COLLEGE & CAREER ACADEMIES OF

PEARL CITY HIGH SCHOOL

2100 Ho'oki'eki'e Street

Pearl City, Hawaii 96782

CONTINUANCE OF OPERATIONS PLAN

DISTANCE LEARNING/ENRICHMENT MODEL

April 8, 2020

Introduction to Pearl City High School's Continuance of Operations Plan (COP)

Pearl City High School is committed to ensuring a quality education, even in the event of a school closure. Should one arise, the school will engage in distance learning. Though this does not replace valuable face-to-face learning engagement and experiences, students will have access to course material throughout the duration of a closure.

Pearl City High School acknowledges distance learning may present its challenges. However, in the event of a school closure, we need to identify means by which teaching, learning, and communication will take place.

This document describes the actions Pearl City High School will take to continue instruction in the event of an extended campus closure. We will recover instructional time lost due to school closures by utilizing asynchronous online learning using available platforms (Google Classroom and Google Meet) and Infinite Campus, the school's learning management system. Pearl City High School's Technology Department will strive to provide devices and equitable access to online content should a closure occur. Students must adhere to the Technology Responsible Use Guidelines.

The purpose of this document is to describe the actions Pearl City High School will take to continue instruction in the event of an extended campus closure. While still honoring the school's values and beliefs represented in the Vision of the Pearl City High School Graduate, Mission, and the Academies of Pearl City High School's Brand Promise, the school's Continuance of Operations Plan (COP) strives to accomplish three goals within a flexible framework:

- Live Student-Teacher Contact Time

- Online Content Delivery

- Online Monitoring of Student Progress/Student Assessment

In the event that the HIDOE Office of the Superintendent decides to close Pearl City High School and this COP is implemented, the principal will utilize the School Messenger phone system to send communications to both parents and faculty/staff announcing a timeline for implementation. An exact date will be designated when distance learning will begin for Pearl City High School students.

The principal will periodically send school messenger/email updates to parents and faculty/staff apprising them of any pertinent information about when Pearl City High School might reopen for regular classes. As with the decision to close campus, the decision to reopen school for regular classes will be made by the HIDOE Office of the Superintendent.

Technology Systems to Support Distance Learning at Pearl City High School

In the event of an extended campus closure, Pearl City High School will communicate with parents, students, and faculty/staff through the usual methods of communication typically employed throughout the year.

Method of Communication	
Email	Parents and students will communicate with faculty and staff via email. Faculty will communicate with each other and administrators via DOE email.
Infinite Campus	Used to communicate quarter, semester, and final grade marks.
Google Classroom	Used by most teachers to communicate with students asynchronously.
Google Meet WebEx	Teachers may host live web conferences with students to disseminate information and review curriculum. Faculty may host web conferences for collaboration and to attend weekly department, leadership, and other meetings.
School Messenger	Phone messenger used for delivery of information to phone numbers provided on Infinite Campus.
School website www.pchs@k12.hi.us	School website used to communicate important information to all stakeholders.

Ensuring all students have digital access

Students who need digital devices will be provided with a school-issued computer according to the PCHS Laptop Distribution Procedures. These devices shall be returned in working condition upon school resuming to normal operations. Students who need connectivity will be provided information shared by local businesses to assist in gaining online access.

Pearl City High School may also provide students with paper packets of course content should parents decline the use of devices or do not have access to an online platform. Packets may either be distributed via mail or school pick-up. The day/time to be determined and publicized through phone notifications (School Messenger) and on

the school website.

Eight Distance Learning Guidelines for TEACHERS

The transition to distance learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, provide feedback, design lessons and assignments that are authentic and meaningful, and ensure students continue to collaborate and communicate with others. The eight guidelines provided below are intended to help teachers reflect on challenges they will confront in shifting to distance learning.

1. At Pearl City High School, we know our students and they know we care

We will remain committed to nurture relationships and demonstrate deep care for our students and one another. In the event of a crisis that leads to implementation of the COP, your students may feel anxious, stressed, and worried. Before implementing curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families?

2. Evaluate your students' conditions for distance learning

While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Ask your students and/or their parents whether their online access is reliable and what devices the students have at their disposal. Open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.

3. Stick with the familiar

Especially in the first weeks after moving to the COP, teachers should continue using existing communication channels and learning management systems. In other words, stick with what is familiar to your students. Teachers should remember that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed, it may become necessary to explore new or different learning platforms that provide different experiences.

4. Less is more

Should Pearl City High school implement the COP, one challenge confronting teachers will be how best to streamline content and elevate the most essential learning for students. In other words, teachers need to take a "less is more" perspective when thinking about the pacing of lessons and volume of assignments and assessments. Consider a more streamlined approach to accomplishing goals

identified by targets established by your curriculum pacing guides. It can also be hard to know exactly how long school closure might last, which makes long-term planning difficult.

5. Seize the moment; embrace new opportunities and possibilities for our students

Years or decades from now, how will your students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers should not ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music.

Moveover, the crisis might provide other real-life opportunities to study scientific phenomena associated with the crisis, the ethics and bias of media reporting the incident, and the forces influencing government response. Additionally, the crisis might provide other opportunities for teachers to seize the moment and design new transdisciplinary learning experiences for our students.

6. Design asynchronous learning experiences

When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time). For example, teachers can use familiar discussion forums/threads, tools like Flipgrid and Padlet, or even the discussion stream in Google Classroom to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.

7. Design synchronous learning experiences

When it comes to student engagement and learning, relationships matter as much online as they do in person. If the Pearl City High School campus were closed, students would be able to gather for synchronous learning times via Google Meet, an online video conferencing platform. Collaboration remains important and there are many ways teachers can foster it through synchronous (all students at the same time) learning.

8. Think differently about assessment

Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the frequency and end goals of assessment instead of forcing

a traditional assessment method that does not fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

Ten Guidelines for PARENTS/GUARDIANS Supporting Distance Learning

The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children, how to create structures and routines that allow their children to be successful, and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help parents/guardians think about what they can do to help their children find success in a distance learning environment.

1. Establish routines and expectations

From the first day Pearl City HIgh School implements its COP, parents/guardians need to establish routines and expectations.

Pearl City High School encourages parents to set regular hours for their children's school work. Students should plan a routine and follow their regular school schedule, which may involve using Google Hangout to meet with their class virtually. Keep normal bedtime routines for students. (We suggest not letting them stay up late and sleep in!) Students should take periodic breaks as they study. It is important that parents set these expectations on how their children will spend their days starting as soon as distance learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

2. Define the physical space for your child's study

Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for distance learning over an extended period of time. We encourage families to establish a space/location where their children will participate in distance learning activities. This should be a public/family space, not in a child's bedroom, It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

3. Monitor communications from your children's teachers

Teachers will communicate with parents through email, when and if necessary. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential and succinct. We also encourage parents/guardians to have their children explain the online platforms (e.g., Google Classroom, Turnitin) their teachers are

using.

4. Begin and end each day with a check-in

Parents/guardians are encouraged to start and finish each day with a simple check-in. In the morning, ask what your child is learning today. What are the learning targets, goals, or success criteria? How will time be spent? What resources are required? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they have received from their teachers. It helps them organize themselves and set priorities. Parents should establish these check-ins as regular parts of each day.

Not all students thrive in a distance learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.

5. Take an active role in helping your children process and take responsibility for their learning

In the course of a regular school day at Pearl City High School, your child engages with other students and adults multiple times throughout the day. These social interactions and opportunities for collaboration include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be recreated on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they are learning. However, it is important that students own their work; do not complete assignments for them, even when they are struggling.

6. Establish times for quiet and reflection

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones to block out distractions.

7. Encourage physical activity and/or exercise

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Pearl City High School's physical education teachers will recommend activities or exercises, but it is important for parents/guardians to model and encourage exercise. Also think of ways your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook; expect them to pitch in!

8. Remain mindful of your child's stress or worry

Pearl CIty High School will only implement the COP when a serious emergency occurs. Should this happen, it is imperative for parents/guardians to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and will need as much normal routine as parents can provide. Please reach out to your children's counselor should they experience high levels of stress or worry.

9. Monitor how much time your child is spending online

Pearl City High School does not want its students staring at a computer screen for 7-8 hours a day. We ask that parents/guardians remember not all teachers are experts in distance learning and that it will require some trial-and-error before teachers find the right balance between online and offline learning experiences. Administrators, counselors, or teachers may periodically check in with you to assess what you're seeing at home and what we may need to adjust. We thank you in advance for your patience and partnership!

10. Keep your children social, but set rules around their social media interactions

There is always excitement and uncertainty when there is a significant change to a routine, like school. If Pearl City High School implements the COP, the initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, TikTok, or Facebook are not official, school-sanctioned channels of communication. There are teachers, however, who use a variety of platforms to showcase student work. These teachers should have already communicated their use of platforms beyond official channels of communication. Nonetheless, Pearl CIty HIgh School asks parents/guardians to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others, even if unintentional.

Responsibilities

In the event of a prolonged closure, faculty, staff, students, and parents/guardians each have responsibilities to fulfill.

Roles and Responsibilities During Distance Learning

Many stakeholders will contribute to the effective implementation of the COP. The roles and responsibilities of students and parents/guardians are delineated below.

STUDENT Roles and Responsibilities: Exemplifying the 5 Ps (Prompt, Prepared, Polite, Productive, and Positive)

- Establish daily routines for engaging in the learning experiences (e.g., following your daily schedule)

- Identify a comfortable, quiet space in your home where you can work effectively and successfully

- Regularly monitor online platforms (Google Classroom, email, etc.) to check for announcements and feedback from your teachers

- Complete assignments with integrity and academic honesty, doing your best work

- Do your best to meet timelines, commitments, and due dates

- Communicate proactively with your teachers if you cannot meet deadlines or require additional support

- Collaborate and support your Pearl City High School peers in their learning

- Comply with HIDOE's Technology Responsible Use Guidelines, including expectations for online etiquette

- Proactively seek out and communicate with other adults at Pearl City HIgh School as different needs arise (see table below)

PARENT/GUARDIAN Roles and Responsibilities

- Establish routines and expectations

- Define the physical space for your children's study

- Monitor communications from your children's teachers

- Begin and end each day with a check-in

- Take an active role in helping your children process their learning

- Establish times for quiet and reflection

- Encourage physical activity and exercise

- Remain mindful of your children's stress or worry

- Monitor how much time your children are spending online

- Keep your children social, but set rules around their social media interactions

- Reach out to your child's teacher and/or counselor when a concern arises

For Questions Regarding...	Contact...
Course, assignment, or resources	Individual teacher via email through the school's website or directly at firstname.lastname@k12.hi.us (ex. john.doe@k12.hi.us)
Special Education services and/or Related services	Assigned care coordinator, Student Services Coordinator (SSC), or administrator via email through the school's website or directly at firstname.lastname@k12.hi.us (ex. john.doe@k12.hi.us)
Technology related issues or problems regarding the use of DOE/PCHS devices and approved software	Pearl City High Technology Department: techsupport@pchigh.k12.hi.us
Personal, academic, social-emotional concerns, or other issues related to distance learning	Academy counselor via email through the school's website or directly at firstname.lastname@k12.hi.us (ex. john.doe@k12.hi.us)

Priorities and Considerations

- After receiving initial notice from the principal about school closure and timelines, families and students will receive an email and/or School Messenger phone call from the administrative team outlining specific details of distance learning implementation.

- The primary tool for communication between teachers and families is email.

- The primary tools for communication between teachers and students are email,

Google Hangouts Meet (online video conferencing platform), and Google Classroom (online learning management system).

● Teachers will also share resources using the Google Suite tools (e.g., Gmail, Drive, Docs, Classroom, Slides, etc.).

● Learning experiences are designed to be completed independently or in collaboration with other students. Parent/guardian involvement should be supportive and encouraging, but should exclude completing assignments for their children.

● Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned materials to read and engage with, independent research material via online sources or our library's databases, and reading materials including ebooks.

● Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments are unclear.

● Grade level counselors are always available to support students with personal, academic, and/or social-emotional needs.

● The nature of distance learning requires multiple uses of technology. All stakeholders are expected to adhere to the Technology Responsible Use Guidelines (TRUG).