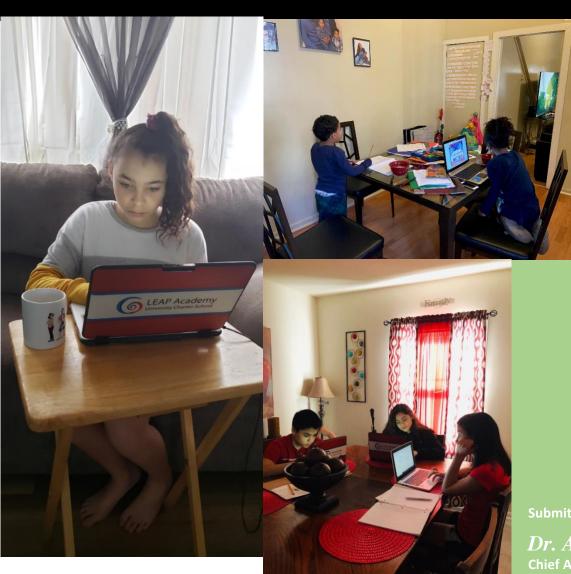# LEAP Academy
UNIVERSITY SCHOOL

Remote Learning & Public Health-Related School Closure Plan

Submitted by:

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Chief Academic Officer/ Lead Person

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BOT Approved: May 14, 2020

LEAP Academy University Charter School

Vision & Mission

Vision
Education to empower tomorrow's global citizens.

Mission
To enhance opportunities for the children and families of Camden through the collaborative design, implementation, and integration of education, health, and human services programs and through community development.

Core Values
- Collective focus on achievement and success
- Collective work that results in excellent execution
- Diversity and Team at the center of the school culture
- Positive and dynamic structures to anchor the school work
- Families at the center of engagement
- Reciprocal accountability and transparency for the work

Core Organizational and Instructional Priorities
- High Academic Standards
- Rigorous Curriculum that includes project based learning
- Evidence based instructional practices
- Comprehensive services to meet the needs of every student and family
- Engaged children, families, and community
- Committed and highly effective teachers and staff
- Sound fiscal, operational, and accountability systems

Board of Trustees

The LEAP Academy Board of Trustees holds the responsibility for governance, policymaking and oversight of all operational areas of the school, including curriculum, personnel and finance. It engages in macro-level issues with a focus on accountability, academic improvement, efficiency, and resource development. They have approved this PD Plan and have committed the resources to make it happen.

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LEAP's Student Demographic Profile

Student Group	# of Students	%
LEAP Academy University Charter School	1532	-
Lower Elementary Grades K-3	482	31.5%
Upper Elementary Grades 4-5	230	15%
Intermediate Grades 6-8	360	23.5%
High School 9-12	460	30%
Female	827	54%
Male	705	46%
Hispanic	877	57.2%
Black, not of Hispanic Origin	635	41.5%
Asian	17	1.1%
Two or More Races (not Hispanic)	1	.07%
White, not of Hispanic Origin	2	.13%
Economically Disadvantaged	1246	-
Students With Disabilities	138	-
English Language Learners	110	-
Homeless	16	-

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Introduction

The outbreak of COVID-19 has forced all of our schools to quickly reinvent the ways in which instruction, teaching and learning are sustained remotely. Many of our schools were not prepared to fully shift its instructional programs from the traditional face to face, in-classroom modality to one that is 100% virtual. LEAP teachers, instructional leaders and support staff have collaborated to deliver a quick response and begin a process to acclimate students and parents to a new teaching modality. While, shifts like this one take time in a traditional context of education, the unplanned and rapid move to online learning – with not enough training, insufficient bandwidth and little preparation- has given way for the school to rethink the delivery of instruction and facilitation of knowledge generation by integrating information technology and preparing for adopting a hybrid model of education.

LEAP Academy's vision— "To prepare the future global citizens" has embedded in its normal structure, the integration of innovation as a main feature of its DNA. It is clear that this pandemic has totally disrupted an education system that many affirm that it has lost relevance. In his book, 21 Lessons for the 21st Century, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and traditional learning modes that have not advanced at the same pace of knowledge. LEAP's approach to learning is one that embeds important 21st century skills such as critical thinking and adaptability, which will be more important for success in the future. Therefore, as the school copes with this public health crisis, we are focusing on taking bolder steps to make e-learning part of a 'new normal'.

Capitalizing the use of technology for teaching and learning is one of the cornerstones of the LEAP Academy from inception and therefore, the school capitalized on many of its strengths, like 1-1 technology access for all of its students, teachers that have been trained on how to integrate technology in the lessons and school platforms that can support online learning, like CANVAS, and Google Classroom. What began as a temporary rapid response in mid-March has evolved in a permanent approach through the end of the school year. Further, it has awakened our collective awareness of the need for adopting and embedding into our school's systems stronger technology and virtual learning elements that can sustain the school through unchartered territory as we anticipating our re-opening in Fall 2020.

This Remote Learning Plan responds to this transition from a temporary endeavor to a more permanent modality of instruction as the state has extended school closures and has laid out guidelines and expectations for our schools. The Plan also lays out the foundational elements that will guide our preparedness for the 2020-2021 school year as we all take a concentrated review of our systems, instructional approaches, work with special needs and ESL students, work to engage families, our technology investments, our systems for Social Emotional Learning and our approach for supporting teachers.

Guiding Principles and Alignment with School Mission
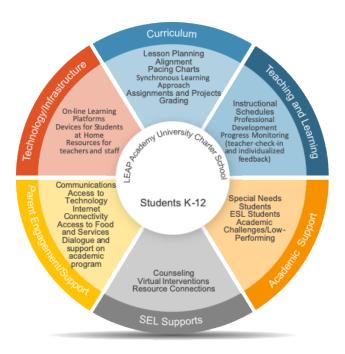
The Remote Learning Plan that has been developed for LEAP aligns with LEAP's foundational elements, as it builds on the school's mission, guiding principles and unifying themes. This is an important element, as our charter guides all of the school's decision making, innovative enhancements and missionary philosophy. LEAP's mission is to "enhance opportunities for the

children and families of Camden through the collaborative design, implementation, and integration of education, health, and human services programs and through community development." That mission is sustained by a commitment to providing "Camden City students with the knowledge and skills to pursue post-secondary education, while building and sustaining an environment where all members of the educational community are committed to continuous growth and development toward high academic standards and are partners in building a positive, collaborative and nurturing community and dynamic learning environment." This Remote Learning Plan sustains this mission and enhances its applicability to virtual instruction as the school's plans and implements its remote learning plan of action.

LEAP's model builds on a commitment of ensuring the college preparation and completion for African American and Latino students who are poor and mostly first-generation college students. This academic focus has been sustained through four design elements: (1) LEAP has used the charter school approach as a platform for transforming educational options for parents and children in Camden City by improving education outcomes and establishing an organization that is entrepreneurial, efficient and highly accountable; (2) LEAP has adopted a rigorous curriculum that focuses on the STEM/STEAM (Science, Technology, Engineering, Arts and Technology) content areas that is taught using multi-disciplinary collaborations and is supported by opportunities for students to engage in active, integrated and self-directed learning across grade levels; (3) LEAP has embraced the importance of placing college and career readiness at the center of its organizational structure—one that encompasses high expectations for students, educators, and families; and (4) The LEAP model begins at infancy to ensure that children are part of a comprehensive educational pipeline that supports them into productive adulthood.

Based on LEAP's foundational elements, mission and organizational structures, the Remote Learning Plan is comprehensive and addresses various areas that combine to support teaching and learning and generate good academic outcomes for the students from K-12. The elements that anchor this plan are:

Academic Components

The core of the plan is the academic component as it represents the focus for all interventions.

Curriculum:

- Teachers are providing daily instruction with a set schedule of classes. They are using a mix of interventions to ensure that content is covered. Principals review lesson plans and teachers meet during common planning time to develop units, coordinate delivery of lessons, identify academic support and supplemental materials, discuss homework and assignments and discuss grading. (See Attachment A for Lesson Plan Template) The following is a listing of procedures already in place:
- All teachers are to do daily live lessons as per the schedule provided. All live lesson links are to be posted in OnCourse, classroom message tab for all subjects taught. Should a parent request that their child not be posted, the teacher will accommodate the parent by turning off that child's video.
- Live lessons are to be saved in Class Dojo/ Google Classroom and recorded via Zoom; then posted into OnCourse classroom-message tab.
- All teachers are to provide Principal with access to their live video technology (Zoom) and their technology platform (Dojo/Google Classroom)
- Teachers will utilize targeted instructional support scheduled time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.   Teachers will use this time to schedule small group instruction to support differentiated learning.
- All teachers are required to implement modifications and differentiated supports to meet individual student needs. These supports can include but are not limited to: graphic organizers, translated directions, directions read aloud in a targeted video, work modified based on data such as reading levels, hard copies provided for online learning sites, 1-1 lessons, word bank modifications with pictures.   Modifications are to be posted in the updated remote learning lesson plan template. In addition, modifications for ESL and SPED students are to me uploaded into the modification drive as per the directives given in Common Planning Team (CPT).
- All students have been given supports with technology including the ability to receive a lap top or IPAD and with assistance in securing internet access.

Directions on Live Lessons:

- All teachers are to do daily live lessons as per the schedule provided.
- Live lessons are to be saved in Class Dojo, Google Classroom or Zoom and posted into OnCourse Classroom message tab.
- All teachers are to provide Principal with access to their live video technology platform
- Teachers will utilize targeted instructional support time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.

Reviewing Lesson Plans:
- In addition to reviewing lesson plans, each week principals will review each teachers OnCourse page to ensure required content (outlined above) is listed including all assignments, links to Calendly appointments, office hours and recorded videos.
- Principals will check teacher availability via Calendly during weekly check (grades 6 to 12).
- Principals ensure up to date records are available to parents during weekly check.

Student Attendance:
Attendance is taken every day and follow-up mechanisms are in place for students that are not connecting or missing work.

Grades K to 3
- Teachers in grades K-3 will follow the following protocol:
- All students will be marked as home instruction for daily attendance
- Teachers will record daily attendance in the Remote Att class in OnCourse. Students who are absent are to be highlighted as missing to assist in the reporting process.
- Each day the teacher will send a Class Dojo notification to the students/parents indicating that they didn't complete daily check/exit ticket questions and/or other assignments for that subject. Teacher will continue contact attempts throughout the day.
- If teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also contact every parent every two days to review student's academic progress.
- College Access will contact students and parents based on the following priorities
- Students not completing work in classes each day or logging into the technology platforms
- Students identified as academically at risk by teachers
- Students who need Spanish translation for lessons

Grades 4 to 12
- Teachers in grades 4 to 12 will follow the Online Home Instruction attendance protocol listed below. Through this protocol all students will be marked as home instruction for daily attendance, and each teacher will enter period attendance for their specific class for the prior day by 12 noon.
- At this time, student class attendance is accounted for via student engagement in instructional activities and/or through completion of daily assignments or tasks in a given class. Student will be flagged as not engaging in the entire school day if they fail to engage or submit assignments in any of their classes on a given day.
- For grade 12 a student could not have more than 2 missing assignments.
- For grades 9-11 a student could not have more than 7 missing assignments.
- For grades 6-8 a student could not have more than 3 missing assignments.

- After one day of being marked absent in a teacher's class the teacher will send a remind notification to the students indicating that they didn't complete daily check/exit ticket questions and/or other assignments for yesterday.
- After the 2nd day in a row of not completing work, or 3 days of total missing assignments, the teacher will email the parent.
- After the 3rd day in a row of not completing work or 5 days of total missing assignments, the teacher will call the parent.
- After the 4th day in a row of not completing work or 7 days of total missing assignments, the teacher will email the parent again, call the parent and schedule a zoom video call with college access.
- Homeroom teachers will also call every parent every week to review students' academic progress when necessary.
- College access will reach out to all families where students completed less than half of their assignments for the prior day.
- College access will contact students and parents based on the following priorities:
- Students completing less than 50% of their work the day prior
- Students not completing work in classes for two or more consecutive days
- Students identified as academically at risk by teachers
- Students who appear on the D/F report

Grading Requirements

Grading attempts under COVID-19 will be more a reflection of the family's level of privilege than a true reflection of student learning, progress or performance. Grading practices have various implications for students, ranging from GPA calculations and college admissions to scholarships and eligibility for various programming and opportunities.

Educators must be mindful of equity issues and the potential unintended consequences when considering grading policies and practices as we make our way through this uncharted territory. Issues may include, but are certainly not limited to:

- Students lack traditional access to their teachers and support personnel.
- Students may lack equal access to devices and/or reliable internet.
- Students may lack access to a quiet and supportive environment.
- Students may lack access to support and/or encouragement from adult(s) in the home.

All districts and schools have implemented their own remote learning plans, ranging from virtual learning to paper-based packets. Disparities exist within schools and across districts.

Special education, 504, and English language learner accommodations and modifications in a virtual/remote environment cannot possibly replicate the full range of accommodations and modifications available and accessible in a face-to-face environment.

Students across our state are experiencing, and will continue to experience, varying degrees of trauma related to the COVID-19 pandemic. Existing research on the impact of natural disasters on

student mental health and achievement indicates that students may experience higher levels of trauma and post-traumatic stress disorder that will greatly influence their performance.

LEAP's Grading Protocol

- Marking periods 3 & 4 – incomplete or lowest grade of a 75 (C). No student will receive a failing grade for marking periods 3 and 4
- Grades will be for only work submitted. However, if student completes less than 50% of the assignments, the student receives an incomplete. Students who receive an incomplete will be given another opportunity to submit the course work. Incompletes will not affect the student's final grade point average.
- Teachers are required to give a minimum of 3 assignments per week in each content area. Special areas who meet on a 6 day rotation will give one assignment for every meeting time.
- Zeros for missing work will not be entered. Missing work will be identified through the highlighting process for missing work in OnCourse. Missing work reports will be generated weekly and emailed to parents.
- Student's progress/grade on an assignment will be posted on Gradebook within 48 hours of the assignment's due date.
- For marking periods 3 & 4 modified scoring as follows:
  - 85% to 100% accuracy – 100%
  - 75% to 84% accuracy – 90%
  - 65% to 74% accuracy – 85%
  - 55% to 64% accuracy --80%
  - 45% to 54% accuracy - 75%
  - 35% to 44% accuracy --70%
  - 25% to 34% accuracy _ 65%
  - 15% to 24% accuracy -- 60%
  - 5% to 14% accuracy --55%
  - 0% t0 4% accuracy -- 50%
  - Students receiving an incomplete for the school year for any course, will enter the following school year in RTI level 2 to receive targeted interventions.

Teaching and Learning

All teachers are expected to engage with students in content either via asynchronous learning or synchronous learning. At Leap Academy University Charter School, we have taken an innovative approach to remote learning by blending synchronous and asynchronous instruction throughout the school day, catering to the developmental needs of all learners by integrating interactive technology and robust platforms that track student engagement and provide immediate feedback to families and teachers. Our teachers communicate to families directly through Class-Dojo, in the K-3 building, and through Remind, in the intermediate, junior and senior high school, starting the day with a morning message, a short reminder of the work of the day, and posting any community events of

interest. Families can access these apps on any mobile device for easy and instantaneous access to their child's teacher on a daily basis.

Leap teachers across the district use OnCourse to house all lesson due dates, descriptions, course calendars and daily grades for transparency and ease of access to families and students. To make lessons interactive, our educators create daily live lessons on Zoom and invite students and their families to participate. During live lessons teachers use various forms of formative assessment to keep students engaged remotely, such as Socrative or poll everywhere for instantaneous live polling, google docs for live collaborative writing, YouTube for short informational video clips, Padlet for live bulletin board posts, and Edpuzzle for video viewing comprehension with embedded questions. Teachers model writing and mathematics by using Zoom's interactive whiteboard.

After the live lessons are complete, and the recordings are saved, teachers upload the recordings to their learning management systems. At the K-3 level, teachers upload their lesson videos to Class Dojo and attach assignments for students to complete on Raz-kids or Imagine math after watching the lesson video tutorials. They also encourage students to watch teacher read-alouds on a school wide Padlet Bedtime Story initiative created by teacher leaders, where every teacher posts a video of themselves reading their favorite book to their students.

At the 4-8 levels, teachers upload their video lessons to google classroom, and use a variety of assessment tools to gauge comprehension, including google forms quizzes, Edpuzzle video comprehension quizzes, Padlet brainstorming and writing, google forms quizzes, actively learn ebook platform for reading comprehension, assessment tracking and chunking, and Nearpod for interactive PowerPoint assessments. Leap teachers are able to collect student assessment data through both the live synchronous lessons and the asynchronous lessons by using various edtech tools that provide valuable feedback on engagement, comprehension and on whether or not the students are meeting the learning targets set forth in the curriculum.

At Leap, we believe in providing a differentiated model of remote learning that meets the needs of all learners, by providing a low stress and highly interactive environment that tracks student learning and behavior in a synchronous and asynchronous environment. At the 4-8 building we are piloting Classcraft, a gamed based behavioral management tiered response system that fully integrates with google classroom, and highly motivates students to not only complete their work, but to create a culture of kindness and respect in their online classroom, and to work together as a team. Leap Academy is a leader in best practices in education technology, as evidenced by the emphasis we place on training our faculty in the collaborative integration of technology in all levels, our one to one tech model currently in place across the district, and the abundance of high quality student output remotely.

Early College Program

All seniors will have the opportunity to earn college credits and complete their year with up to 30 college credits. Students that graduate from high school with these many college credits enter the university with an advantage in terms of college readiness, credits completed, and money saved for their first year of college. They are provided an opportunity to finish college on time and to perform at a higher academic level.

According to the National Alliance of Concurrent Enrollment Partnerships (NACEP), LEAP is the first charter school in New Jersey to offer such a sweeping dual enrollment curriculum to students. The program reinforces LEAP's college readiness culture and supports the expectation that each student will attend college and develop career aspirations. The Early College Program exemplifies LEAP's comprehensive and innovative approach to community development and urban education, supported by its track record of 100% high school graduation and college placement.

Structure of the Program

All seniors are divided in two cohorts who take classes just for them at Rutgers University – Camden and Rowan University. They attend the lectures by college professors twice a week and then meet with their high school teachers in between for recitations to discuss the material, and prepare for written assignments, exams, and readings. They start and finish their days earlier than the rest of the high school to accommodate the college schedule. LEAP College Access and High School staff oversee all of the program logistics, academic components, and student support services. A combination of public funding and scholarship grants will be used for tuition. No LEAP students will have out of pocket expenses.

Teachers continue to receive PD with a focus now on how to effectively navigate remote learning. A process for daily check-in-in for grading and student attendance is in place.

Below are the daily work schedules for all teachers and instructional assistants:

GRADES K to 3
- Teachers log onto lower school staff video call at 7:45 am.
- Lower school staff Zoom meeting will begin at 7:50 am and conclude at 8:45 AM.
- Lower School teachers will check email and communicate with families during communication/grading time slots.
- Teachers will provide live lessons, target instructional support hours, attend grade level video calls/Zoom meetings and have an assigned meal period between 8:45 AM until 2:30 PM each day as assigned (see schedule below).
- Teachers will post these recorded live lessons to Google Classroom/Class Dojo and on their OnCourse classroom-message tab.
- Teachers will post times and login information for lessons (recorded via Zoom) on their OnCourse classroom management tab and on the learning management platform they are utilizing (Google Classroom or Class Dojo).
- Teachers will post times and the information for scheduling on demand personal appointments for targeted instructional support on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Class Dojo).
- Teachers will have from 2:00 PM until 2:30 PM to respond to emails and other communications. All communications received by 2:00 pm from students/parents must be responded to by the end of that day.

- The six special area teachers will cycle through each of the cohorts based on their daily rotation schedule. Reminders are sent on Class Dojo daily).
- Teachers will have common planning time from 2:30 pm until 3:15 pm each day.

GRADES 4 to 8
- Teachers log onto school staff video call at 7:45 am.
- Staff video call will begin at 7:50 am and conclude at 8:30 AM.
- Teachers will check email and communicate with families as scheduled throughout the day.
- Teachers will provide lessons, targeted instructional support, attend grade level video calls and have an assigned meal period between 9:00 am until 2:30 PM each day as assigned.
- Teachers will provide lessons (recorded via zoom) for each unique course they teach each day.   Teachers will record these lessons and can link them to their learning management platform (google classroom, OnCourse Calendar or canvas).
- Teachers will post times and login information for lessons on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Canvas).
- Teachers will post times and login information for open targeted instructional support on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Class Dojo).
- Teachers will post times and the link for scheduling on demand personal appointments for targeted instructional support on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Canvas).
- Teachers will utilize calendly.com to provide on demand personal appointments for office hour scheduling of video conferences with parents and students. Appointments should be configured to for a duration of 10 minutes minimally and linked to the teacher's outlook account and Zoom account (as meeting location).
- Teachers will have scheduled time throughout the day to respond to emails and other communications. All communications received by 2:00 pm from students/parents must be responded to by the end of that day.
- Teachers will have common planning time from 2:30 pm until 3:15 pm each day.

GRADES 9 to 12
- Teachers log onto school staff video call at 7:45 am.
- Staff video call will begin at 7:50 am and conclude at 8:30 AM.
- Teachers will check email and communicate with families as scheduled throughout the day.
- Teachers will provide lessons, targeted instructional support, attend grade level video calls and have an assigned meal period between 9:00 am until 2:30 PM each day as assigned.
- Teachers will provide lessons (recorded via zoom) for each unique course they teach each day.   Teachers will record these lessons and can link them to their learning management platform (google classroom, OnCourse Calendar or canvas).

- Teachers will post times and login information for lessons on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Canvas).
- Teachers will post times and login information for open targeted instructional support on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Canvas).
- Teachers will post times and the link for scheduling on demand personal appointments for targeted instructional support on their OnCourse page and on the learning management platform they are utilizing (Google Classroom or Canvas).
- Teachers will utilize calendly.com to provide on demand personal appointments for office hour scheduling of video conferences with parents and students. Appointments should be configured to for a duration of 10 minutes minimally and linked to the teacher's outlook account and Zoom account (as meeting location).
- Teachers will have scheduled time throughout the day to respond to emails and other communications. All communications received by 2:00 pm from students/parents must be responded to by the end of that day.
- Teachers will have common planning time from 2:30 pm until 3:15 pm each day.

Academic Support

Specialized and targeted support is available for Special Needs and ESL students. In addition, interventions are deployed for students that are experiencing academic difficulties.

- ESL students will receive additional supports through pull out instruction with the ESL teacher.
- SPED students will receive additional supports through pull out instruction with the SPED teacher.

Supporting IEP/504:

LEAP remains committed to providing meaningful access for all students including our students with disabilities. This includes providing a free and appropriate public education while recognizing the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Students eligible for special education and related services or those with 504 plans receive needed supports and services outlined in these plans, to the extent possible. Special education staff work with general education teachers on accommodations and modifications to assignments to ensure access to the general education curriculum. As appropriate, special education staff provide instruction in areas identified within the student's IEP. Related Services such as Speech and Language Therapy, Occupational Therapy, and Physical Therapy are provided remotely through virtual learning platforms in addition to consultation. Special education teachers and related service providers are contacting families to check in on materials provided to students. Annual IEP and 504 meetings will be held virtually. Case managers will contact families to schedule times for the meetings.

Support teachers (e.g. Special Education, Math Support, English Language) are creating learning activities and/or are providing support through differentiated instruction and/or support plans. These supports are communicated directly from the Support teacher to the classroom teacher or in

special circumstances to the family. Students who were receiving services from support teachers will have opportunities for real-time sessions based on their needs.

- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP
- Teachers will modify assignments and assessments electronically
- Teacher will provide graphic organizers and guided notes electronically
- Teachers will record voice over video explaining instructions for assignments and assessments
- The special education teacher will support and advise the general education teacher on the modifications/accommodations of the lessons for each student. The special education teacher will provide additional instructional sessions for their assigned students to implement the modifications decided upon.
- Special education teachers will reach out to all assigned students daily for small group instruction.
- The CST team will continue to provide related services per the IEP's such as speech.
- General education teachers will reach out to all 504 plan student's parents weekly.
- All modifications and accommodations will be filed in the OnCourse lesson planning system.

Teachers will differentiate lessons by providing special education services related in the IEP through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, etc. Staff will individualize materials to meet the needs of each student based. Teachers will individualize access to online learning programs and tools. Collaboration will take place between with general education teachers and CST staff. Staff will regularly collaborate with families through phone conferences and emails. As appropriate, teachers will provide virtual learning sessions with individual students, with parent permission. Staff will continually monitor student progress and adjust services as needed.

Updated Provision of Appropriate Special Education and Related Services for Students with Disabilities:

A. **Materials and Assignments to Meet Student Needs**
   To the greatest extent possible students with disabilities will be provided the special education and related services in their IEP. In all of our in-class resource settings, special education teachers will plan and consult with general education teachers and ensure the modifications and accommodations are afforded through remote instruction. Teachers will provide small group remote learning groups to address individual student needs. In all other settings (e.g. pull out instruction), special education teachers will be the primary driver of instruction, along with IEP modifications. Progress reports have been completed and CST, administrators and teachers meet on an as needed basis with students and parents that have specific concerns daily.
B. **Scheduling of Evaluations and IEP Reviews**
   All Child Study Team meetings, scheduled and unscheduled, will continue to be conducted remotely through teleconferencing. If a parent objects to this practice, the meeting will be

delayed and noted accordingly. An electronic google form is used to obtain negative or positive consent for holding the meeting, to provide teletherapy, participation in the meeting, agreement with the IEP developed and SEMI.

C. **Eligibility Meetings**
- When necessary student record information is available, we will complete all aspects of the initial evaluation that can feasibly be completed, other than conducting individual testing of the student, during the school closure
- We will complete the remaining aspects of the evaluation when school reopens, including all necessary assessments/testing
- If all necessary information is completed and available, the Eligibility Meeting will be completed remotely.
- Items (when necessary student record information is accessible) that could, as appropriate for the student, be completed include (see NJAC 6A:14-3.4)
- Functional assessment of academic performance, behavioral assessment, language needs, communication needs
    1. Parent interview
    2. Teacher interview
    3. Review of developmental/academic history
    4. Review of interventions documented by teachers
    5. Surveys, inventories, analysis of work, self-report, informal rating scales
- Assessment to determine post-secondary outcomes
- Preparation of portions of written reports

D. **Reevaluation Meetings**
- Same as above (Initial Evaluations)
- Reevaluation can also be waived with parent consent and requesting and obtaining such consent could occur while schools are closed.

E. **Communication Plan for All Parents**
LEAP Special Services team will engage parents in frequent and ongoing communication, including such communication with families of students in out-of-district schools, as well as contracted providers. The primary means of these communications will be via email and teleconference. A letter was sent to parents with a summary of communications to parents. Not all of our families speak English as their primary language, so we are prepared to continue to utilize translation resources, if needed.

F. **Related Services**
All related services are at first provided remotely through tasks and activities that are directly correlated with the IEP goals of students. Related service providers are also offering parents weekly 30-minute consultations to provide any assistance or clarification of work assigned. All provided services are documented on a log of related services and are submitted to the Director of Special Services weekly. Services are also updated in EasyTrac for SEMI. Since the NJDOE authorized the provision of related services through online means, teletherapy has been delivered to the greatest extent possible, with the assistance of Zoom and other teleconferencing modalities, where feasible and provided parental consent is obtained. Such a delivery modality makes sense in light of the current circumstances. This ensures delivery of services during the school closure.

G. **Compensatory Services**
In accordance with the USDOE and NJDOE guidance, after schools reopen and if it is determined, based on individual circumstances, that a meeting is needed to consider compensatory services for a student, our IEP team will meet and discuss what, if any, services are necessary. The following questions when considering individual student need for compensatory services
1. How far has the student regressed in each area?
2. What instruction and/or related services do we need to provide to bring the student to the point where we are able to provide FAPE going forward?

Such compensatory services need not automatically be an hour for an hour. Instead, the IEP team will consider, per the USDOE guidance, if any are needed for a student to receive FAPE moving forward.

H. **Transportation**
At this time, all schools, public and private, are under a mandated closure. Should an out of district school re-open before LEAP reopens, transportation will resume when Camden County Commission re-opens.

Supporting ELL:

During Remote Learning, the ESL team will continue to provide equitable and meaningful access to content instruction through academic language development, delivered by a collaborative model at the 9-12 grade levels and a targeted services model.
ESL Teachers will:
- Provide academic language instruction and support for English Learners for their specific proficiency level needs.
- Communicate with students regularly to support their distance learning needs, both academically and social/emotionally.
- Communicate with families as needed to support them in this process of remote learning.
- Directly collaborate with classroom or content teachers.
- Collaborate routinely within the ESL department to plan and deliver services.

In order to meet these goals, ELD teachers will:
1) Collaborate weekly with classroom teachers to differentiate instruction (virtually via Zoom). This could include, but is not limited to:
   a) Co-planning the instruction to include language development opportunities
   b) Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos)
   c) Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
   d) Supporting daily oral language practice opportunities
2) Engage students through one-on-one conversations to support their classroom learning needs targeted at their language proficiency level
3) Check in with each student daily to address any immediate needs
4) Develop further instruction, resources, and/or materials for students on an as-needed basis

5) Collect evidence of student mastery or growth toward mastery of specific academic language needs

ESL students will be supported by the general education teacher in collaboration with the ESL Supervisor and the ESL teacher. Non-English speaking ELL students will be supported daily with translation assistance. Sheltered Instruction (SIOP) supports will be implemented by all teachers.

Updated ESL Program School Closure Plan:

A. **Provision of services to meet the needs of English Language Learners:**
   LEAP Academy is dedicated to the continuity of instruction, especially when emergent conditions require alternate plans. Beginning March 18, 2020, English language learners will continue receiving content area and ESL instruction using online Zoom platform. While this plan is not intended to replace the traditional classroom environment, teachers will still be able to deliver face-to-face standards-based instruction to students in an online environment until the normal school schedule can resume.

B. **Materials and Assignments:**
   - The ESL Program teachers assigned to the students prior to the closure will continue providing English Language Development instruction to the students via the platforms identified by the school district for "Remote Learning" as indicated in their schedule.

Remote Learning - District ESL Schedule	
Kindergarten-8th Grade	Grades 9-12
7:45: Staff meeting	7:45: Staff meeting
8:00- 8:30 Grade 2 ESL Lesson	8:00 Grading/Parent Contact
8:30-9:00 Grade 3 ESL Lesson	9:00 ESL Newcomers
9:00 4th grade morning meeting	9:30 ESL 1: Section 2
9:30: STEM ESL lesson	10:00 ELA Department Meeting
10:00- 10:30 7th grade morning meeting	10:30 ELL Tutoring: Levels Newcomers & Level 1
10:30- 11:00 Kindergarten & 1st Grades	11:00 Office Hours
11: 6th grade morning meeting	11:30 ESL 3
12: 8th grade advisory	12:00 ESL 1
12:30 Lunch	12:30 ESL 2
1:00 JH ESL lesson	1:00 Lunch
1:30 ELL support	1:30 ELL Tutoring: Levels 2& 3
2:00 Grading/Planning/ Parent contact	2:00 Grading/ Parent Contact
2:30 CPT	2:30 CPT

- The ESL teachers will support both the students and their families and collaborate with the students' classroom and content area teachers to assure that the students are able to successfully transition to remote instruction in all of their subject areas.
- The online curriculum resources indicated below are available digitally to meet the needs of students so they can continue their progress through the content and standards, as they would have previously.
  Curriculum resources:
  - ☐ Raz-Kids Plus (K-8)
  - ☐ National Geographic (9-12)
  - ☐ Imagine Math (K-3)
  - ☐ Pearson Envision – Math (K-12)
- ESL teachers will track students' progress via online assessments and/or feedback.

C. Communication Plan for parents of English Language Learners:
- All essential staff will be available to assist parents of ELLs at the respective schools.
- Parent unit will continue sharing pertinent school information via phone, texts, email, and School Messenger.
- College access and parent unit translators will translate and interpret messages & information as necessary and appropriate for both students and families of ELLs.
- All communication between school and families will be translated into students' native language and shared via School Messenger and Oncourse portal.

D. Technology and Differentiation of Instruction:
- LEAP Academy will provide a laptop to any student who is in need of technology to access online instruction.
- In collaboration with their general education colleagues, ESL teachers will be delivering daily live lessons through Zoom aligned with the students' Individualized Learning Plans (ILPs).
- General education teachers will place accommodations and modifications based on students' Individualized Learning Plans (ILPs) and continue providing differentiated instruction as per district guidelines.

For the most up to date information regarding to ESL program and related services, please check our webpage at: http://app.oncoursesystems.com/school/webpage.aspx?id=375640

Parent Engagement and Support

Parents are at the core of the work of the LEAP Academy. They have been engaged from the inception of the School as partners and continue to be engaged in various capacities, as board members, staff and volunteers. The outbreak of Covid-19 has caused us to engage with the parents of LEAP Academy in new ways.

The Parent Engagement and Support Unit is:

- Communicating with families on a daily basis through the use of school messenger, Class Dojo and OnCourse

- Supporting parents with technology, arranging for families to pick up devices during the shut down, as well as assisting with connecting to classes
- Assisting families to connect with teachers and school staff
- Providing meals (breakfast and lunch) to our families in coordination with the Food Bank of South Jersey
- Disseminating information regarding local resources, as well as information on unemployment, other food resources and employment

This unit has also responded to families in the school community that have been affected by Covid-19 by providing meals, cleaning supplies and emotional support.

OnCourse Posting and Student/Family Communication:
GRADES K to 3

- Teachers will be communicating with students and parents via the Class Dojo app/Google Classroom, phone and email.
- Teachers will utilize Zoom/Google Classroom video conferencing to facilitate lessons (recorded), targeted instructional support, and individual video conference appointments. Click here to see a video on setting up a Zoom video account - https://youtu.be/KBYZ-KVqfv0
- Teachers will post the following to their OnCourse classroom-message tab:
- Teacher email address
- Link to sign up for class dojo notifications
- Time and link for daily lessons (recorded via Zoom/Class Dojo/Google Classroom)
- Link to the teachers to view previously recorded lessons
- Time and link for individual video conference appointments to be scheduled
- Link to learning management platform - google classroom or class dojo (include class codes for google classroom)
- Link to common online resources utilized in the course (i.e. imaginelearning.com)
- Listing of daily assignments posted through the OnCourse classroom-message tab. Follow up on parents/students not completing daily requirements with 1-1 phone calls. Instructional Assistants* will be assigned as follows to assist grade level teachers:
  - Melissa Rivera: Clark, Hicks, Howell, Albright
  - Griseida DeJesus: Marrero, Tillman, Griffith, Meslar
  - Tonya McFadden: Hudock, Morales, Chambers, Merrill
  - Alisha Pondexter: Cloherty, McDowell, Dugary, Carpenter
  - Joan Rodríguez: Edwards, Chohan, Derenzo, Orlina
  - Chandra Barzay: Mauger, Jarrett, Stephens, Pierce

IA's will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact number, reason for call to be made and what needs to completed each day for the student to get daily credit.   Ex) expected time logged into Imagine Learning with assignments completed, daily exit ticket on Class Dojo or time logged into Envision.

Grades 4 to 12

- Teachers will be communicating with students and parents via the remind app and email.
- Teachers will utilize zoom video conferencing to facilitate lessons (recorded), office hours, and individual video conference appointments. Click here to see a video on setting up a zoom video account - https://youtu.be/KBYZ-KVqfv0
- Teachers will utilize calendly.com to schedule individual video conference appointments via an on demand basis. Click here to see video on setting up 10 minute videos on Calendly.com and linking your new account to Office 365 and Zoom - https://www.youtube.com/watch?v=QUOTtqHjdj4
- Teachers will post the following to their OnCourse web page:
    - Teacher email address
    - Link to sign up for Remind notifications
    - Time and link for daily lessons
    - Time and link for daily group office hours - include the call in phone number
    - Time and link for individual video conference appointments to be schedule via an on demand basis (calendly.com)
    - Link to learning management platform - google classroom or Edmodo (include class codes for google classroom)
    - Link to common online resources utilized in the course (I.e. Pearson Realize)
    - Listing of daily assignments posted through the OnCourse homework tab
    - All professionals are available to support students, staff, and families, although the delivery of support may be different from what happens when our schools are open. This support network includes, but is not limited to, teachers, school counselors, nurses, social workers, and mental health professionals. Communication may take place via phone, videoconference, and email. Non-emergency communication beyond the workday or on the weekends should expect return communication the following work day.

Follow-up with the family when a student is not participating in online instruction and/or submitting assignments

In addition to what the schools are doing, the Administration receives a spreadsheet from Mr. Benito with the student information and the assignments that are missing for the week. The list is split between the members of the Family Support Center who then attempt to make contact with the parent regarding the missed assignments.

In order to assist LEAP Academy schools, follow up with families when a student is not participating in online instructions and/or submitting assignments, a Late, Missing and Incomplete Assignment Report will be submitted to school and district level administration each week. Each school will receive two reports. The first will identify assignments that are late, missing of incomplete from the previous week's instruction. The second report will either identify late, missing and incomplete assignments from two weeks previously or all of Q4 up to that point (see schedule of Data Downloads/Report Distribution below)

All data downloads will start at 9:30 am of the date identified in the chart below. This will give teachers the opportunity to enter any last-minute assignments that are completed by students over the weekend. It will also allow time for parents that work during the week to work with their children over the weekend.

It is very important that teachers update their grade books in a timely manner. Grades for all assignments must be entered in OnCourse in a timely manner (48 hours).

Schedule of Data Downloads/Report Distribution

Date	Weekly Reports Per School
5/18/20	5/14 to 5/11, 5/8 to 5/4
5/26/20	5/22 to 5/18, 5/14 to 5/11
6/1/20	5/29 to 5/25, Remainder of Q4
6/8/20	6/1 to 6/8, 5/29 to 5/25
6/15/20	6/8 to 6/12, 6/1 to 6/8
6/22/20	6/15 to 6/19, Remainder of Q4
6/26/20	Q4

If we are able to contact the parent/guardian we then explain what assignments is missing and ask them what assistance they need to help the student complete the missing assignments.

The Family Support Unit then proceed to assist the parents with various issue, such as IT support from the technology department, login in support from the teacher and /or referring them back to the school staff for additional academic support.
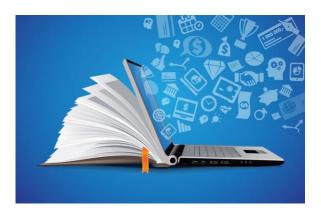
Continued safe delivery of meals to students
- LEAP Academy Charter School will continue to provide breakfast and lunch in collaboration with the Food bank of South Jersey. Meals are provided twice a week Monday (for Monday & Tuesday) and Wednesday (for Wednesday - Friday). This service is carried out by the LEAP Academy Charter School Family Support Unit and the Food Service staff.
- Cones are set up 6 ft apart to promote social distancing in the front of the school. A table is at the front door, where the staff request the number of meals needed, then they sit the bagged meals on the table. The staff walks away from the table and the parent walks to the table and retrieves the meals. This is repeated for all that come to participate in the Grab and Go meal service.
- We anticipate providing meals until school reopens. After school reopens, we will continue providing meals through Metz, our food services professional contractor.

Technology/Infrastructure

- LEAP Academy Charter School has scheduled several maintenance staff to report daily to ensure that the facilities are cleaned and disinfected.

- LEAP Academy utilizes HVAC Building Automation System to monitor the systems in all the buildings.
- LEAP Academy contracted with Johnson Controls to monitor the Fire and Burglar systems in the District.
- The District's CEFM checks the boilers and all systems to ensure that they are operating properly
- Maintenance staff walks each building daily to ensure that we have no leaks, power outages or other maintenance concerns.
- Security staff are in the building to ensure that they are not being vandalized.
- LEAP Academy utilizes the Panasonic Video Insight which allows the Lead Person, COO, Director of Security, Directory of Technology and Director of Facilities to remotely access each building in the District. Through this system we can monitor inside and outside all facilities.

ATTACHMENTS

Attachment A: LEAP Academy Charter School Remote Learning Lesson Plan Template 2020

Course:	
Teacher(s)/Contact:	
Due Dates:	
Learning Objectives and description of the assignment	
Connection to the curriculum:	
Differentiation of instruction for diverse learners	
Specific Expectations Submission Requirements (include edtech)	
Where to Locate Assignment online:	
Anticipated Time to Complete Assignment:	
Zoom class meeting time, ID and password:	
Virtual Office Hours:	
Parent outreach by phone or email:	

Attachment B: Remote Learning Schedules

Grades Kindergarten to 3rd

	Kindergarten	1st grade	2nd grade	3rd grade	Specials*
7:50 to 8:45	Morning Staff Meetings				
8:45 to 9:00	Targeted Inst. Support/ Comm.	Targeted Inst. Support/ Comm.	Grading/Comm.	*Targeted Support*	K-1 Lesson
9:00 to 9:30	Grading & Communication	Grading & Communication	ELA Lesson	SS Lesson	*Targeted Inst. Support*
9:30 to 10:00	ELA Lesson	ELA Lesson	*Targeted Inst. Support*	*(Math/Science grading & comm.)*	
10:00 to 10:30	*Targeted Inst. Support*	*Targeted Inst. Support*	Grading & Communication	ELA Lesson	*Targeted Inst. Support*
10:30 to 11:00			*Targeted Inst. Support*	*(Math/Sc grading & comm.& Lunch)*	
11:00 to 11:30	Lunch	Lunch	Lunch	*Targeted Support*	Lunch
11:30 to 12:00	Sc/ SS Lesson	Science/SS Lesson	Math Lesson	Science Lesson	Grading & Comm.
12:00 to 12:30	*Targeted Inst. Support*	*Targeted Inst. Support*	*Targeted Inst. Support*	*(ELA/SS grading & comm.& Lunch)*	*Targeted Inst. Support*
12:30 to 1:00			Science/SS Lesson	Math Lesson	
1:00 to 1:30	Math Lesson	Math Lesson	*Targeted Inst. Support*	*(ELA/SS grading & comm.)*	Grading & Comm.
1:30 to 2:00	*Targeted Support*	*Targeted Inst. Support*	*Targeted Inst. Support*	*Targeted Inst. Support*	Grades 2-3 Lessons
2:00 to 2:30	Grading/Communication	Grading/Communication	Grading & Comm.		*Targeted Inst. Support*
2:30 to 3:15	CPT				

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Grades 4th to 8th

	4th grade	5th grade	6th grade	7th grade	8th grade	Specials
7:45 to 8:30	**Morning Staff Meetings**					
8:30 to 9:00	Grading & Comm.	Literacy Lesson *(Ms.Skalka, Ms, DeFrance, Ms Mason, & Ms. Khan)*	Literacy Lesson *(Mrs. Aspenburg, Mrs. Caione & Mrs. Mason)*	Grading & Comm.	Math Lesson *(Ms. Heintz, Ms Kogan)*	Grading & Comm.
9:00 to 9:30	4th grade planning	Math Lesson *(Ms.Nazzario, Ms. Green & Ms. Stoneback)*	Math Lesson *(Mrs. Schultice, Ms. Stoneback & Ms. Kogan)*	ESL & SPED Targeted Instruction *(Ms. Kogan, Ms. Mason, Ms. Kahn)*	ELA Lesson *(Ms. Gartland & Ms. Caione)*	6th Grade Lesson
9:30 to 10:00	Creative Writing Lesson *(Mrs. Vecino)*	5th grade planning	Creative writing Lesson *(Ms.Mungiole)*	ESL & SPED Targeted Instruction *(Ms. Kogan, Ms. Mason, Ms. Kahn)*	Project Based Math & Spanish	5th Grade Lesson
10:00 to 10:30	Literacy Lessons *(Mrs. Maenner & Mason)* *(Mrs. Coles)*	Grading & Comm.	Grading & Comm	7th grade planning	*Targeted Inst. Support Core classes*	4th Grade Lesson
10:30 to 11:00		*Targeted Inst. Support Core classes*	*Targeted Inst. Support Core classes*	*Targeted Inst. Support Core classes*	*Targeted Inst. Support Core classes*	
11:00 to 11:30	Lunch	Lunch	6th grade planning	*Targeted Inst. Support Core classes*	Science Lesson *(Ms. Booke & Ms Kahn)*	Lunch
11:30 to 12:00	Math Lesson *(Ms. Perrine, Ms. Long)*	Grading & Comm.	Lunch	Lunch	Lunch	7th Grade Lesson
12:00 to 12:30	Science Lesson *(Ms. Q)*	Science Lesson *(Mr. Nazzario & Ms. Green)*	Science Lesson *(Mr. Steen & Ms.Kahn)*	Math Lesson *(Mrs. Jenkins)*	5th grade meeting	*Targeted Inst. Support Core classes*
12:30 to 1:00	Social Studies *(Ms. Q)*	Social Studies Lesson *(Mr. Byrd)*	Social Studies Lesson *(Mr. Durney, Ms. Kahn)*	Science Lesson *(Mr. Leftwich)*	Grading & Comm.	8th Grade Lesson
1:00 to 1:30	Targeted Instructional Support with teachers *(Ms. Stoneback)* *(Ms. Mason)*	Spanish Lesson *(Ms. McKeown)*	Project Based Math Lesson *(Ms. Fisher)*	Creative Writing Lesson *(Mrs. Perrone)*	History Lesson *(Ms. Bivona)*	*Targeted Inst. Support Core classes*
1:30 to 2:00		Math Targeted Lesson *(Ms. Stoneback)*	*Targeted Inst. Support*	Social Studies Lesson *(Ms. Kaur)*	Grading & Comm.	*Targeted Inst. Support Core classes*
2:00 to 2:30	Grading & Comm	Literacy Targeted Lesson *(Ms. Mason)*	Grading & Comm	*Targeted Inst. Support Core classes*	Creative Writing Lesson	*Targeted Inst. Support Core classes*
2:30 to 3:15	**CPT**					

Grades 9th to 11th

	9th Grade				10th Grade				11th Grade				
7:45 -8:15	Morning Staff Meeting												
8:15-8:30	Grading & Communication				Drivers Education - Hughes, Crump				Grading & Communication				
8:30 -9:00	*Targeted Instructional Support*								*Targeted Instructional Support*				
9:00-9:30	Writing 9 - H. Kelsey				*Targeted Instructional Support*				English 11 - Selover				
9:30-10:00	English 9 - Irizarry, Kaufmann				English 10 - Allen, Kaufmann				Writing 11 - Perez				
10:00-10:30	Survey Engineering - Sarno, Rossi,				Computer Science - Goss				*Targeted Tutoring*				
10:30-11:00	World Civilizations - Koch, DeClet				US History I - Bear, Schide				US History II - Rhea				
11:00-11:30	Comp Sci	Pri Bus	Civil Society	Health	Comp Sci	Robotics		Dance	Comp Sci	Bus Strat	Sociology	Dance	Health
11:30-12:00	Biomedical	Intro Engin.	Health		Biomedical	Econ	Econ	Art	Biomedical	Intro Engin.	Civil Society	Art	Health
12:00-12:30	Financial Lit - Koch, Bear		*Targeted Inst. Support*		Spanish - Estevez				Latin American Studies - Declet				
12:30-1:00	Algebra I Butterworth, Uttarotai, Kaufmann				Lunch				Lunch				
1:00-1:30	Diverse Perspectives		Lunch		Geometry - Jankowski, Kaufmann				Algebra II - Jankowski, Butterworth, Uttarotai, Kaufmann				
1:30-2:00	Biology - Sarno, Thomas, Smith				Chemistry - Romano				Biology - Sarno, Thomas, Smith				
2:00-2:30	Grading & Communication				Grading & Communication				Grading & Communication				
2:30-3:15	CPT												

Grade 12

	Business Cohort B	Business Cohort A	Liberal Arta Cohort A	Liberal Arta Cohort B	Engineering Cohort
7:45 am to 8:30 am	Morning Staff Meeting				
8:30 am to 9:30 am	Social Entrepreneurship	Social Entrepreneurship	College Algebra	Foundations of College Writing	Engineering
9:30 am to 10:30 am	Cultural Anthropology	Statistics	Foundations of College Writing	Sociology	
10:30 am to 11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 am to 12:00 pm	Intro Africana Studies	Cultural Anthropology	Sociology	College Algebra	Intro Africana Studies
12:00 pm to 1:00 pm	Targeted Instruction	Targeted Instruction	Targeted Instruction	Targeted Instruction	Targeted Instruction
1:00 pm to 2:00 pm	College Success	Foundations of College Writing	Statistics	College Success	Precalculus / Calculus
2:00 pm to 2:30 pm	Grading and Communication				
2:30 pm to 3:15 pm	Common Planning Time				