

August 21, 2020

Dear Prescott families and friends,

Saludos! Greetings! I hope you and yours are healthy and safe!

The school year starts in three weeks and Prescott School will be ready for Remote Learning. The pandemic has made life very difficult on everyone and, for some of us, tragedy has struck. I am especially empathetic for those of you feeling the pandemic's ravaging effects of personal loss, job loss, or extra childcare or grandparent care.

This guidance follows up previous school and district guidance. Here you will find:

1. Our commitment to high-quality, holistic learning for 100% of our students.
2. Initial schedules for grades K-8. They are subject to change.
3. Supply lists for your child at home.
4. Resources for you.

Erin Roche, Principal

Prescott's Remote Learning, updated 8/21/20

We recommit to our Prescott mission and to achieving our corresponding vision starting in Remote Learning and then eventually turning to hybrid or in-person. We recommit to relentlessly pursuing resources to ensure safety, internet access, and devices for 100% of students.

The mission of Prescott School is to nurture creative minds and caring hearts that contribute significantly to their communities, through: rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams, and supportive partnerships.

Vision Statement

Prescott School envisions a caring community of learning that encourages and supports children:

- to take intellectual risks,
- to take personal responsibility for decisions,
- to value others and honor diversity,
- to critically analyze and interpret information,
- to find their individual paths to success and to contribute to the greater good,
- to be stewards of the planet, and
- to develop their whole person,

so that all students attend college-preparatory high schools on their way to university enrollment and life-long learning.

The Prescott Tech Team is finalizing a **learning website** that will host links to all the K-8 grade websites, for your easier landing and connection to your child(ren)'s specific grades. We will share that and the links to grade-level sites soon. This website will be separate from the [Prescott Parents](#) website which serves an important function about outward facing information for prospective families and the community.

The Fall Remote Learning plan is much, much more interactive than the Spring RL. Like in-person learning, our teaching is grounded in culturally-relevant and anti-racist curriculum, in alignment with the school district's guidance. Your starting point as parents "requires reflecting on your own values, actions, and beliefs."

[How to raise anti-racist kids \(Chicago Tribune, 7/5/20\)](#)

- Become your own role model
- Start young
- Acknowledge and celebrate differences
- Have those uncomfortable conversations, often
- Expose your kids to diversity

What to expect of students in Remote Learning (in addition to in-person learning expectations)

- + Students attend live classes.
- + Students view recorded videos before deadlines.
- + Students on screens: teachers and parents teach students to feel comfortable on video. This is lifelong learning in our digital age.
 - + Students must have teeth and hair brushed
 - + Students in day clothes (not pajamas)
 - + Students in a quiet, well-lit area, sitting vertically (not on lying on beds or under covers) and ready to learn
 - + Students must be live on camera (no avatars); we want everyone to see them and be able to learn from non-verbal cues and emotions.
 - + Have water nearby (optional).
 - + Refrain from eating.

What to expect of teachers and staff

- + Daily live [Morning Meetings](#) (or equivalent) to build relationships and community
- + All K-12 students should expect to be learning for the full school day and will receive live real-time instruction for a minimum of three hours per day (see list below)
 - + Students will receive live, real-time instruction each day. The remainder of their school day will consist of learning activities including check-ins with teachers or small group instruction, independent learning activities including self-directed projects, assignments, and physical activity. The below is minimum and may be more.
 - + **K-2:** 180 minutes of real-time instruction and 180 minutes of learning activities
 - + **3-5:** 205 minutes of real-time instruction and 155 minutes of learning activities
 - + **6-8:** 230 minutes of real-time instruction and 130 minutes of learning activities
- + In addition to live instruction, students will also have access to small group instruction, activities with their classmates, and meaningful individual support from their teacher for the remainder of the school day.
- + Small-group (2-8 students) instruction 1-7 times per week with each student
- + The first 2-3 weeks of school will focus on Social Emotional Learning (SEL) and creating classroom community and connection among all students.
- + Presenting new content, concepts, and skills to push each student to their individual next level of learning (just like in-person learning) and continue to be aligned to the [Common Core State Standards Initiative: Home](#)
- + Formative (frequent, quick) feedback and summative (e.g., unit assessment) feedback from staff for all students
- + Specific, age-appropriate strategies to help students adapt to Remote Learning
- + Other events, such as online Field Day and Spirit Week, to build school spirit and community
- + Continuation of art, movement, and PE instruction
- + Return to regular grading practices.
- + A full instructional day does not mean that students should be in a six-hour Google Meet call with an educator lecturing the entire time. Instead, the day should be split into instructional “chunks” to allow for both synchronous and asynchronous learning aligned to the district’s guidance. Synchronous means teachers and students online at the same time. Asynchronous means students learning on their own time and not with a teacher.

What to expect of parents and families

- + Provide a consistent, quiet place for learning
- + Provide consistent daily routines and schedules to create stability
- + Make supplies and materials accessible to students
- + Support student learning with positive words and actions
- + Communicate with teachers and staff your family's successes and needs

Tools for parents

[Google Classroom intro for parents English.mov](#)

[Google Classroom intro para padres en Espanol parents.mov](#)

[What is Google Classroom? \(Movie\)](#)

[How to ask your teacher a question in Google Classroom \(Movie\)](#)

[How to submit an assignment in Google Classroom \(Movie\)](#)

[Printed Google Classroom directions](#)

[Google Meets tutorial \(Movie\)](#)

Device distribution of iPads and Chromebooks

Asst Principal Amanda Malsch will send information on Fri, Aug 21 regarding iPad (K-2) and Chromebook (3-8th) distribution the week of August 24, 2020.

Supply lists

Teachers and staff are working together to identify instructional supplies and materials that can be flexible at home for Remote Learning and at school for eventual in-person learning.

1. The school already has and will bundle for you to pick up from the school and use at home during Remote Learning. Instructional materials and supply pick-up will be Fri, Sept 4. Details will be forthcoming.
2. Families should purchase for Remote Learning supplies to use at home and then bring to school when in-person learning begins. Please see the lists in the attachment.

Prescott School Remote Learning grade-level schedule

(Preliminary and subject to improvements)

Dear families of our **Prescott art students**,

For Remote Learning, it is important for our students to have safe, clean materials to use for art class. We are asking that you gather these supplies for them to use. Thank you for supporting the arts, and we look forward to art class!

Beth Ammons, Amy Manata

Prescott Art Teachers

Watercolor Paints/ Brush

Glue (liquid or glue stick)

Scissors

Color Pencils

Markers

Crayons

Construction Paper: Various Colors

White Paper: 8.5 x 11 or Larger

Recycled Items: Magazines, Newspaper, Brown Paper Bags, Lids of containers to trace for circles

Dear Prescott Families,

In the event of remote learning this Fall, here is a list of items and materials that we recommend having at home in order to be ready for PE at home.

Sean Scanlon, PE Teacher

Materials / Equipment At Home for Physical Education (PE) Remote Learning

Balls: Rolled up socks, rolled up clothing or newspapers, paper mache sphere
Scarves: Tissue paper, plastic bags, paper towel
Mats: Rug, blanket, beach towel, flat cardboard box
Weights: Cans of food, books, Mugs, bottles of water (heavier- gallon)
Goals: Trash can, laundry basket, cardboard boxes
Jump ropes: Rope, twine, chords
Cones: Plastic or foam cups, small boxes, clothing, misc. Household items
Bats/bars: Broomsticks, mops, pvc pipe
Step ups: Stairs, step ladder, strong boxes
Resistance bands: Bungee cord, suspenders, old bike tire pump cord
Exercise bench: Ottoman, sturdy short table with couch cushions or pillows on top
Dice: Google "google dice" or ask someone at home, "give me a number from 1-6" and repeat

Kindergarten

- ★ Teachers Ms. Lindsey and Ms. Barajas have virtually met with almost all Kindergartners this summer via *Sharing Circles*, so families could meet each other. The *Sharing Circles* continue until the start of the school year.
- ★ Teachers are finalizing the daily schedule and will share it in the two weeks. Parents will be integral to the development and growth of our five-year olds during Remote Learning. The school day will include:
 - Morning Meeting: 30-40 min of live interaction
 - Academic Block I: 60 min of teacher-planned, parent led activities on habits of mind (For example, How to pick a play space? How to pick materials?). Share photos that teachers will use for the next day's Morning or Afternoon Meetings.
 - Academic Block II: 60 min of teacher-planned, parent-led project work based on disciplinary themes. Share photos that teachers will use for the next day's Morning or Afternoon Meetings.
 - Small groups: teachers meet in small groups of students 3-5 times per week
 - Afternoon Meeting: 30-40 min of live interaction
- ★ Throughout Remote Learning, Ms. Lindsey and Ms. Barajas will share many detailed disciplinary (e.g., math) activities to engage with Kindergartners.
- ★ The Kindergarten team invited families to a live orientation about Kindergarten teaching and learning on Fri, Aug 28.

1st Grade Tentative Remote Schedule

Teachers Amanda Kirshner and Tina Stewart

Live Lessons	Pre-Recorded Lessons	Independent Work at Home
LIVE 8:45-9:30	Morning Work Morning Meeting Movement Break	

LIVE PRE-RECORDED LESSONS INDEPENDENT WORK BREAK 9:30-11:45	Small Group Work (20m) Writing Workshop (30m) Reading Workshop (30m) Daily Five (10m) Lunch/Recess (45m) *Students do not all have the same schedule during this block of time because of differing small group times.
PRE-RECORDED LESSONS INDEPENDENT WORK 11:45-12:30	Math Lesson (30m) Math Stations (15m)
LIVE 12:30-1:25	Calm (Meditation) Read-Aloud Rotating Lesson
INDEPENDENT WORK 1:25-1:45	Social Studies/Science Project Work
LIVE 1:45-2:15	Specials
INDEPENDENT WORK 2:15-2:45	Specials
INDEPENDENT WORK 2:45-3:15	Snack/Choice Time
LIVE 3:15-3:45	Word Study Lesson Story Time

2nd Grade - Mrs. Blundy (104) & Ms. Birnbaum (106), Ms. Hainsfurther & Moran

Start Times	Subject
Live @ 8:45am	Zoom - Breakfast Cafe (optional)
Live @ 9am	Zoom - Morning Meeting (attendance)
Live @ 9:30am	Zoom - Reading Workshop (includes read aloud, mini lesson, independent work, small groups)
Live @ 10:30am	Zoom - Writing Workshop (includes mini lesson, independent writing, small groups)
11:30am	Seesaw Activity - Word Study/Grammar/Phonics
12pm	Lunch/Recess
Live @ 12:45pm	Zoom - Lunch Cafe (optional)
1pm	Seesaw Activity - Science/Social Study/SEL

Live @ 1:45pm	Zoom - Math (includes lesson, independent work, small groups)
2:45pm	Specials Classes (schedule and teacher TBA)

For live instruction, students need to be on Zoom at the start time. Length of live instructional blocks will vary depending on academic stamina, small group scheduling, and other factors. After live instruction, students may engage in various activities such as independent work, small group work, and assignments on Seesaw. Detailed weekly schedules will be sent the Friday before each week.

3rd grade

3rd Grade Schedule Stefan/Phares 2020-2021 (Revised 8/19)

Yellow= Live Teaching Orange=Asynchronous Time Green = Break/Movement/Lunch

9:00-9:30 Morning Meeting Live

9:30-10:15 Math Live Instruction

10:15-10:20 Break/Snack

10:20-10:50 Word Work/Vocab Live Instruction

10:50-11:55 Math and Science Asynchronous Learning - Independent Work & Small Groups

11:55-12:40 Lunch/Recess

12:40-1:10 Reading Live Instruction

1:10-1:40 Reading Asynchronous Learning -Independent Work & Small groups

1:40-2:10 Live writing Instruction

2:10-2:40 Writing Asynchronous Learning-Independent Work & Small groups

2:40-2:45 Break

2:45-3:45 Specials

4th grade

4th GRADE REMOTE LEARNING SCHEDULE 2020-21

9:00 - 10:00 SPECIALS

Students will work with either gym or art teachers. Schedule TBD

10:00 - 10:20 MORNING MEETING

10:20 - 10:50 READ ALOUD

Students will listen to pre-recorded read aloud

10:50 - 11:50 MATH

Students will engage in a mix of live math instruction, recorded mini-lesson, small group and independent practice.

11:50 - 12:00 SEL/MOVEMENT BREAK

Students will engage in a mix SEL activities and movement activities on their own

12:00 - 1:00 SCIENCE/SS

Students will engage in a mix of live science instruction, recorded mini-lessons and independent work.

1:00 - 1:45 LUNCH AND MOVEMENT BREAK

1:45 - 2:45 WRITING

Students will engage in a mix of live writing instruction, recorded mini-lesson, small group work and independent writing.

2:45 - 3:45 READING

Students will engage in a mix of live reading instruction, recorded mini-lesson, small group work and independent writing.

5th grade

5B Students (Abolt)				5A Students (Cowan)			
MONDAY/WEDNESDAY/FRIDAY		TUESDAY/THURSDAY		MONDAY/WEDNESDAY/FRIDAY		TUESDAY/THURSDAY	
8:45-9:00	Soft start/MM	8:45-9:00	Soft start/MM	8:45-9:00	Soft start/MM	8:45-9:00	Soft start/MM
9:00-10:00	Specials	9:00-10:00	Specials	9:00-10:00	Specials	9:00-10:00	Specials
10:00-10:30	Writing: Asynchronous	10:00-10:30	Writing: Synchronous	10:00-10:30	Writing: Asynchronous	10:00-10:30	Writing: Synchronous
10:30-11:00	Reading Lesson: Synchronous	10:30-11:00	Reading Lesson: Asynchronous				
11:00-11:30	Independent Reading & Skill Practice	11:00-11:30	Independent Reading & Skill Practice	10:30-11:15	Math Synchronous	10:30-11:15	Math Synchronous
11:30-11:40	Vocabulary Practice	11:30-11:40	Vocabulary Practice				
11:40-12:00	Read Aloud: Synchronous	11:40-12:00	Read Aloud: Synchronous	11:15-12:00	Math Asynchronous	11:15-12:00	Math Asynchronous
12:00-12:45	Lunch and Movement Break	12:00-12:45	Lunch and Movement Break	12:00-12:45	Lunch and Movement Break	12:00-12:45	Lunch and Movement Break
12:45-1:45	Social Studies/ Science: Synchronous	12:45-1:45	Social Studies/ Science: Synchronous	12:45-1:45	Social Studies/ Science: Synchronous	12:45-1:45	Social Studies/ Science: Synchronous
				1:45-2:15	Reading Lesson: Synchronous	1:45-2:15	Reading Lesson: Asynchronous
1:45-2:30	Math Synchronous	1:45-2:30	Math Synchronous	2:15-2:45	Independent Reading & Skill Practice	2:15-2:45	Independent Reading & Skill Practice
				2:45-2:55	Vocabulary Practice	2:45-2:55	Vocabulary Practice
2:30-3:15	Math Asynchronous	2:30-3:15	Math Asynchronous	2:55-3:15	Read Aloud: Synchronous	2:55-3:15	Read Aloud: Synchronous
3:15-3:35	Social Studies/ Science: Asynchronous	3:15-3:35	Social Studies/ Science: Asynchronous	3:15-3:35	Social Studies/ Science: Asynchronous	3:15-3:35	Social Studies/ Science: Asynchronous

Remote Learning: 6-8th Science & Social Studies

Semester 1: SCIENCE (Mrs. Edwards: eedwards3@cps.edu) = 6A & 7th grade

SOCIAL STUDIES (Mr. Schiffern: cschiffern@cps.edu) = 6B & 8th grade

**Students will receive 1 continuous semester of Science & Social Studies for the 2020-21 school year*

Goals

- Provide quality remote Science & Social Studies instruction
 - Student Collaboration via discussion, assignments, & projects
 - Whole Group Instruction and discussion
 - Small Group Instruction and discussion
 - Content area writing/reading (research, articles, non-fiction, historical fiction, etc.)

- Create remote structures that foster students interest in Science & History and encourage students to ask questions to guide inquiry.
- Provide a consistent and manageable schedule consistent with CPS policy that both enriches student knowledge of Science and Social Studies, and serves student social and emotional needs as learners and people.

This snapshot shows *Mrs. Edwards' Class website* (www.mrsedwardsprescott.weebly.com) that contains: websites, videos, links for science learning, the Wolf Den (what we did in class that day) and other helpful info for Science Wolves.

This snapshot shows *Mr. Schiffern's Class website* (<https://sites.google.com/view/prescottmiddleschoolsocialstud>) that contains: class information, websites, links for social studies learning, and curriculum overview.

"In the Works"

- Teacher websites
- Digital Science notebook
- Digital Social Studies notebook
- Virtual Science Lab
- Technological methods for delivery of remote instruction

What Students & Parents should expect

- Daily assignments
- Engage in live morning meetings approximately 3 times a week
- Individual or small group projects
- Engage in group lessons during the week (synchronous or asynchronous)

Grades 6-8 Math

Grades 6-8 ELA

Preliminary Information

**** Adaptations will be made as necessary in compliance with CPS guidelines**

Goals

- Provide quality remote balanced literacy instruction
 - Whole Group Instruction: Units of Study
 - Small Group Instruction: Leveled Book Clubs
 - Vocabulary
 - Read Aloud
 - Independent Reading
- Create remote structures that foster students love of books, and encourage students to read a high volume of text at home

- Provide a consistent and manageable schedule consistent with CPS policy that both enriches student knowledge of English Language Arts, and serves student social and emotional needs as learners and people.

“In the Works”

- Teacher websites as a remote learning HUB for students
- Digital ELA notebook
- Technological methods for delivery of remote instruction
- System for remote book browsing/borrowing
- Shared folder of teacher resources for grades 6-8

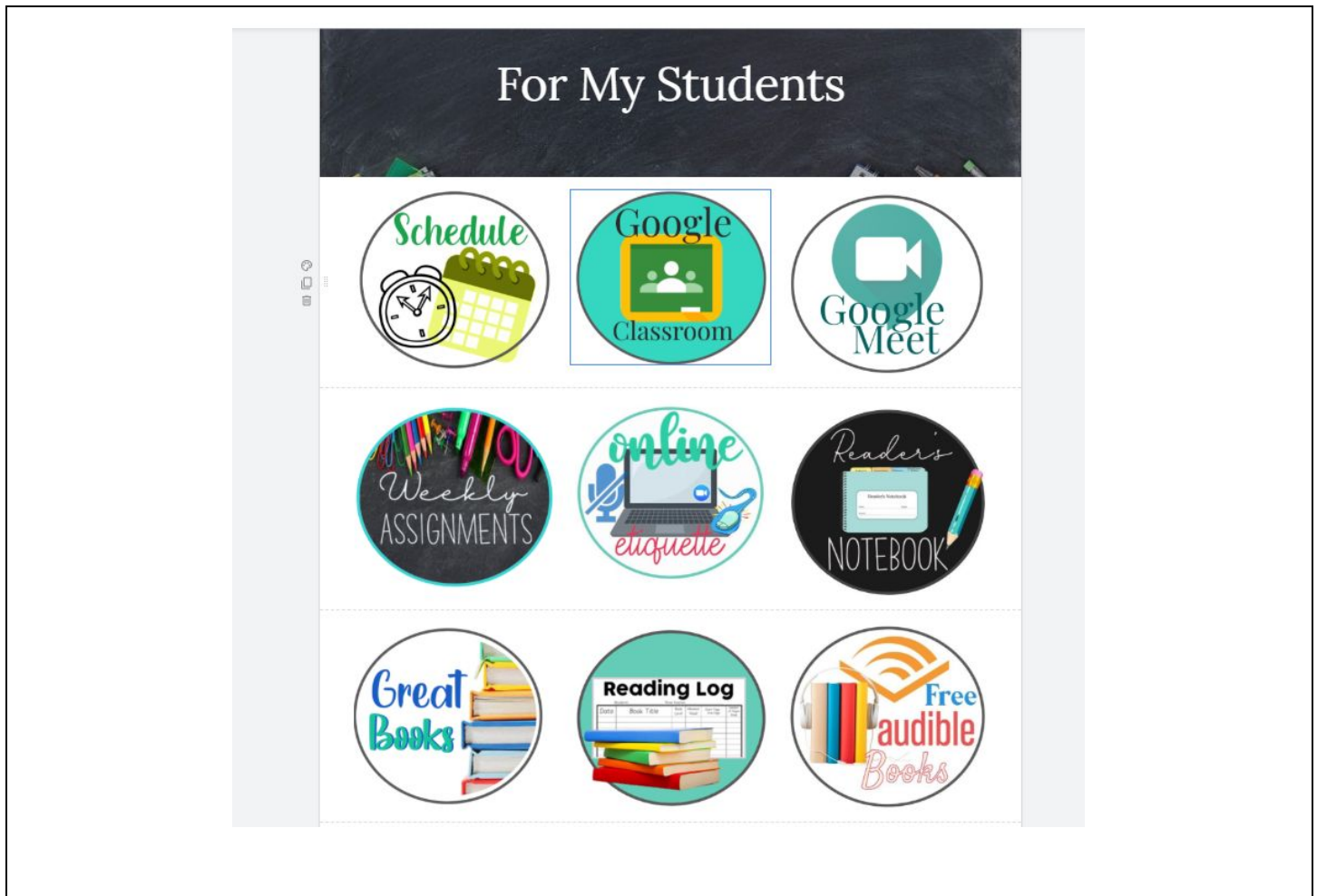
What students and parents should expect

- Daily independent reading
- Engage in live morning meetings approximately 3 times a week
- Listen to pre-recorded chapters of a Read Aloud text and interact with the reading through prompts/activities using their Digital Reader’s Notebook
- Engage in group lessons during the week (synchronous or asynchronous)

Check out the innovative ways teachers are making remote learning fun and accessible for all!!

To better help students and families stay organized and engaged, the ELA teachers are creating websites to serve as a HUB to connect to students and parents directly with what they need. Take a sneak peek at what teachers are creating.

This snapshot shows the main hub for students to access their schedule, google classroom, online etiquette and more.



Prescott improvements and preparedness April-September, 2020

We have learned a lot! We want to make sure that we are very well prepared for online or in-person student learning this Fall. As someone said recently, the pandemic has forced schools to accelerate ten years into the future in terms of educational technology (aka, edtech). At Prescott, we've embraced technology as a tool (not a replacement) for excellent teaching and ultimately, high student achievement for all our students.

1. In the Spring, the teachers and staff learned a lot about Remote Learning and we created the [Prescott families Remote Learning Guidance for Fall, 2020 \(6.15.20\).pdf](#).
2. Our Tech Team, led by edtech expert Nick Giacobbe, assembled best practices for Remote Learning. In a few weeks, they will share the website they've built so you have one entry place to all Remote Learning your child(ren) needs. Team members include Teachers Nessy Moos, Rachel Blundy, Sarah Stefan, Kim Gow, Beth Ammons, and Nick Giacobbe.
3. Our SEL Team, led by Asst Principal Amanda Malsch, has brainstormed some 25 ways to strengthen our students' and staffs' social emotional learning (SEL), including partnership with families. **SEL Team's mission:** *To scaffold Prescott students and adults in developing the practices and attitudes to develop and maintain their emotional and social well-being; and vision:* *Prescott community members are flourishing and have the capacity to help others flourish.* Team members include Vanessa Acuna, Amanda Kirshner, Andrea Edwards, Meredith Swanson, Tiana Farley, Sara Hainsfurther, Lis Barajas, Beth Ammons, Amanda Malsch, Jenn Moore.
4. Our Math Team, led by coach-consultant Rebecca Hendrickson, has culminated in a nine-month process to elevate math instruction via a new curriculum. [Illustrative Mathematics](#). It's highly rated by EdReports: [LearnZillion Illustrative Mathematics 6-8 Math \(2019\)](#). The Math Team and I see huge benefits in IM getting all our students to have deep math conceptual understanding, math curiosity, and other important math dispositions. Incidentally, IM is fully online for 6-8th grades and on its way for K-5, whereas our former math program *Math in Focus* is only

- book-based. Training for all teachers takes place Aug 24-25 and Aug 31st. Math Team members include Haley Birnbaum, Tina Stewart, Jaycee McCarthy, Sarah Stefan, Colleen Hall, Esther Page, Nicole Tokarski, Erin Roche.
5. During the Spring Remote Learning, Special Education Classroom Assistants (SECAs) completed an interactive, online [Teach Like a Champion Online](#) program. They enhanced their teaching skills and practiced using videos: Lis Barajas, LaDonna Love, Diana Orozco, Dina Rabadi, Shanita Smith, Talitha Poole, Anthony Occhipinti, Tiana Farley, Angel Padilla, MJ Ross
 6. The school shifted funds from canceled Spring after-school programs to purchase 130 Ipads for 1st and 2nd graders and 70 additional chromebook to ensure all 3rd-8th graders have access to one. Thanks to parent support, all Kindergartners will receive Ipads for use during Remote Learning and beyond.
 7. In June, about 15 staff committed to deepening our SEL skills in a 30-hour [SEL course from Mindful Practices](#). These skills will help us to connect students with their classmates (social awareness) and with themselves (self-awareness), especially during any kind of online learning. My classmates and I had to pass a test or write a significant paper to earn the SEL certificate. Classmates: Rachel Blundy, Diana Orozco, Lisandra Barajas, Dina Rabadi, Talitha Poole, Tiana Farley, MJ Ross, Nicole Tokarski, Dolores Hernandez, Amanda Kirshner, Andrea Edwards, Kim Gow, Laura Bottorff, Angel Padilla, Haley Birnbaum, and Erin Roche.
 8. The past two weeks, a number of teachers have improved their online reading and writing teaching practices via [Chicago Literacy Group Summer Institutes](#). The CLG has been a great learning spot for several years, and thanks to Teacher Meredith Swanson for connecting Prescott. Attendees this year included Meredith Swanson, Tina Stewart, Amanda Kirshner, Jennifer Phares, Rachel Blundy, Haley Birnbaum, Lis Barajas, Kelly Abolt, and Nick Giacobbe.
 9. Kindergarten Teachers Lis Barajas and Priscilla Lindsey have trailblazed the creation of videos of Kindergarten orientation for families. Their comprehensive, thoughtful videos can be found at the Prescott Parents' website link: [Kindergarten Virtual Orientation](#). Each grade level team is in the process of making short video orientations for families and they will be shared before September 8th.
 10. Parent leaders Caryn Marcus, Alix Levine, and Amy Malelo have created and hosted [Virtual Tours](#) for prospective parents in June and July. The next one is Tues, September 15 at 9am. Please RSVP and preview videos.
 11. Over the next several weeks, about two-thirds of the Prescott staff has accepted the challenge to become Google [Certified Educator Level 1](#). This means about 15 hours of learning and then taking a serious three-hour test. We will learn new or strengthen google suite skills that will benefit our students' online and in-person learning. Our goal is 100% of staff achieve CCE!
 - a. Several of us have achieved Google Educator Certification! Amanda Malsch, Alex Sophiea, Kristin Cripe, Sara Hainsfurther, Erin Roche, Andrea Edwards, Meredith Swanson, Cory Schiffen, Kelly Abolt, Anthony Occhipinti, and Jenn Phares.
 - b. My other classmates include Amanda Malsch, Nessy Moos, Vanessa Acuna, Amanda Kirshner, Sarah Stefan, Haley Birnbaum, Maggie Moran, Tiana Farley, Melissa Dippel, Talitha Poole, Nick Giacobbe, Amy Manata, Dolores Hernandez, Kim Gow, MJ Ross, and Diana Orozco.
 12. Longtime partner Alliant Credit Union Foundation recently awarded Prescott about \$12,500 in digital tools. Alliant generously funded Prescott unusual request (typically, they support books for students home libraries) for Zoom subscriptions for all staff, online access to Jr. Great Books, hardware, and more. Asst Principal Amanda Malsch authored the grant. Alliant also bundled wonderful supply bags for students to receive during device and instructional distribution.

The school will follow the district's guidelines about hybrid or returning to in-person learning. The entire first quarter will be Remote Learning through November. Please consider that in-person will likely continue in the winter.

Please wear a mask, wash hands, social distance, and stay well!