# Colorado Early Colleges

# Remote Learning Plan

Colorado Early Colleges

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## Remote Learning Plan Overview

Colorado Early Colleges (CEC) is a Network of Schools that include 3 middle school campuses, 6 high school campuses, and 2 college direct satellites.

In response to hazardous weather or a public health emergency, such as COVID-19, CEC will implement the following Remote Learning Plan.

CEC's focus during remote learning is to:

- Ensure that CEC middle and high school students stay engage and continue the rigorous learning CEC values.

- Provide equitable access to all students so they can participate in and be successful during remote learning.

- Maintain connectedness to our students, employees, and communities.

Each CEC Head of School will consult with CEC's Chief Executive Administrator when making the decision to initiate Remote Learning day(s) due to public health emergencies, such as COVID-19.  In the case of a public health emergency, CEC will follow the lead of local public health departments and local school districts in determining if, or when, a CEC campus will close and initiate Remote Learning days.  Each CEC Head of School will communicate via email messages, text messages, and website postings to their parents/guardians and students as to when and how Remote Learning will start.

A CEC Head of School can initiate Remote Learning days due to hazardous weather when they feel travel to and from school is not safe for employees and students.  The school will notify parents/guardians and students of a school closure via email messages, text messages, automated phone calls, website postings, and postings on local news outlets by 6:00 a.m.  The school will implement their Remote Learning for hazardous weather conditions procedures and communicate expectations to parents/guardians and students via email and text messages.


## CEC Remote Learning Goals

CEC's Remote Learning Plan supports the following goals:

1. Support Continuous Remote Instruction

    CEC will utilize Microsoft Teams (Teams) across all campuses for Remote Learning.  All CEC students and employees utilize the Teams platform to communicate and post instructional videos, lessons, and assignments. As a result, both employees and students are prepared to seamlessly transition to Remote Learning should a school closure take place.

    Remote Learning can be synchronous where an instructor and all students are online at the same time, or asynchronous where a teacher and students can be online at different times, posting and accessing information at their convenience.

2. Provide Each Student with Equitable Access to Remote Learning

    To provide equity in education to all students, CEC schools will survey current school year students and parents/guardians to determine who does not have access to a desktop computer or laptop to participate in Remote Learning. Whenever possible, CEC will donate adequate, end-of-life computers to identified low-income students and to students with accommodations that do not have access to a computer or laptop. CEC will also research and make available special purchases of laptops, which will be sold to parents at cost, if possible.  Instructors can also provide printed materials to students.  In the

case of a public health emergency, all necessary safety protocols will be followed when getting computers to identified families.  Essential employees will be on campus to coordinate an arranged drive-through style pick up for desktops and laptops as well as materials such as whole-class novels and textbooks.

To support the technological challenges of Remote Learning, students and employees can access CEC's IT Support Services via phone at 970.305.4303, or email at support@coloradoearlycolleges.org.  CEC's IT Support Services is staffed Monday-Friday from 7:30 a.m.– 4:00 p.m.  All calls and emails received after 4:00 p.m. will be promptly returned the next school day. CEC's IT Support Services contact information will be included in weekly communications sent to students and families via email.  CEC's IT Support Services will change its hours of availability if they find that a large volume of calls or support tickets are received after 4:00 p.m.

3.  Ensure Students Have Continuous Access to Mental Health Resources

The health and wellbeing of students and employees is paramount during Remote Learning.  Counselors will have established office hours for students to virtually check in via Teams or via phone.  Referrals will continue to be sent to counselors from instructors and employees. Each school has a Counseling Team channel where students can contact a counselor as well as access school announcements, PBIS initiatives, and school-wide community projects. Counselors check in daily with students on RTI plans, safety plans, and 504 plans. Safe2Tell will continue to be monitored by each campus and the CEC Director of Safety and Security.

Daily/Weekly employee meetings provide an opportunity for school leaders and employees to connect and check in with one another. All CEC full-time employees and their families have access to an Employee Assistance Program (EAP) benefit, which provides access to counselors, health resources, webinars, and other mental health resources. School leadership will also support employees' mental health through frequent check ins and by encouraging employee interaction and communication with our mental health professionals.

4.  Provide Best Practices and Resources to Instructional Employees

CEC will ensure that instructional employees have access to best practices, professional development, and resources to assist in the transition from in-person learning to Remote Learning.

- Professional Development
    - o Employees will receive training on Microsoft Teams from internal experts or Microsoft representatives. Several tutorials are available for those needing more follow up. In addition, CEC's IT Support Services department will post tutorials and will work with employees on individual questions and needs.

    - o Instructors will collaborate with one another and with school leaders who are familiar with online instruction prior to transitioning to Remote Learning. Academic Deans, instructional coaches, and other instructional staff with educational experiences in online learning can be available for follow-up trainings as needed.

    - o In addition, an Instructional Coach has developed a training document on how to create, edit, and review assignments in Teams.

- Collaboration with Peers

    o Hold daily staff meetings as well as department Professional Learning Community (PLC) meetings will incorporate time to talk about Remote Learning and share resources, lessons learned, and new ideas as well as provide a safe space for staff to talk about their day, and ask for help in reaching out to struggling students.

    o Create dedicated Teams channels for employees to post resources, share technology, how-to guides, best practices and lesson plans, and how to implement new ideas and technology.

- Instructional Resources

    o Instructors are only using resources that compliment what was already planned on their syllabi. While modalities are changing with Remote Learning, course content is not. Instructional coaches and Deans of Academics are following up to make this process as authentic as possible. There are a  select few electives, like Woodworking, that have had to adapt standards. In those cases, an instructional team is looking at how to meet those standards in a different way.

## Keys to Remote Learning

CEC believes that Remote Learning is a collaboration between instructor/parent/student and that parents are active partners in co-teaching their students.

The amount of parent support and teaching looks different for middle school students and for high school students taking high school prep classes and/or community college classes.

Parents tend to more involved in co-teaching middle school students as these students may need more help understanding concepts and completing assignments. CEC instructors are available for 1:1 teaching or questions to help parents co-teach their students.

For high school students, remote learning depends on each student to independently motivate himself or herself to access weekly assignments, video lectures, and projects; to login when required; to do assignments during the week; to communicate with other students if asked; and to learn enough to pass any tests or exams. While some parent co-teaching occurs naturally, it is far less than what is experienced at the middle school level.

CEC encourages parents to stay connected with their student's school by reaching out to instructors and school leadership with questions and for assistance in determining the best options to help their student stay engaged and learn.

## Parent/Student Communication

Communication between instructors, students, parents/guardians, and the school is crucial to student success during Remote Learning.

Each school will tailor communication to their respective communities:

- All communication will be sent in English and in Spanish as needed.

- Announcements and notices will be posted on each school's website and through social media.

- Weekly announcements and newsletters will become more frequent, as needed, to ensure that students and families are kept informed and receive timely information.

- Employees will personally reach out to families and students who are not engaged with Remote Learning to help find solutions to re-engage th e student.

- Students and families can reach out to instructors and school employees via email, phone calls, and Teams chats/video conferences.

- Dedicated Remote Learning pages on all school websites will include links to resources for students and parents.

- In addition to Teams, instructors and employees have access to the Comcast Business App for use on computers and personal cell phones. The App enables employees and instructors to call parents/students while protecting their personal cell phone numbers.

## Attendance

Attendance during Remote Learning is tracked based on a student's participation in some type of learning activity for the day and recorded into IC daily. Participation can include:

- Completing and posting an assignment

- Participating in a 'live" synchronous class lecture or discussion

- Checking in with a teacher via Teams

- Completion of assignments provided through external sites with access and login only available through direct links

- Completion of offline work documented by parent/guardian

- In-person or online assessments

Daily attendance is monitored and recorded into Infinite Campus (IC) with reports sent weekly to each Head of School. Reports are used to show school login data, as well as each unique course log-in and time spent in each course. Synchronous class attendance is monitored by each teacher and also logged into Infinite Campus.

CEC calculates attendance by:

- Attending online classes daily and completing online course curriculum,

- Course progress in curricular assessment, and/or

- Attending live class sessions for each course as per the schedule.

For online/asynchronous classes, students must sign into Teams each day before 4:00 p.m. and post assignments no later than 9:00 p.m. If a student is not engaging, employees will reach out via email or Teams to help the student brainstorm ways to be successful. If a student continues to be unresponsive or does not sign into Teams each day, employees will call the student and/or family for an update and to help find solutions to problems that may be hindering the student's participation in school.

## Special Education and Paraprofessional Student Support Services

CEC is responsible to ensure each of its schools provides a Free Appropriate Public Education (FAPE) for students. The Individuals with Disabilities Act (IDEA) mandates that all eligible students have a right to FAPE, even in times of crisis. CEC Special Education teams at each CEC school to work closely with families to plan how to best meet the needs of their students during Remote Learning. CEC schools will make every effort to provide appropriate special education and related services for special education students even if it means to meet in person while following all safety protocols.

During Remote Learning, each school's MTSS team will meet at least bi-monthly to review absences, failing grades, learning plans, and students' mental health to ensure students are receiving support and making progress.

### 504s/IEPs

Students with IEPs and 504s will need opportunities to access their accommodations during Remote Learning. Students will continue to receive individualized support from each school's Special Education team. CEC Special Education teams will review all IEPs and modify current accommodations to fit Remote Learning.

In the event of Remote Learning, the Special Education team at each CEC school will provide students with support in virtual classrooms to ensure access to general education curriculum. Special Education instructors and paraprofessionals are part of the classroom Team of each student in Special Education. Special Education students can also access private channels added to any Team and accessible only by the student, the general education teacher, the Special Education teacher, and the applicable paraprofessional for additional support and instruction. Private channels will enable Special Education employees to work alongside each student to provide access to the material taught through individual support and supplemental materials as needed. Individualized private channels also ensure confidentiality and accurately document individualized supports.

All scheduled IEP reviews and 504 meetings will proceed as scheduled and will be held using Teams or can be held by phone. 504 Coordinators and instructors will document all contact with families and that classroom accommodations are being met in Infinite Campus. Special Education instructors and 504 Coordinators will invite and confirm the attendance of general education instructors at these meetings. If an IEP evaluation cannot be completed due to a school closure, a prior written notice will be completed and the family will be contacted.

Best practices for supporting Special Education students include:

- A "Case Manager" who reaches out weekly to check-in and provide support.

- Creating a tracking system to monitor all service requirements for each student.

- Student-focused intervention around their individual goals.

- Special Education instructors offering 1:1 direct instruction and office hours.

- Monitoring of Special Education students' grades and attendance.

- Ensuring each school's MTSS team supports any student with additional academic and mental health support needs.

### Gifted and Talented

During Remote Learning, Gifted and Talented (GT) coordinators will continue to collaborate with instructors, support staff, students, and parents/guardians to implement programming as outlined in the student's Advanced Learning Plan.

GT coordinators will share information on how to continue to provide accommodations and modifications during Remote Learning, including extension activities and virtual field trips, with general education instructors. GT Coordinators will document student contact and support, and the general education instructor will document classroom accommodations in Infinite Campus.

A "Case Manager" will also reach out weekly to check-in and provide supports.

Middle school students will continue to have social-emotional check-ins with a GT Coordinator and school counselor to discuss their affective needs. Students will continue to have access to high leverage, support-based collaboration with the GT coordinator and their general education instructors.

## English Language Learners (ELL)

According to the Colorado Department of Education, schools must make every effort to provide support to English Language Learners (ELL) that allows them access to academic content.  CEC will work to ensure these students have access to the technology needed for Remote Learning.  All school communication regarding Remote Learning will be sent in Spanish where needed.

- ELL Coordinators will use best practices to help support ELL students during Remote Learning. ELL coordinators will collaborate with general education instructors to ensure that adequate scaffolds are in place and that each student has the appropriate supports based on their grade level and English proficiency.

- ELL Coordinators will reach out to NEP and LEP students and document student contact and support in Infinite Campus. The general education instructors will document classroom accommodations in Infinite Campus.

- ELL Coordinators will monitor attendance and grades and will check in with students and families via Teams daily or as needed.

## Homeless

In conjunction with the McKinney Vento Act, CEC is committed to providing FAPE to our homeless students.

CEC realizes that homeless students might not have the technology and resources needed to participate in Remote Learning.  To provide equity in education to all students, CEC schools will survey current school year students and parents/guardians to determine who does not have a desktop computer or laptop in order to participate in Remote Learning. Whenever possible, CEC will donate adequate, end-of-life computers to identified families, and to students with accommodations that do not have access to an electronic device. Instructors can also provide printed materials to students.

CEC's Homeless Liaisons will check in with at-risk students daily to ensure they have the academic supports and resources they need to successfully participate in Remote Learning. In addition, students that are served under the McKinney Vento Act will have access to resources including free school meals each day, whether through a CEC scratch kitchen or the home district in which the CEC school resides,  as well as an individual school's Community Closet for personal care items.

# Remote Learning Expectations

The goal of CEC's Remote Learning Plan is to keep students engaged so they can continue to learn while providing a connection to instructors and a sense of community with each other. CEC will utilize the Microsoft Teams platform across all campuses for Remote Learning.  CEC students and employees will utilize the Teams to communicate and post instructional lessons/assignments. Students access Teams via their CEC student email from their desktop computer or laptop.

## Middle School

Middle school students are expected to sign into Teams daily. Instructors will post lessons each day by 9 a.m. in their respective Teams channel. Lessons can consist of simulations, videos, chats, and discussion boards. Students have until 9 p.m. to completed lessons in all their classes. Students will turn in assignments using the Teams assignments folder. Instructors will provide feedback and return assignments to the student. The student has an opportunity to review and revise their work, turning it back in to demonstrate mastery. Grades will be recorded in Infinite Campus.

Instructors are available Monday-Friday during office hours.  Each instructor sets their own office hours, which are clearly communicated to students and parents/guardians.  Teams is a two-way communication tool where:

- Instructors can reach out to students they see struggling to set up a meeting,

- Parents can reach out to instructors for guidance and resources, and

- Students can reach out to instructors with questions and for one-on-one help.

CEC believes that grades have meaning and will continue to award letter grades based on a student's completed work and assessments during Remote Learning. CEC encourages all middle school students and parents/guardians to see the value of staying with traditional letter grades as a reflection of a student's learning and to help prepare the student for the next grade level.  Instructors will post at least two grades per student per week in Infinite Campus.

We realized that some students may struggle to stay engaged as Remote Learning is very different from the typical classroom and teaching methods. Instructors have the flexibility to change assessments to reflect the online learning while teaching to standards. Parents and students are encouraged to reach out to individual instructors, or tutoring, for assistance as soon as possible.

CEC middle schools will continue to offer free tutoring to all students during Remote Learning. A combination of tutors and Academic Assistants are available throughout the day to help students in virtual one-on-one sessions. Tutoring can be requested by the student or referred by an instructor to help fill in learning gaps, do test corrections, or help a student who is failing a class.  Tutors/Academic Assistants are available to help with language arts, math and science.  Each school sets its own tutoring schedule with availability starting a 9:00 a.m. and continuing into the evening.

Students are expected to be courteous and respectful online, and adhere to CEC's Technology Resources, Internet Safety, and Responsible Use policy. Student should take turns, contribute, and ask questions in class discussions.

## High School

College Prep Courses

College Prep course lessons are posted daily (or on each day a class would have normally met) in Teams. Students have until 9:00 p.m. to finish their work for the day. Optional live classes are offered throughout the week and videotaped for students unable to attend at the normally scheduled times.

Instructors are available Monday-Friday during office hours.  Each instructor sets their own office hours, which are clearly communicated to students and parents/guardians. Teams is a two-way communication tool where:

- Instructors can reach out to students they see struggling to set up a meeting,

- Parents can reach out to instructors for guidance and resources, and

- Students can reach out to instructors with questions and for one-on-one help.

CEC believes that grades have meaning and all CEC campuses will stay the course in awarding letter grades based on completed work and assessments.

CEC realizes that some students may struggle to stay engaged as Remote Learning is very different from typical classroom and teaching methods. Instructors have the flexibility to change assessments to reflect the online learning while teaching to standards. Parents and students are encouraged to reach out to individual instructors, or tutoring, for assistance as soon as possible.

Students are expected to be courteous and respectful online, and adhere to CEC's Technology Resources, Internet Safety, and Responsible Use policy. Student should take turns, contribute, and ask questions in class discussions.

College Courses

Each CEC campus will follow the lead of their community college partners to ensure any adjustments to course competencies match what the colleges are doing for their on-campus classes.  Each CEC campus will also follow the lead of their community college partners regarding grading.  CEC on-campus instructors/adjuncts will connect with their college liaisons/department heads frequently so they are up to date regarding changes.

College courses will use either the community college platform D2L or Teams depending on instructor preference.

Students are expected to be courteous and respectful online, and adhere to CEC's Technology Resources, Internet Safety, and Responsible Use policy. Student should take turns, contribute, and ask questions in class discussions.

Tutoring

CEC high schools will continue to offer free tutoring to all students during Remote Learning. A combination of tutors, Academic Assistants, and qualified support employees are available throughout the day to help students in virtual 1:1 sessions.

Tutoring can be requested by the student or referred by a teacher to help fill in learning gaps or help a student who is failing a class.  Tutors/Academic Assistants are available to help with core classes such as English, math, and sciences as well as elective courses, such as a foreign language.  Each school sets its own tutoring schedule with availability starting a 9:00 a.m. and continuing into the evening.

## Remote Learning Expectations for Instructional Employees

Each CEC Head of School will establish procedures for Remote Learning on their campus.  All employees, both instructional and support, are expected to work their normal contracted hours when Remote Learning is initiated. Remote Learning procedures will be clearly communicated to CEC employees in the CEC Employee Handbook and during staff meetings.

## Instructional Employees Availability

Although Remote Learning offers a certain level of flexibility to both instructors/adjuncts and students, it is extremely important that instructors/adjuncts follow a consistent schedule for posting assignments, hosting live classroom lectures/discussions, and dedicated office hours.   Remote Learning procedures must be included in each course syllabus and include information on how students will:

- Access course work

- How attendance will be noted

- Deadlines for turning in assigned course work

- "Office hours" when instructors are available to assist students

## Recommended Remote Learning Instructional Schedule

- 7:30 a.m. – 11:30 a.m. - Each day instructors/adjuncts can use this time to prepare instruction, attend morning staff/department meetings, meet with department PLCs to collaborate and resources/ best practices, and participate in professional development.

- 9:00 a.m. - Post lessons each day in their respective Teams channels. Lessons can consist of simulations, videos, chats, discussion boards, etc. Students will have access to all lessons and be asked to complete them by 9:00 p.m.

- 1:00 p.m. – 4:00 p.m. – While students can reach out to instructors any time during the day, consistent daily virtual office hours give instructors/adjuncts dedicated time to meet one-on-one with students and prepare instruction when not interacting with students.  This time is also used for grading assignments to post into Infinite Campus and offering feedback to students.

    o Middle School instructors: Each middle school instructor should try to connect with each student every day either by one-on-one chats via Teams or email.  If a middle school instructor has not heard from a student over a period of 2 days, the instructor should reach out to their Head of School or School Counselor for follow up.

    o High School Instructors/College Adjuncts: If a high school student has not been heard from over a period of 2 days, and has not responded to multiple instructor/adjunct initiated chats, the instructor/adjunct should reach out to their Dean of Academics or School Counselor for follow up.

- CEC schools have the flexibility to follow a traditional school day schedule with Remote Learning classes occurring at set times.

**Instructional Employees Expectations**

Consistency in how Remote Learning is implemented across all CEC campuses ensures that CEC middle and high school students stay engage and continue the rigorous learning CEC values.

At a minimum, instructors/adjuncts should:

- Assign two to three graded assignments per week, however, instructors/adjuncts can also track engagement through discussions, attendance in group sessions, and one-on-one contact. Students should also complete some sort of learning activity daily such as a simple check-in or a more in-depth assignment. These learning activities should mirror the formative and summative assessments that would have occurred in person. Activities are graded and returned to the students with typed or verbal feedback when appropriate.

- Upload daily assignments and/or weekly projects by 9:00 a.m. each day.

- Offer live classes throughout the week as optional with classes videoed for students unable to attend at the normally scheduled times. All college prep course content will be  housed in Teams. Students enrolled in college courses will use that specific community college's platform, such as D2L or Teams, depending on instructor preference/community college requirement.

- Pay attention to which students tune in for their live classes, call on students who are not actively engaged in discussion by tagging them in chat, or calling students via video chat. Students should have daily expectations for completing assignments and assessments. If a student is not completing assignments, the instructor will reach out to the student for follow-up.

- Check for work completion up until 9:00 p.m. for the purpose of attendance.

- Assess students at least once a week in each class by asking students to upload assignments into their Teams portfolio or the Assignments tab in Teams. Instructors/Adjuncts can utilize the Assignments function in Teams to provide students with feedback. Assessments will be adapted as needed to encompass more dynamic testing methods like projects and videos that can describe a student's thought process rather than relying on traditional paper tests.  If quizzes are necessary, instructors/adjuncts can create them using Microsoft forms.  Instructors/Adjuncts can also assess understanding through verbal feedback and discussion board chats using a rubric for discussion boards and for oral assessments/presentations.

- Post grades in I.C. on a weekly basis to keep the gradebook updated.

- CEC is looking at how to do online proctoring for those courses that require traditional tests. CEC employees are proctoring ACCUPLACER assessments for high school students needing to test into college courses.

**Teaching Methods**

Flexibility and adaptability are key skills during Remote Learning. While modalities are changing, subject matter content is not.  CEC still expects all instructional employees to teach to Colorado Standards and/or community college competencies.

Instructors will only use resources that complement what was already planned on their course syllabi:

- Instructors can migrate some of their curriculum from the textbooks or workbooks into Teams.

- Instructors can video mini-lessons or use resources like Khan Academy and ALEKS.

- Instructors can rely on traditional lecture that align with textbooks and whole-class novels checked out to students.

- In addition, some classes can continue utilizing math and reading support programs such as EdReady and Reading Plus.

- While there are a select few electives, like Woodworking, that will need to adapt standards, in most cases a team of instructors will look at how to meet course standards in different ways.

Instructional coaches and each school's Dean of Academics will follow up with instructors/adjuncts to make learning as authentic as possible. The Academic Dean and Head of School will observe classes in their "live" class formats or video recordings of class lecture, activities, and discussions and provide feedback to improve the Remote Learning experience. The Academic Dean and/or Instructional Coach will strive to meet with instructors/adjuncts weekly to provide support and to ask them for feedback and data on their classes.

## Access to Meals
To ensure that students who rely on free or reduced-price meals at school are able to get the nutrition they need, CEC will work to provide meals to students and families during Remote Learning. Each CEC school has a different approach in providing meals for students and the community as CEC schools reside in multiple school districts. Availability of meals as well as the procedure for meal pick up will be communicated by each CEC school to their families via newsletters, email announcements, social media posts, and text messages.

## Mental Health Supports for Student and Employees
For many of us, finding the right way to manage the stress and anxiety that comes with Remote Learning is difficult.  CEC is committed to actively supporting the health and wellbeing of students and employees during Remote Learning.

### Students
Change can be hard.  Not being able to see and be with friends can be isolating.  Not being able to be in a classroom with a teacher can be frustrating.  To help address these and other mental health concerns, each CEC school will work with its school counselors/school psychologist/MTSS teams to find the solution that best meets the needs of their students.  Possible solutions can include:

- Establishing consistent office hours for school counselors to virtually meet with students for wellbeing checks. Students can also connect outside of the established office hours if there is a crisis.

- Creating a dedicated Counseling Teams channel that provides a space for students to come together and build community.

- Having School Counselors reach out for daily check ins with students on safety plans, RTL plans, MTSS, or 504 students.

- Identifying student who may have used wellness resources in the past to ensure that employees connect with them regularly.

- Assigning Wellness team members to a list of at-risk students with whom they can contact weekly to check in on their progress with Remote Learning and to help resolve issues.

- Continuously monitoring Safe2Tell, using community resources such as Telehealth, and utilizing local police for wellbeing checks when appropriate.

- Providing Wellness resources to instructors to help engage students.

**School Employees**

CEC will make health and wellbeing of all employees a priority during Remote Learning.

All full-time, benefits eligible employees can access Cigna's Employee Assistance & Work/Life Support Program (EAP). This program provides up to 10 sessions per issue per year and covers the employee and household members. Employees work directly with a licensed EAP clinician by phone or video call.  Services are confidential and available at no additional cost to employees.

The EAP program can help with:

- Childcare
- Financial Services
- Legal Consultation
- Pet and Senior Care
- Managing Stress

CEC schools have also created avenues for staff to connect, including:

- A "Just for Fun" channel in Teams and virtual social events outside of work.

- Daily/Weekly staff meetings that provide an opportunity to connect and check in with all employees.

- Regular checks-ins with school leadership, team members, and team leads via Teams. School leadership can also host weekly staff meetings via Teams in which they cover specific remote learning topics and celebrations.

- A community needs Teams channel.

- School counselors that can be available to all employees.


# Supporting Remote Learning

CEC's goal during Remote Learning is to keep students engaged so they can continue to learn and grow while giving them meaningful opportunities to connect with instructors, employees, and each other. To help, CEC has set forth the following expectations for students, school leadership, and families.

**Students**

- Always give your best effort and model your best online class behavior.
- Attend "live" class session if available or watch the video of any recorded sessions.
- Complete projects, activities, and assigned work on time.
- Remind your parent/guardian to notify school, or your instructor, when you will be absent for a class(es).
- Stay connected with instructors, counselors, and fellow students.
- Reach out and ask for help when you need it.

**School Leadership**

- Support instructors by providing instructional resources and materials through Teams.
- Provide professional development opportunities to strengthen instructors' skills and comfort with using technology to deliver high quality remote learning lessons.
- Establish set office hours to connect with parents to support students.
- Monitoring Colorado Charter School Institute (CSI), Colorado League Charter School (CLCS), and CEC Network communication for up-to-date information regarding Remote Learning.

**Parents/Guardians**

- Assure that a device and internet access are available at home.  If not, reach out to your CEC school for assistance.
- Monitor all communication from your CEC school for up-to-date information.
- Encourage your student's participation in Remote Learning.
- Reach out to school leadership regarding issues or concerns you have with your student's learning.
- Establish routines and expectations for your student:
    - Create a schedule for classwork
    - Establish social time
    - Get outside and exercise
- Help your student manage their online learning by encouraging them to engage in classes by doing their best and completing assignments.
- Encourage your student to reach out for help when needed.
- Support your student's mental health.
- Reach out for help when you are struggling.