

**Uncommon**  
Schools

**CAMDEN PREP**

**Remote Learning Plan**  
**for the**  
**2023 - 2024**  
**School Year**



## LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

### Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the

COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

## Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Uncommon Schools Camden Prep (District: 1801)

Date (mm/dd/yyyy): 06/07/2021

Date Revised (mm/dd/yyyy): 12/12/2022, 06/30/2023

### 1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

#1 . Universal and Correct Use of Masks	
Non-Negotiables	Flexible Implementation
<p>1. All students required can continue to wear masks if the choose to and any adult or student who has experienced exposure should wear a mask for 6-10 days following their exposure.                      *Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with a mask on. For example, eating breakfast and lunch of ifa student is being assessed for a facial injury (nosebleed, scratch, etc.)</p>	<ul style="list-style-type: none"> <li>● Healthy adults and students can choose to remain mask free at their discretion.</li> </ul>
Rationale	
<p>The CDC recommends people wear masks in public settings, at events and gatherings, and anywhere they will be around other people. For further information on mask choice, fit and storage guidance, see the CDC’s <a href="#">Guide to Masks</a>.</p>	

For reference, the CDC does not recommend the use of face shields. For limited activities, such as temperature checks or nurse visits, schools may choose to provide face shields for staff personnel, but the overall effectiveness of face shield is unknown and should always be used in tandem with masks.

## #2. Physical Distancing

### Non-Negotiables

1. All group gatherings must follow state guidelines for indoor and outdoor settings in addition to NJ Health & Safety guidelines related to masks and physical distancing.
2. All extracurricular activities (e.g. athletics) must adhere to NJ Health & Safety guidelines, as well as state/local guidance for the specific activity.

### Flexible Implementation

- Eliminate or decrease nonessential in-person interactions among staff during meetings, lunches, and other adult-to-adult situations.
- Group gatherings should be held outdoors or via Zoom whenever possible.

### Rationale

The CDC recommends physical distancing, whereby individuals keep space between themselves and other people outside of their home. Further recommendations are outlined in the CDC's [Considerations for Schools](#).

## #3 . Handwashing and respiratory etiquette

### Non-Negotiables

2. All students required to sanitize/wash hands frequently throughout the day, at a minimum at arrival, meal times, bathrooms and dismissal
3. Display clear and prominent hygiene signage (hand wash signs, hygiene station, etc.)
4. Hand sanitizer and hygiene stations are available and frequently re-stocked for all students and staff in all classrooms, offices and common spaces

### Flexible Implementation

- Sanitizing protocols are implemented after each time a space is used (including classrooms and common spaces)

## Rationale

The CDC states that the virus is spread from person-to-person via respiratory droplets and via surfaces, albeit less frequently. As a result, some of the best ways to prevent illness is to avoid being exposed to this virus through frequent and thorough hand-washing, cleaning and disinfecting, and avoiding close contact with others.

## #4. Cleaning and maintaining healthy facilities

### Non-Negotiables

#### Facilities

- Improve ventilation to the extent possible to increase circulation of outdoor air ([21-22 Ventilation Resources](#))
- Ensure all HVAC systems are maintained and operating at manufacturer's specifications
- Adjust physical layouts in classrooms and other settings to maximize physical space

#### Cleaning

- Regularly clean frequently touched surfaces, such as door handles, sink handles, and toilets
- Limit the sharing of resources for staff and students, whenever possible, or provide sanitization supplies and instructions when equipment is shared

### Flexible Implementation

#### Facilities

- Prohibit use of spaces without adequate ventilation, either via HVAC or windows/doors
- Ensure that windows and doors (except external doors) are open whenever possible and use fans to circulate outside air into the building
- Confirm all HVAC units are properly maintained, and filters are cleaned/changed according to manufacturer's specifications
- Limit communal use of shared spaces, such as cafeterias and shared work rooms; otherwise, stagger use and clean between use.

## Rationale

The CDC states that making changes to physical spaces can promote a healthy environment and facilities, as well as routine and consistent cleaning of high-touch surfaces. For further information on ventilation standards, see the [CDC's Ventilation in Schools](#) guidance or [21-22 Ventilation Resources](#).

#5. Managing Positive Cases of Covid-19 in the school community

Non-Negotiables	Flexible Implementation
<ul style="list-style-type: none"><li>Consistent and clear school-based procedures for managing staff and students who have a positive diagnosis of COVID-19, symptoms or exposure. These procedures should be based on and in line with Camden Prep's policies outlined in the HR Library, including Stay Home, Return to Work, Travel, Exposure, Vaccination, etc.</li></ul>	<ul style="list-style-type: none"><li>Restrict all non-essential visitors to the building as per Uncommon policy</li></ul>

Rationale

Critical to the success of Health & Safety guidelines is the ability for schools to quickly identify positive cases and/or exposure, isolate and mitigate future risk. This requires collaboration with the Health Department to provide information about people diagnosed with or exposed to COVID-19 and for students, teachers and staff with positive test results to isolate, and close contacts quarantine.

#6. Efforts to provide vaccinations to educators, other staff, and students, if eligible

Camden Prep encourages all eligible staff, families, and students to get vaccinated to support the health and safety of our communities. Our schools are dedicated to supporting our communities and families by providing easy access to the COVID-19 vaccine. In February, our schools partnered with local health experts to host a virtual town hall session to share information about the vaccine and answer questions from staff, students, and families. Once educators became eligible for the vaccine, we hosted several events to vaccinate more than half of our teachers and staff. We also shared resources in weekly newsletters to support staff in finding and reserving vaccine appointments. Now that the vaccine is available to all individuals, ages and older, we have provided vaccination clinics to ensure our school community has equitable access to the vaccine. Most importantly, all Camden Prep employees are strongly encouraged to be fully vaccinated.

## #7. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Students with disabilities will be required to wear face coverings; however, there may be an exception if a student's medical condition or disability precludes the use of a face covering. Camden Prep will work compassionately and collaboratively with the child, family, and teachers to provide inclusive options in consideration of a child's disability to support in person learning with accommodations in reflection of a child's Individual Education Program (IEP), and Behavior Intervention Plan (BIP) If a parent/guardian of a student with a disability believes the use of a face covering would not be possible for the child because of the child's disability, the parent should provide documentation from the child's healthcare provider to the student's case manager or school principal.

### Flexible Implementation: Immunocompromised/Medically Fragile Students

For any students that have increased risks associated with COVID-19, schools should create individualized plans to support them. Individualized plans should consider, but not be limited to the following support strategies.

- Additional preventative measures:
  - Preferential seating in classroom (close to door/window, nearest to air vent for circulation, etc.)
  - Supplemental sanitizing of desk and chair
  - Extra opportunities to wash/sanitize hands
  - Phone calls to monitor and educate family on social distancing, hand hygiene, etc.
- Additional symptom monitoring:
  - Temperature monitoring throughout day (past arrival)
  - Daily check-ins with Nurse\* for observation
- Alternate arrival/dismissal location(s)/time(s) to avoid crowds
- Reduce time in the building:
  - Zoom in to classroom to 'participate' in in-person learning from home (this would require setting up a Chromebook and ZOOM in the classroom)
  - Reduced time spent in building, with supplemental work sent home/opportunities for remote learning

## 2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

Camden Prep will ensure the continuity of high-quality student learning by being responsive to students' and staff's needs including health and safety, mental health, and access to food and technology. All schools will use a social and emotional learning (SEL) curriculum. Camden Prep has developed lessons for each grade span that explore physical, social, and emotional wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

In our effort to continue to expand efforts to support students in need of additional mental health, behavioral and emotional support, our schools will also implement:

1. Summer School - Schools are offering a no-cost, five-week summer school experience with an emphasis on academic development in literacy and math to help close COVID-related student learning gaps. Participating students will also engage in enrichment activities during the program.
2. Social and Emotional Supports - Camden Prep has a team of full-time, school-based social workers as well as psychologists and counselors to support the social-emotional well-being of our students and their families. Social Worker Supervisors will also conduct professional development for all school-based social workers and counselors on trauma, social emotional learning, wellness, grief, loss, and anxiety.
3. Streamlined Systems for Wellness Service Referral/Documentation - A "Student Wellness Referral and Tracker" tool will be utilized to identify any and all supports that students may need and submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.

School staff have access to a variety of mental health resources. One no-cost resource is the Employee Assistance Program (EAP). This program is designed to provide staff and family members with confidential assistance to support a variety of needs and concerns, including: emotional health and well-being, substance abuse, marriage and relationship problems, parenting advice, stress and anxiety management, grief and loss, and financial and legal advice. Our Human Resources Department also shares monthly email newsletters with resources for staff including links to physical and mental health programs available. Schools also include a "Wellness Corner" in weekly communications to families and staff with student and teacher-facing wellness resources and activities.



### 3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

At Camden Prep, we believe that seeking input from diverse stakeholders is essential as we develop plans that are responsive to the needs of students, families, and educators. In early June, we surveyed school community stakeholders through a robust series of questions to solicit their input into how they believe we can enhance our schools with these funds. Once we receive input, organizational and school leaders will review the findings and determine the best way to use these funds to support our students and larger school community.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

Our plan for Safe Return to In-Person Instruction and Continuity of Services and accompanying public comment are translated into the most common non-English speaking languages of our families, namely Spanish. Copies of the plan are available in print form or with oral translation upon request.

## Plan for Use ARP-ESSER Funds

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**LEA Name: Uncommon Schools Camden Prep (District: 1801)**

**Date (mm/dd/yyyy): 06/07/2021**

**Date Revised (mm/dd/yyyy): 06/01/2023, 12/12/2022**

Camden Prep renaissance school plans to use ESSER funding to work in new and innovative ways to support core instructional and operational priorities, namely addressing learning loss and safely returning to in-person instruction for school years 2020-21 – 2024-25. Funds will support one-time investments in expanded summer school programming that will focus on closing COVID-related learning gaps in literacy and math, rewriting curriculum to implement evidence-based strategies for social emotional learning and academic achievement, and providing additional professional development for all staff around these initiatives. There will also be continued investment into educational technology, remaining committed to providing 1:1 Chromebooks for students with access to related online learning platforms while ensuring continuity of services to students in school or at home as required. Funds will also be used to provide PPE for all staff and students, perform surveillance testing, and test and upgrade our facilities' ventilation as necessary.

Please see the completed [ARP ESSER Application and Current Amendment](#) for additional details on the current Use of Funds plan.

## Executive Summary

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

(1) Ensure safety of staff & students:

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

(2) Provide quality instruction and core services:

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

(3) Plan and prepare for the future:

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

## Scheduling

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

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

## Remote Learning Model

### K-8 Overview

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

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

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

## K-8 Remote Instruction - Sample Daily Schedules

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

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

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

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

#### High School Overview

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

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

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

**High School Remote Instruction – Sample Daily Schedule:  
Monday - Thursday (55-minute classes)**

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

**Special Education and ELL:**

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

**Communication**

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

**Attendance Policy**

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

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

## Technology

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

## Nutrition

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

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

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

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

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

## Technology and Connectivity

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

## Curriculum, Instruction and Assessments

### Curriculum

#### K-8

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



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

## High School

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

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

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

## Instruction

### K-8

#### *Remote Learning*

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

### High School

#### *Remote Instruction*

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

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

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

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

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

## Assessment

### K-8

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

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

### High School

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

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