's contract with eLuma. Age specific counseling sessions are led by a licensed, certified therapist. Specific dates and times of sessions will be available on the school website.

When educators and students practice physical distancing at school or through innovative learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

Advanced and Gifted Learners

Advanced and Gifted learners who demonstrate content mastery through formative and summative assessments are provided with supplemental learning activities to deepen and expand their understanding of course concepts relating to the Florida Standards. All students requiring enrichment will be provided with activities that are included in the curriculum. For example, math students complete the enrichment activity that corresponds with every lesson, 3-Act Math activities, Pick-A-Project, or dive deeper into the pre-identified science connection access points. Student enrichment in science includes completing the Engineering challenges, Local-to-Global connections, and U-investigate activities designed to bring science to life. Teachers also capitalize on students newly developed technological proficiency and utilize tools such as Google Expeditions to immerse students in scientific explorations chosen from a library of topics. These experiences are used to expand upon concepts and explore the implications of new information. Other options for advanced learners include incorporating rich inviting tasks that require spatial as well as analytical and abstract thinking;

encouraging students to develop more complex, high level comprehension and reach advanced interpretations; promote student research using technology to generate original investigations and advanced products; and provide examples of superior work to challenge students to ever-increasing levels of excellence.

The school will provide educational services to students eligible for gifted services as defined in the district's Exceptional Student Education Policies and Procedures (SP&P), which includes a plan for identifying students from traditionally underrepresented groups. If a student is determined to be eligible for gifted services, an educational plan (EP) will be developed. The EP will include:

- A statement of the student's present levels of performance which may include the student's strengths and interests; the student's needs beyond the general curriculum; results of the student's performance on state and district assessments; and evaluation results.
- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents

Following the Florida Plan for K-12 Gifted Education, the school may implement the following approved service delivery models:

- Pull-out: part-time services in a classroom other than the student's regular class that takes place on a regular schedule and is taught by a gifted endorsed teacher
- Full-time inclusion: the student receives a majority of their core subjects from a specific teacher or teachers with gifted endorsements, but the classes may include peers who are not formally identified as gifted.
- Gifted Consultative model – gifted students will receive instruction in advanced classes where the curriculum is accelerated to meet the needs of the students. In the event the classroom teacher of record is not gifted endorsed, an appropriately endorsed teacher will provide consultative services as required on the EP.

Exceptional Student Education

As schools within the CSA network make plans to reopen, they are presented with a unique opportunity—to ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation, and to ensure the needs of all students are addressed and the decision benefits all students, staff, and families.

ESE students will have all the same access to coursework as every other student and will be provided every opportunity to succeed. Teachers will provide push-in support and/or collaboration if necessary, utilizing supplementary materials provided through the curriculum. Other supports as designed through the student IEP will be implemented appropriately to the greatest extent possible if online support is needed.

Exceptional education students will continue to receive a high-quality education in alignment with a learner's Individual Educational Plan (IEP). Schools in the CSA network are committed to addressing the individual needs of students with disabilities (SWD). Schools will provide training, resources and tools to support IEP teams in determining the needed services.
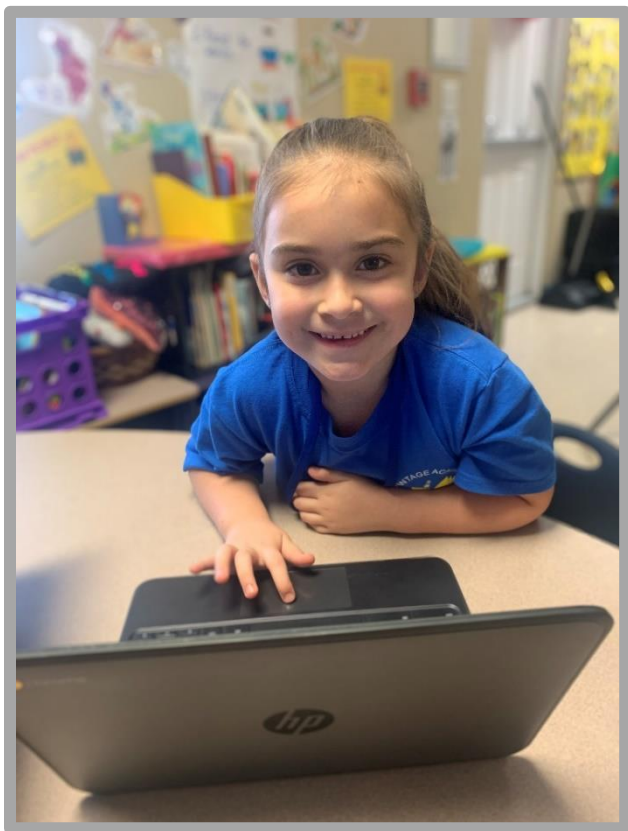
Special education and related services as identified in the IEP during innovative learning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or online lessons and/or online therapies.

For cases in which a yearly meeting was not held due to COVID-19 related school closure, a new meeting will be scheduled promptly upon return to school. Any IEP/EP that has gone beyond the meeting due date, will be prioritized. Schools will monitor IEP/Ep schedules to identify those that expire prior to an October FTE Date Certain to ensure all meetings are scheduled and held.

Parents will be notified by the ESE Area Director or ESE Assistant if their child's IEP/EP meeting will be scheduled in person or held via video/phone conference. To the greatest extent possible, all eligibility and reevaluation meetings will be held virtually to limit exposure for students, families and employees. If there is a specific request for an in-person meeting, all individuals participating in the meeting must adhere to health and wellness protocols. IDEA requires at least three IEP team members to participate in an IEP meeting. Thus, an IEP meeting cannot be held without the required members (LEA, ESE Teacher, General Ed Teacher).

ESE Teachers are added to the Microsoft Teams classrooms of the students they support to ensure a student-centered approach is implemented, with a commitment to ensure that the individual needs of each child are met. While in the Microsoft Teams classroom, ESE teachers have access to the teacher's lessons and are available to support students. ESE teachers may provide additional practice resources to assist students with their learning. General education teachers and ESE teachers consult with one another regarding student progress. ESE teachers are required to log services provided to students on their designated forms. ESE Area Directors will monitor the implementation of Individual Education Plans (IEPs), Section 504s and Education Plans (EPs).

Speech and Language services and OT services are provided online to the greatest extent possible utilizing Microsoft Teams. Schedules are provided and services take place after core class instruction at regularly schedule times created by the provider and ESE Area Director.

Students who receive mental health counseling through an IEP or direct referral will continue counseling sessions with their regional mental health counselor, whether in-person or online. Mental health counselors coordinate with school principals to receive new referrals in the event that students need additional services. Electronic referral forms are utilized for teachers and parents to request counseling services.

Additionally, the Mental Health Plan includes a telehealth option through eLuma utilizing their counselors and proprietary platform. Students who were previously utilizing this service will continue to receive counseling through eLuma with no interruption in services. Regional Mental Health Counselors will liaison between eLuma and individual families to enroll or transfer counseling services to eLuma as demand dictates.

The following actions will be taken to ensure the needs of students are addressed:
- Teachers and administrators will review students' baseline data in order to determine present level and ensure appropriate instruction to close learning gaps.
- Review of student's progression toward IEP goals and objectives will be conducted.
- Determine the need for additional interventions or supports to remediate gaps
- Progress monitoring assessments may be conducted utilizing diagnostic assessments and curriculum-based assessments.
- Meetings will be scheduled, and evaluations will be completed that were postponed.
- The school will provide ongoing communication with parents.
- The school will schedule and hold IEP team meetings, including parents and all appropriate IEP team members to conduct annual   reviews, revisions and eligibility staffing. These may take place utilizing Zoom or telephone conference calls. Teams may meet in-person if CDC guidelines permit.

English Language Learners

English Language Learners (ELL), like all of our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will receive additional support to rebalance and refocus on the task of learning. The goal remains for ELL students to achieve the same rigorous grade-level academic standards that are expected of all students. ELL students who have regressed in reading, writing, listening or speaking will be provided supplemental instruction and ESOL services once the ELL Committee has convened with appropriate staff and the parents. ELL Committee meetings may take place virtually or on-site, to ensure that appropriate identification of English skills is noted, and the school has the resources to implement additional interventions and strategies.

Through use of digital curriculum resources and tools available through Microsoft Office 365 student accounts, ELL students will have structures in place to help with their concept development and language acquisition. Digital resources provided to students can be translated and enhanced through the use of Microsoft's Immersive Reader application as well as Google Translate for screen translation within their browser. In addition to these supports, much of the core curriculum provides Spanish versions of lesson materials that will be used in class such as Pearson Realize lesson

specific Spanish resources. Many of our supplemental resources, such as Khan Academy, also have built in translations of content from various languages to support ELLs.

In addition to collaborating with classroom teachers, engaging the parents of English Language Learners remains important during an innovative learning model and school reopening. The school will ensure meaningful communication with parents of ELL students in a language they understand, where feasible, and to adequately notify parents of the same information about any program, service, or activity that is shared with parents of students who are not classified as English learners. Communication will be provided by the same means as other students – email, text, phone call, website. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during an innovative learning model learning and the transition to reopening.

Systems to Support Innovative Learning

The primary platform for Innovative Learning is Microsoft Teams. Microsoft Teams provides teachers with the ability to deliver instruction, distribute and collect materials, communicate with students individually and in groups, and address the individual learning needs of every student. All current teachers and registered students have access to Microsoft Teams through their own individual Office 365 email account. New teachers and students will be provided Office 365 email accounts plus synchronous and asynchronous training regarding the use of the Microsoft Teams program. Microsoft Teams can be accessed through any mobile device, laptop, desktop, smart phone or tablet.

Students receive a personal Office365 student account at the onset of the school year. Once a student is assigned to an instructional classroom, the student will receive an invitation from Microsoft Teams to join the class.

Consistent communication is key to keeping students and parents informed. Schools in the CSA network utilize many forms of communication.

Channel	Audience	Description
Email	Parents, Students	Email is used for communications between teachers, students and parents. (students must not submit work through email unless explicitly instructed to do so)
Facebook	Parents, Students	The official school Facebook page is utilized to share program highlights and school information.
Microsoft Teams	Students	Microsoft Teams is the platform for all online instruction. Teachers post assignments, lessons, activities, etc. for students.
School Website	Parents, Students	Information is updated regularly on the school website. General school contact information is available on the school website. This includes phone numbers, address, email, etc.
Swift Reach	Parents	Important information and notices are distributed via email, voice and/or instant message.

CSA will maintain continuity of mental health services to students by continuing the blended service model already established through as part of our Mental Health Plan. Students who were already receiving mental health counseling through an IEP or direct referral will continue counseling sessions with their Regional Mental Health Counselor either online, through Microsoft Teams, or in person.

Mental health counselors coordinate with school principals to receive new referrals in the event that students need additional services. Electronic referral forms are utilized at all locations in order to provide an easy way for teachers and parents to request counseling services.

Additionally, CSA's Mental Health Plan includes a telehealth option through eLuma utilizing the company's proprietary platform and counselors. Students who were previously utilizing this service will continue to receive counseling through eLuma with no interruption in services. Regional Mental Health Counselors liaison between eLuma and individual families to enroll or transfer counseling services to eLuma as demand dictates.

CSA is committed to meeting the social/emotional needs of students throughout the school year and during transitional periods of school closure.

High school students continue to have access to academic counselors. Counselors meet with students at regularly scheduled times to discuss fulfillment of graduation requirements, college preparedness and career options. Counselors are provided an account through Microsoft Teams.

Vulnerable student populations will be provided resources through the school. The school will work with families on a case by case needs basis to provide resources.

Student Expectations
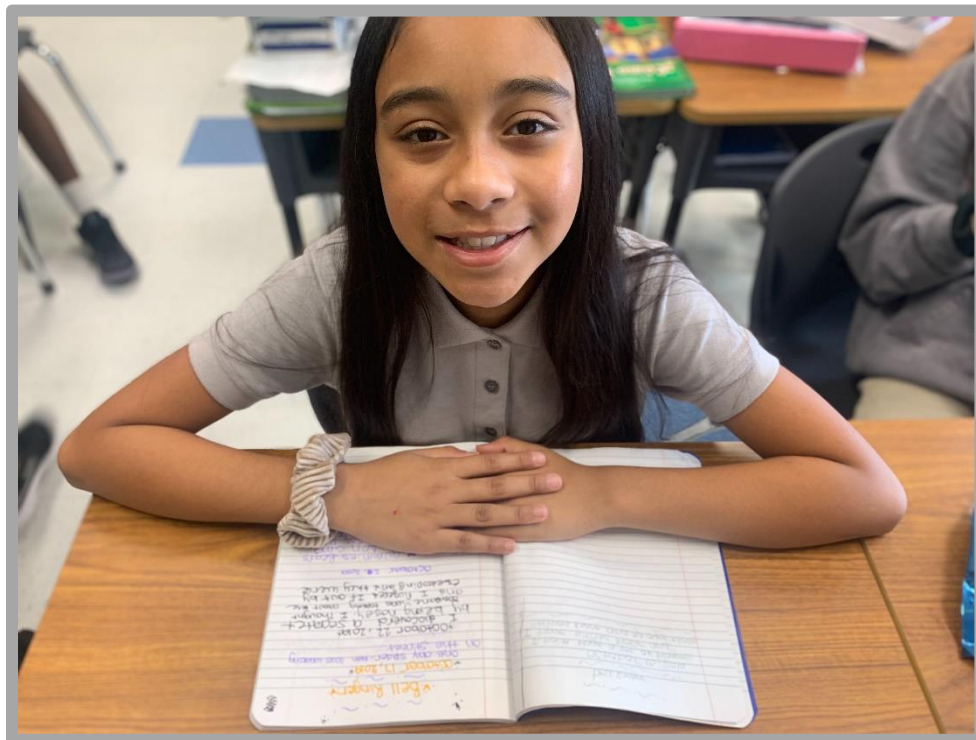
Element:	Expectation:
Communication	Students must communicate through Teams with teachers during scheduled times. Consistent communication between teachers and students is crucial for success when working in an online environment.
Lessons and Assignments	Live and pre-recorded lessons must be watched and attended as required by the teacher. Student work must be submitted through Microsoft Teams in order to receive a score for their work.
Academic Integrity Statement	Students must sign Academic Integrity Statement. Any violations will be subject to disciplinary action.
Commitment	Students must be dedicated to their studies and disciplined enough to follow their schedule.
Digital Citizenship	Students are required to review and sign the Digital Citizenship Agreement. This is a required form outlining the expectations for students.
Student Schedule	Students are required to follow the schedule provided.
Student Hours/ Attendance	Students are required to spend no fewer than 6.5 - 7 hours each day in classes. Students are expected to login to their Teams accounts daily.

Guidelines for Families
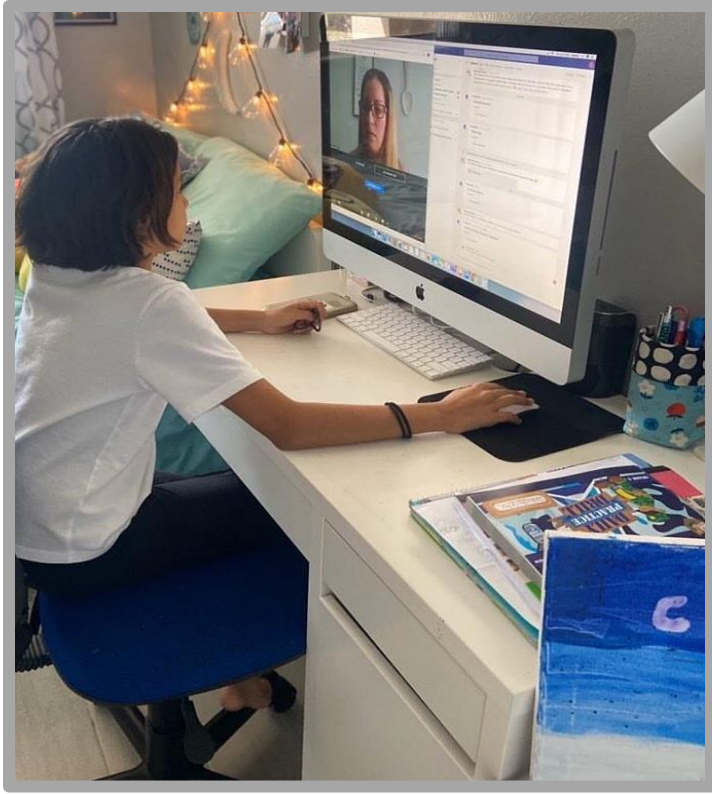
Non-traditional learning presents an incredible opportunity to engage in educational experiences for our students, though for some families it may be challenging. Families will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with non-traditional learning, while others may struggle. The following guidelines are intended to help families think about what they can do to help their children find success in an innovative learning environment.

Students and parents will receive technical support. This will be done through workshops hosted through Microsoft Teams. In addition, parents and students will have full access to Microsoft Team's instructional and training video library.

In order to support your child, here are a few items to consider:
- ➢ During instruction, avoid interacting with the teacher, other children, and your own child. Even small interactions can be disruptive to the learning of others.
- ➢ Remember that your child's camera is not only showing their face, but also anything in the immediate background.
- ➢ Computer microphones are sensitive and can pick up conversations occurring in the background. Please make sure that conversations and language are appropriate for all.
- ➢ Learning sessions may be recorded for future use and posted to the learning site. You are in essence opening a little window into your home while your child is participating in online learning.
- ➢ Finally, your child's principal will contact you in the event that concerns arise regarding student behavior or concerns arising from the innovative learning setting.

Establish routines and expectations
- • It is important that families establish routines and expectations.
- • Students should follow the appropriate dress code for school when participating in live session or when on school campus.
- • Keep normal bedtime routines.

Certify that your child is working each day
- • As part of the CHOICE Innovative Learning Plan it is expected that students will participate according to the schedule provided.

Define the physical space for your child's study
- We encourage families to establish a space/location where their children will learn most of the time. It should be a place that can be quiet at times and have an adequate internet connection.

Monitor communications from your children's teachers
- Teachers will communicate with families through Microsoft Teams when necessary. Please contact your child's teachers should you have questions or concerns.

Begin and end each day with a check-in
- Families are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with families (that's normal!), but they should, nevertheless. Families should establish these check-ins as regular parts of each day. Not all students thrive in an innovative learning environment, some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

Take an active role in helping your children process and own their learning
- In the course of a regular school day, your child engages with other students or adults dozens if not hundreds of times. These social interactions and opportunities include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments.

While some of these social interactions may be re-created in a non-traditional environment, others cannot. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, families should regularly circle back and engage with their children about what they're learning. However, it's important that your child own their work; don't complete assignments for them, even when they are struggling.

Encourage physical activity and/or exercise
- Make sure your children remember to move and exercise. This is vitally important to their health, well-being, and learning. Special Areas Teachers will recommend activities or exercises, but it is important for families to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!

Student and Parent Technical Support for Instructional Programs

MobyMax
The MobyMax program identifies and remediates learning gaps with the power of personalized learning. The adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.
CSA Technology Support – Accessing MobyMax

Pearson Realize
Pearson Realize provides an engaging experience for students and allows them to take their textbooks wherever they go. At times, teachers may assign classwork or assessments to be completed on Pearson Realize.
CSA Technology Support – Accessing Pearson Resources

Khan Academy
Khan Academy provides lessons and remediation in math, science, and social studies from kindergarten through high school. Students work through exercises, quizzes, and instructional videos to learn and master skills. They get immediate feedback and encouragement.
CSA Technology Support - Accessing Khan Academy

Power School
PowerSchool is the Student Information System platform that is used to host student information and teacher grade books. It has an integrated Single Sign On component which is utilized for teachers and students to access the Pearson curriculum resources.

Performance Matters
Performance Matters is the Assessment platform utilized for benchmark testing in all grade levels to monitor standards mastery. Benchmark assessments identify standards mastery based on the curriculum pacing guides. Comparing student mastery of standards with the pacing guide, pin-points standards and skills that need to be retaught and reassessed.
CSA Technology Support – Accessing Performance Matters

Microsoft Teams
Microsoft teams is the platform for the CHOICE Innovative Learning Plan. It is a powerful application that is used to enhance the classroom through collaboration and communication. Teachers utilize teams to have live meetings whole group, work in small groups through Channels and one on one via chat.
CSA Technology Support – Accessing Microsoft Teams

Academic Integrity Statement

The Academic Integrity Statement affirms that I value learning for its own sake, and that I believe in personal integrity and intellectual honesty in all academic work.

Having academic integrity means valuing and demonstrating positive regard for:
- ➢ Intellectual honesty
- ➢ Personal truthfulness
- ➢ Learning for its own sake
- ➢ The creations and opinions of others (i.e., intellectual property)

You are acting with academic integrity to the extent that you demonstrate these values, and in particular:
- ➢ Take full credit for your own work and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own.
- ➢ Represent your own work honestly and accurately.
- ➢ Collaborate with other students only as specifically directed and authorized.
- ➢ Report breeches of academic integrity to a teacher, counselor, or administrator.

I have read and acknowledged the Academic Integrity Statement.

Student Name Printed: _____

Student Signature: _____

Date: _____/_____/_____

Digital Citizenship Agreement

As a student attending _____ charter school, I understand I have certain responsibilities regarding my behaviors while participating in online and online learning. I acknowledge the following responsibilities and will adhere to them as requested:

- ➢ I will keep my passwords private and will not share them with my friends.
- ➢ I will be conscious of my digital footprint and be careful about posting personal information.
- ➢ I will not send personal emails from my school email.
- ➢ I will immediately report any inappropriate behavior I see to a teacher or administrator.
- ➢ I will not use computers to bully or harass other people.
- ➢ I will not log in with another student's username and password.
- ➢ I will not trespass into another student's files.
- ➢ I will not pretend to be someone else and will be honest in my representation of myself.
- ➢ I will limit my web browsing to school research during school hours.

I have read and acknowledged the Digital Citizenship Agreement

Student Name Printed: _____

Student Signature: _____

Date: _____/_____/_____