In the event we need to close school due to COVID-19 and our colts need to retreat to their stables, this document will serve as a guide to how we will operate remotely.

As quickly as things change with COVID-19, information in this document is subject to change, as well. Our focus will continue to be two-fold: keep students, families, and staff safe and to provide the best possible education for all students.

There are three components to the Retreat Plan and they are communication, teaching and learning, and attendance and engagement. Each component will be covered in the document.

Thank you for your flexibility as we continue through this.
Communication

Communication will be key to the Retreat Plan working. The plan could go into effect with not much notice, so giving and receiving clear communication is critical.

If we are asked to “retreat”, this is how the line of communication will work:

1. Mrs. Baron will send out a Remind message letting staff know we are retreating. No details will be given out in that initial message.
2. Families and staff will be contacted through a Blackboard message which will include a phone call and email. The same information will then be posted on the Kellar Primary School Facebook page and PTO page. The message to families and staff will be more detailed at that point.
3. Staff will be asked to copy and paste the school message into electronic and/or verbal communication.
4. Action will be taken at that point to move into remote learning.
5. Further information which needs to go to families will be sent by repeating steps 2 and 3.

Staff will be asked to download the Remind app on their smart phone. The link is https://www.remind.com/join/heidibaro to sign up. If you do not have a smart phone or the capability of downloading this, please contact Mrs. Baron for alternative emergency communication.
Teaching and Learning

This is the heart of what we do as educators at Kellar Primary School. Our ability to reach and teach students, whether in the building or online, is one of the most important reasons of why we do what we do. In order to have continuity of instruction in case of closure, a solid plan for teaching and learning will be in place so there’s little to no lost time.

Schedule

A retreat schedule has been created for remote learning. Our certified teaching staff (not including those teachers providing virtual instruction) will move to this schedule immediately and pick up on whatever day of the week we are on, with respect to the retreat schedule.

An expectation is that teachers will have computer interaction with students for 5 hours per day. The schedule is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>9:30-10:00</th>
<th>10:00-10:45</th>
<th>10:45-11:30</th>
<th>11:30-12:00</th>
<th>12:00-12:30</th>
<th>12:30-1:15</th>
<th>1:15-2:00</th>
<th>2:00-2:45</th>
<th>2:45-3:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>CM-Rdg</td>
<td>Encore</td>
<td>SG-RD</td>
<td>Lunch</td>
<td>CM-M</td>
<td>SG-M</td>
<td>SG-M</td>
<td>SG-R</td>
<td>CM-Ref</td>
</tr>
</tbody>
</table>

CM=Class Meeting  
SG-M=Small Group Math  
SG-RD=Small Group Reading  
IW=Independent Work

Class meeting time is used to introduce content to the whole class. Content should align to the condensed standards in CAPPS and be a continuation of those standards. Small group time should be used to
reach out to small groups of students with grouping based on student ability and needs, as appropriate.

Encore teachers will provide instruction to individual classes online during this time and provide support to teachers in specific grade levels. PLC time during a “retreat” should be used with grade level teachers and their respective encore teachers to plan for them supporting specific students or groups of students. Determinations of what this will look like will be dependent on need.

Teaching and Learning Considerations

- Many of the online resources which will be used if we go on retreat schedule will be the same ones that students are already using, so the transition should be seamless. Even though this is the case, it would still be a good idea to keep log-in information secured in communication folders for each student.

- We will maintain the same PLC times which we did on the hybrid schedule.

- Student engagement means students meeting with teachers and/or completing online work assigned to them. Discussions and strategies regarding student engagement prior to a “retreat” can only help our overall student engagement when we are not in the building.

- Students will still receive grades during remote learning. Consistency between classrooms and even grade levels need to be considered if we move back to remote learning.

Attendance and Engagement
Attendance and engagement is vital to making the teaching and learning a success. Continued parent contact is vital to making sure students are “showing up to class” online and engaging with their work. Here are some of the steps we will take to continue to keep maximum engagement:

- Teachers will have their own parent contact log in which they will record parent contacts (this should be utilized even when we are not doing remote learning for consistency).
- A shared student absence list will be shared with the staff in which students who display chronic absences and parent contacts can be documented.
- Support staff who were supporting in the building will have reassigned “retreat” roles to assist in reaching out to families to assist with attendance and engagement.

This section will continue to grow as we move forward through the school year.