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AECI Charter Schools Network
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AECI Network Remote Learning Plan Overview

The AECI Charter School network places the highest regard for student, staff and visitor safety. As a charter school serving the local community, it is our responsibility to place as many safeguards in place that will reduce the likelihood of an emergency among school stakeholders. This includes the services of a cleaning and disinfecting company that will provide CDC recommended sanitizing protocols daily. **Our primary goal is to provide a safe, clean and germ-free environment where students are not afraid to engage in rigorous in class lessons supported in part by a well-developed online learning platform.**

The socio-emotional needs of our students take priority as they begin to develop their moral and character identity as we help students navigate through this historic pandemic event. This plan was developed by a six-person planning group consisting of the Network's CEO, two principals and three assistant principals. In addition, staff feedback and concerns were used to guide the plan. In order to create and support a safe and caring environment for our students, we will implement specific [CDC recommended systems and protocols](#) to ensure a safe return to a learning environment. The Principal is the designated COVID-19 safety coordinator, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operation issues to be resolved before activities return to normal or "new normal" levels. As the CDC or Governor Cuomo revise guidelines for returning to the building, we will also update our systems and protocols to maintain the highest standards of sanitization and maintenance of a clean germ-free environment.

Teaching and Learning

The school learning plan for remote learning aligns with the NYS Learning Standards. Teachers focus on fostering an environment of academic success by designing rigorous lessons that incorporate differentiation strategies to meet the needs of special populations (Special Education Students and English Language Learners), social-emotional learning and individual student needs. Teacher training, professional development and instructional coaching ensure that rigorous instruction will take place in the remote, blended and in person learning environments.

Students will attend an in-person orientation learning session in small groups during summer weeks. After that, instruction will continue through a remote learning environment through the end of September. Students will be expected to login to an online learning platform that utilizes Google Suite (Classroom, Meets, Docs), Zoom and Microsoft Teams. Students will receive an

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individual invitation and login credentials to access each teacher's online classroom. Each day students will login, engage in online instruction, complete and submit an assignment.

AECI NETWORK SCHOOLS will continue instruction through a blended learning program. In order to reduce the number of people students are exposed to, students will be divided into cohorts and attend in person class instruction at least 2-3 days a week. Similarly, on days that students are not in the building, they will be expected to login to an online learning platform, engage in online instruction, complete and submit an assignment. Teachers will provide online instruction and support for students remotely logging in through both live remote classes and office hours.

Special Populations (Special Education, ELL, Select Students)

During remote learning, Integrated Co-teaching Classes (ICT classes) will have two teachers online. Special Education Student Support Services (SETSS) will be scheduled weekly during a student's scheduled Independent Work Time. Once we transition to blended learning, special populations will be scheduled for in-school instruction on Monday, Wednesday, and Friday. ICT classes will have two teachers in the classroom, and SETSS will be scheduled for those days as well. On Tuesday and Thursday student support teachers will interface with special populations in live online classes for remote learning. Students receiving mandated counseling will be scheduled on days of attendance.

AECI NETWORK SCHOOLS will provide our English Language Learners with the support necessary for the acquisition of language skills both in brick and mortar and remote learning environments. Our ESL teachers will be in the classrooms when permitted to highlight content and process so that the product is standards based aligned and in line with higher student outcomes. Various online resources have been secured for our ELL students including but not limited to Rosetta Stone, IXL, Renaissance Star 360 Reading & Math, and NewsEla.

Staffing and Human Resources

Students requiring special services, Students with Disabilities and English Language Learners will have state certified instructors supporting both online, blended and in person instruction.

Attendance and Absenteeism

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Parents will have the opportunity to monitor their child's progress in our online platform known as PowerSchool. During both live and remote instruction, attendance will be taken and recorded daily in Power School by teachers. Students not engaged in daily lessons will be marked absent. To address absences before students, fall behind in school and ensure that instructional time is not lost, the operations and guidance team

will make phone calls to parents and students who have accumulated unexcused absences early in the semester. These calls will be logged in our school's outreach log Dean's List for future referral and accountability. In the event of chronic absences or students who have not engaged in remote or in person learning, outreach will be made by school counselors and a remote online Google Meet session will be scheduled with parent/guardian to discuss their child's attendance and formulate an action plan. In some extreme cases, a home visit will be performed to either (1) make parents aware of their child's lack of engagement, or (2) make parents aware of their child's absences.

Social-Emotional Well Being Support

The implications of this health crisis may have a deep impact on students and their families. Social and emotional learning ("SEL") will be an important component of engaging students and creating a foundation for academic learning. Pre-service training for all staff this summer will provide professional development to learn about SEL competencies, and how to create an environment that promotes the social and emotional development of all students. During our new student orientation as well as during the first few weeks of school, students' academic and SEL needs will be assessed. Findings will be evaluated by a SEL team consisting of our school counselors, principal, assistant principal and teachers, and either internal or external mental health resources for the school community may be recommended. Throughout the school year, student needs will be monitored in advisory and/or socio-emotional group meetings.

Socio-emotional learning will be part of each class so students will be supported throughout their day. The school counselors will interface regularly with students and families utilizing phone conferences and scheduling Google Meet sessions when necessary. The Student Success Coordinator will reach out to families to assess needs. Referrals will be made if a student is deemed to require additional services. In addition, Parent Teacher Organization (PTO) meetings will be held remotely to provide support and information to families.

Any student who is living in a shelter, has been displaced from their home or needs to remain at home for health reasons will be provided with full distance instruction through Google Classroom. They will submit work and get feedback from their teachers on Google Classroom and by their school email. These students will also have daily check ins with their counselors for support. These students also will have access to our funds that provide uniforms and school supplies free of charge. Lunch will be available in the building during remote learning.

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Access to Technology and Internet

AECI NETWORK SCHOOLS will conduct a needs assessment of our students to determine digital device requirements. Students who don't have devices will be provided with a Chromebook, hot spot, calculator and school supplies. Each student who requires the use of an AECI NETWORK SCHOOLS device will be given a Technology Agreement for both the student and parent to sign. Families are responsible for maintenance, integrity, and return of the unit when it is no longer needed. Instruction on using technology will take place during orientation.

Protocol for Emergencies

If a student or staff member becomes ill at work or is exhibiting symptoms of COVID 19, they will be sent home or to the nearest health center for a medical evaluation. If it has been advised they should self-quarantine based on their symptoms, the Principal will notify the Department of Health and Mental Hygiene (DOHMH), AECI CEO, the Charter School Office, and the NYC Department of Education for guidance. If the DOHMH determines that there is a need for investigation, closure, or other action at a school, parents will be notified immediately. If at any point our school is required to close for an extended period, an entirely remote learning plan will be implemented. A structured schedule with synchronous instruction will be communicated with families if happens, and a return to school plan will be coordinated with the local health department. Additionally, we will provide you with continuous information about the situation through our website or communicated by phone and/or email.

Communication

Principals will communicate on a regular and on an "as needed basis" with parents, staff and students to provide information about emergency and any impact it may have on the everyday functioning of each school. The school will update information on their website regarding the emergency and will also contact parents through the mail, phone and email when necessary. All NYC Department of Education and NYS Education Department communications will be shared with parents when received and as appropriate. As done in the past, we will post letters or communication on the school's website as necessary so parents and guardians remain informed regarding any emergency's issues or concerns. It is highly recommended that parents and guardians monitor the local network news as it may affect the opening or closing of schools depending on the NYC infection rate. Parent communication is openly promoted, and the main office phone will be available Monday through Friday from 7:30 am to 4:00 pm.

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Daily live instruction

Our approach: Students will be given assignments to be completed weekly and check ins daily

- Decide on platform to use: zoom and google classroom
- What we believe works best in remote learning
- What we hope to produce in students using a virtual platform (different skills kids are learning beyond subject content)
- How our platform adjusts to meet the changing needs of students and families

Our expectations:

- Synchronous learning must be led by an in-person instructor
- Instructors must create a background as part of their visual presentation
- Students must appear live in person with an appropriate background
 - in their live screen
- Students must appear live for the entire period of instructional delivery to receive attendance credit
- Norms and routines
- Visible learning targets
- Checks for understanding
- Link for Meet should be posted in classroom (same link)
- Standard posting of assignments (details worked out)
- Questions in forms, google sheets- no Pdf
- Parent contact for those who

Resources to support:

- Laptop policy
- Internet considerations
- Policy guiding correct usage
- Norms
- Teacher planning support document that we created
- Teacher - danielson aligned resource document

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Remote Instructional Model

- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.

Hybrid Instructional Model

- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Anchor standards, Creating and Presenting lend themselves more so to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
- Determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Focus on personalized learning.
- Utilize resources such as digital field trips and online arts

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Remote Classroom Best Practices

Look-For	Effective Looks/Sounds Like in Zoom Meeting/Google Classroom
Start of Class	<ul style="list-style-type: none"> • The teacher begins the lesson on time and reminds students of expectations upon entering (ex. one mic; own your identity; give respect, get respect) <ul style="list-style-type: none"> ○ Component 2c, 2d
Learning Environment	<ul style="list-style-type: none"> • Zoom background is free from distraction, students are able to hear and see the teacher/activities clearly. <ul style="list-style-type: none"> ○ Component 2c • Weekly Roadmap is communicated with students on Mondays. <ul style="list-style-type: none"> ○ Component 1e • Materials posted in Google Classroom are organized and labeled so that identifying them is clear and makes sense. <ul style="list-style-type: none"> ○ Component 1e • Content in Google Classroom is chunked/scaffolded into manageable portions. <ul style="list-style-type: none"> ○ Component 1e • The teacher is regularly “present” in Google Classroom via announcements, assignment posts, and individual feedback. <ul style="list-style-type: none"> ○ Component 4b, 4f • There is evidence that co-teachers are working cooperatively (ex. taking attendance, monitoring chat, utilizing and providing differentiated support in breakout rooms) <ul style="list-style-type: none"> ○ Component 1e, 2c
Lesson Objective	<ul style="list-style-type: none"> • Written in lesson plan <ul style="list-style-type: none"> ○ Component 1e • Referenced at least twice during the lesson <ul style="list-style-type: none"> ○ Component 2b
Nonverbals	<ul style="list-style-type: none"> • Use of icons to communicate with the host and other participants without disrupting the flow of the meeting. <ul style="list-style-type: none"> • Raise Hand / Lower Hand • Thumbs Up (agree) • Clap ○ Component 2c

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<p>Use of Time</p>	<ul style="list-style-type: none"> • Pacing (set clear time frames for each component of the lesson - communicate that with students at start of lesson) <ul style="list-style-type: none"> ○ Component 3c • Lesson activity starts on time with whomever is present; attendance is taken as students arrive <ul style="list-style-type: none"> ○ Component 2c • “Down time” is strategic and structured for students to check in/work on assignments. <ul style="list-style-type: none"> ○ Component 1e • Teacher timestamps activities and updates students regularly on time remaining <ul style="list-style-type: none"> ○ Component 2c
<p>Positive Narration/ Precise Praise</p>	<ul style="list-style-type: none"> • Teacher affirms students who are following directions by saying, “I see Nicole has typed something into the chat box in response to my prompt”. <ul style="list-style-type: none"> ○ Component 2b, 2d • Precise praise is used to provide students with clarity on how they are meeting criteria for success in their work and/or how their actions/work has improved. <ul style="list-style-type: none"> ○ Component 3d
<p>Turn & Talk</p>	<ul style="list-style-type: none"> • Teacher uses a discussion based or inquiry based protocol for pair, small group, and/or whole group discussion (verbal or via chat box) giving students an opportunity to engage in discussion. <ul style="list-style-type: none"> ○ Component 3b • Students are provided with an opportunity to read and provide feedback on one another’s work. <ul style="list-style-type: none"> ○ Component 2a, 3c, 3d • Use of breakout rooms (strategic grouping of students) <ul style="list-style-type: none"> ○ Component 2a, 3b
<p>Cold Calling</p>	<ul style="list-style-type: none"> • The teacher uses Cold Calling methods to check for understanding, promote discussion and encourage engagement. For students with their video off, cold calling can ensure that students are truly present. <ul style="list-style-type: none"> ○ Ex. By first name (Zoom sorts participants based on the first letter of the name they enter.) • Using chat feature <ul style="list-style-type: none"> ○ Component 3b, 3d

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<p>Showcasing Student Work/Modeling</p>	<ul style="list-style-type: none"> • Strategically select a piece of student work that meets all or most of the criteria for success and share via shared screen or other means. <ul style="list-style-type: none"> ○ Component 1e • Ask students to think about what makes it strong and to use the raised hand option to share their thoughts. <ul style="list-style-type: none"> ○ Component 2b • Reinforce criteria for success via what you expect to see and close any gaps as needed. <ul style="list-style-type: none"> ○ Component 3d • Give the whole class an opportunity to revise/fine tune. <ul style="list-style-type: none"> ○ Component 3d
<p>Warm Demander</p>	<ul style="list-style-type: none"> • Have a strong voice and look into the camera when giving directions. <ul style="list-style-type: none"> ○ Component 2d • Provide boosts like, “I know you can do it; I’m here to support you; you’ve got this; I know it’s hard but you can do it.” <ul style="list-style-type: none"> ○ Component 2b • Start your directions with verbs not, please/can you/will you, etc. <ul style="list-style-type: none"> ○ Component 2d
<p>Giving Directions</p>	<ul style="list-style-type: none"> • Ex. “When I say begin, type into the Chat Box what you think makes this work strong. You have 30 seconds. Begin.” • Ex. “When I let you go, the first thing you are going to do is.....” • Call and response. • The teacher uses the chat to an individual student feature to provide specific feedback or direction to students individually as a means of differentiating. <ul style="list-style-type: none"> ○ Component 2d
<p>Questioning</p>	<ul style="list-style-type: none"> • Questions are planned for in advance and scripted into lesson plan (supports ensuring higher order questions are asked, and helps with anticipating errors and/or misconceptions). <ul style="list-style-type: none"> ○ Component 1e, 2b • Leveled (consult DOK) to unlock understanding. <ul style="list-style-type: none"> ○ Component 2b • Wait Time <ul style="list-style-type: none"> ○ Component 3c • Teacher provides opportunities for students to respond to questions using Chat Feature.

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	<ul style="list-style-type: none">○ Component 3b• Polling Feature used to answer questions and share opinions.<ul style="list-style-type: none">○ Component 3c• Teacher and co-teacher ask questions of both individual and groups of students.<ul style="list-style-type: none">○ Component 3b
Least Invasive Intervention	<ul style="list-style-type: none">• Private message to student or verbal warning to the whole class• Removal from Zoom meeting for the day• Phone call to parent• If extreme or repeated, notify administration<ul style="list-style-type: none">○ Component 2d
Strong Finish	<ul style="list-style-type: none">• The teacher refers to the lesson objective.<ul style="list-style-type: none">○ Component 2b• Includes either a share out, exit ticket or other means to check for understanding.<ul style="list-style-type: none">○ Component 3d