



DLEACS School Health Related Closure Preparedness Plan

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Component 1: Equitable Access to Instruction Plan

Equitable Access to Instruction: To ensure that all students at DLEACS in grades K-8 will have access to equitable virtual instruction we will implement online learning. The plan is designed to maximize student growth and minimize the loss of standards mastery to the greatest extent possible. Classwork in each grade level will continue to be differentiated based on student strengths and targeted areas of improvement. All lessons will be anchored in the NJSLs and aligned to Unit 4 of the DLEACS curriculum guides. DLEACS digital platforms include but are not limited to: Adobe Connect virtual platform, HMH Think Central, Google Classroom, I-Ready, Linkit!, Brainpop, Read Works, Splash Math, Flocabulary and MyHRW.

Online Access: DLEACS currently has a one to one Chromebook ratio in grades 3-8. Students' needs in grades K-2 are met utilizing a combination of Chromebooks and Ipads. DLEACS has conducted a needs assessment survey to measure which students/families are in need of either WIFI connectivity or a device. Those families identified as in need have been provided with both an electronic device (Ipad) and contact information to obtain free or low cost WIFI connectivity from Comcast. At present, we have issued 63 Ipads to families in need (16% of total school population). For devices that are in need of replacement, parents/guardians are asked to call the school to schedule a time to pick up a replacement device. We do have families that prefer their students complete paper packets, for those students we have partnered with Staples. Teachers email the work to Staples and the families pickup the packets when it is convenient. For those families, the students take pictures of their work and send it to the teachers using the Class Dojo platform.

Demographic Profile for DLEACS

Category	Total Number of Students
Preschool	N/A
Homeless	N/A
Migrant	N/A
Students with Disabilities	56
English Language Learners	N/A
Economically Disadvantaged	347 out of 393 = 88%

DLEACS Virtual Learning Plan:

All programs are accessible on all devices online through a desktop, laptop, tablet and cell phone. The online programs selected are personalized and adaptable to every single student with access to curriculum at multiple grade levels and directly in line with the NJSLA and with a students' IEP goals and objectives if applicable.

Since emergency health related closure, the DLEACS Administration has been providing PD to staff members regarding this plan and how to implement instruction online. Staff has been given guidance regarding the standards/objectives from their pacing guide/curricular unit in each academic content. Teachers will follow Unit 4 of their pacing guides and also spiral major content standards from earlier units into daily lessons.

Adobe Connect: This is the main platform teachers use for online classroom lessons/discussions. On this platform teachers can have discussions with their students using the microphone or the message board feature. They can post online classwork, attach video lessons and administer technology related assignments. This platform allows teachers to communicate directly with all students as a whole class or in a small group setting. Teachers can also post content, resources, links and video lessons. Staff Also can access video for face to face interaction, break into meeting rooms and screen share.

Teachers can differentiate learning by developing small groups of students to receive access to specific resources or assignments based on student need and or IEP if applicable.

HMH Think Central: Think central is currently embedded into the DLEACS curriculum content and resources which allows teachers and students to access digital materials associated with each academic program. In this portal, teachers can access resources related to the curricular content; assign lessons and assessments, obtain reports of students or classes, create a list of assignments, assign videos to watch related to current subject matter and track student progress. This educational website allows students to complete assignments assigned by the teacher as it relates to specific standards and objectives. We currently utilize HMH Thinkcentral website for K-6 Math, ELA and grades 3-8 Science. Middle School math utilizes MyHRW, which is associated with HMH Thinkcentral and has all of the same components but only for Middle School Math.

Google Classroom: Google classroom is an extension of the physical classroom and is designed to provide instructors with the ability to engage in paperless communication and streamline the sharing of files between teachers and students. DLEACS teachers and students currently have access to Google Classroom. With Google Classroom, teachers can create classes, post assignments, organize folders and view student work in real time. This provides the added benefit simplifying of the assigning, distributing and grading process. Google classroom also allows students to engage in collaborative learning with each other in small groups and work on projects.

I-Ready: This tool provides a personalized learning experience for students within each grade level in Math and ELA. Teachers can select the standard or objective students are currently working on as well as assign tasks based on reinforcing previously learned skills. With access to real-time diagnostic tools and analytical information, teachers can differentiate learning and deliver data driven instruction to impact learning on a daily basis.

Linkit!: Linkit! is our student data warehouse and our main assessment platform that we utilize at DLEACS. This platform houses all historical student data scores including but not limited to; PARCC/NJSLA scores, DLEACS Interim Assessments (progress monitoring), Linkit! baseline(form A) and Form C (summative Assessments). Teachers also create standards based classroom assessments that are used as formative assessments and used to inform future instruction. This platform also allows teachers to analyze data from all assessments given on the platform. Teachers can look at student performance by standard, strand, cluster or by utilizing the item analysis.

Brain Pop: This program is an educational website with 1,000 short animated movies for students in grades k-12. The animated movies engage via narrative, humor and characters. There are quizzes and related materials, covering science, social studies, English, math, engineering, technology, health, art and music. This resource will be used either to launch the lesson or to check for understanding

Read Works: This is a reading resource and lesson plan website that aligns the activity according to the standards and skills in each grade level k-12. Texts include pre-made quizzes and other printable material to enhance the lesson. The program is made to be interactive, engaging and fun.

Splash Math: This resource is a math program accessible through an App. It offers personalized, interactive and uniquely engaging math practice across grades k-5. This resource provides comprehensive skills coverage and is aligned to the State standards. This is a fun and unique way for students to reinforce math skills. Teachers can track progress as students play the interactive games that are aligned to the NJSLS.

Flocabulary: Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students. This platform provides standards-based videos, and instructional activities to supplement instruction and develop core literacy skills. Teachers will utilize this platform during the launch to engage students and set the expectation for learning.

Digital Divide: To address issues concerning the digital divide, we have previously purchased enough technology to ensure a one to one device ratio in grade 2-8. Grade K-1, will be utilizing our stock of Ipads to ensure access to all students. During this unforeseen pandemic, we have expanded access to students and families in need by providing an electronic device and a contact to receive free or low cost WIFI access. We will continue to monitor and survey parents to identify those in need of technology. Parents/guardians have been directed to email or reach out through ClassDojo to administrators if they are in need of a device to schedule a pick-up.

Component 2: Addressing Special Education Needs Plan

In the event of a health related closure (ie. COVID-19), DLEACS will make best efforts to ensure the continuation of services to the greatest extent possible.

Instruction:

In the event of a health related closure students will receive in class support virtually. **Special needs teachers** will track students through different online platforms. Remote learning will include a variety of activities. Included but not limited to:

- ABC/Rise & Shine morning meeting – Attendance **B**reakfast **C**heckin
- Classroom and related activities will be conducted in real time using the following platform, including but not limited to:
 1. Zoom
 2. Adobe Connect
 3. Google Classroom
 4. ClassDojo
 5. Tele-Conferencing
- Assignments, activities and other learning aids may also be facilitated with the following platforms:
 1. ReadWorks
 2. Flocabulary
 3. Brain Pop
 4. Youtube
 5. Link-it
 6. I-Ready
 7. Journeys
 8. GO Math
 9. Splash Math

When developing activities, teachers are encouraged to keep in mind some of the unique and differentiated needs of each student. Activities will be online and, if necessary in paper format, distributed as needed.

Learners will receive accessible materials and technologies from the DLEACS including, Ipads, Chromebooks, extc. To the extent possible, DLEACS will assist parents with access to technology and paper assignments. This will aid in increasing their independence, participation and progress in the general curriculum.

--Parents and students will be shown how to access digital online platforms for participation and achievement.

Role of educational assistants

- Assist in small group sessions online
- Tutoring online
- One on one instruction online
- Provide online training including but not limited to:
 - Inclusive learning
 - Behavior management
 - Social emotional learning
 - IEP implementation
 - Roles and responsibilities

Tracking/Student Progress

- DLEACS special education teachers will submit lesson plans on a weekly basis to be reviewed and approved. Each cluster group is using digital platforms and home instruction packets for certain students to make sure it complies with each student's individual accommodations/modifications
- DLEACS special education teachers will do ongoing weekly check- ins with parents of IEP/504 to provide support; answer any questions, assist in problem solving, and ensure that services are being implemented either through phone or online platforms.
- DLEACS special education teachers will provide a support-tracking sheet where each special education teacher tracks every week of how their students are progressing and what contact is being made towards parents so he/she knows where their child is. This tracking sheet is an important guide in which it shows measuring progress that is essential in the special education process because it gives the IEP team evidence of where each student is performing.

ACCOMMODATIONS/MODIFICATIONS

DLEACS special education teachers will provide accommodations/modifications through Google classroom where students' workload is being decreased to meet each student's needs. Modifications/ Accommodations will be evaluated in compliance with each student's IEP.

- Increased time to complete each assignment
- Pre-teach new concepts
- Reading directions aloud
- Re-accessing skills at the end of each lesson

--Specific services, supports and accommodations listed on the child's IEP will resume when face to face is reinstated.

Case Manager, Child Study Team/ Itinerants and Related Services:

Case Manager:

The Case manager will be in weekly contact with the general and special education teachers, as well as itinerants and other CST members. The nature of these contacts are to address and discuss the implementation of services. Consideration will be made on a case by case basis of the most appropriate manner of service provision. In the event that unforeseen or uncontrollable circumstances prevent the provision of services, services will be postponed. The service will be logged and prioritized for implementation once conditions are viable to do so.

Speech Therapy, Occupational Therapy, and Related Services

Speech and Occupational Therapy

- Speech and Occupational therapists will schedule sessions via teleconference as approved by superintendent's office
- Document date and time of service
- Keep track of hours owed to each student under each category so that we can arrange to make up the missed sessions either when schools reopen.

Counseling and Support

Advise and counsel students regarding academic, educational, and short term social and emotional problems. Commonly offered support services may include Bullying, Peer issues, Career Counseling, Etc.

- Group counseling
- Individual counseling
- Grief
- Stress
- Depression
- Self-esteem issues

Counseling and related sessions will be conducted via teleconference by the following manner

- Made by Administration
- Teacher Referral
- Parent Referral
- Appointment made by Counselor
- Appointment made by Student

Individualized Education Planning

MEETINGS

In the event of a health related closure (ie. COVID-19), IEP meetings will be held via telephony or virtually. Conferencing will be arranged and facilitated by DLEACS case manager or a contracted third party.

Annual Reviews:

1. IEP preparation:
 - a. Review progress of students through 2019-2020, including acquiring feedback from:
 - General Education Teacher
 - Special Education Teacher
 - Itinerants/CST
 - Related Service Providers
 - b. Establish Goals and Objectives for the next review period.

2. Meeting schedule
 - b. Prepare meeting participant list and notice
 - c. Hold meeting with required participants
 - d. Gain assent at meeting

Triennial Reviews:

Triennial reviews will be postponed until the following criteria have been met.

- Any applicable mandate restricting gathering and movement, have been lifted or significantly reduced.
 - This includes “Stay at Home” , “Work From Home”, or “Quarantine” orders.
 - * DLEACS recognizes governing bodies in the following order:
National, State, City, District
- CST and Health evaluations can be conducted safely and reasonably

Notices, Consents, Plans and other documents

Where feasible, notices and plans will be sent electronically as an attachment to email or Classdojo. As an option, parents can request documents to be sent to a printing service. At the conclusion of the Health Closure and reopening of schools, parents may request a hard copy of any document not previously available.

Component 3: Addressing ELL and Bilingual Needs Plan

We currently do not have students enrolled at DLEACS that are in these categories.

Component 4: Safe Delivery of Meals Plan

Between March 16 and June 26 JCBOE is providing students and families with food support regardless of whether the student attends JCBOE or a charter school. Families were given a list of distribution sites around the city to secure food from the JCBOE. Families were instructed to email the school or administration if they require assistance.

Starting on June 29 students and families will be able to obtain food items from DLEACS, 509 Bramhall Avenue Jersey City, NJ. Our food distribution will be set up in the parking lot. Tables will be setup so students and families can pickup their meals with no contact. We will have markers set up every six feet to remind students and families of social distancing. Breakfast and lunch will be available for grab and go from 8:00 AM until 9:30 AM Mondays (which will contain food supply for Monday and Tuesday) and Wednesdays (which will contain food supply for Wednesday, Thursday and Friday). School Administration and food service staff will be on site to monitor food distribution. Our food service staff will be provided with daily rosters of students receiving free and reduced breakfast and/or lunch, which includes meal content for each day.

DLEACS virtual summer school will take place June 29th, 2020 until July 31, 2020. School Contact person that will be sponsoring us for our summer program is Genesys Taveras, Healthy Food.
Access coordinator Department of Health & Human Services

Component 5: Remote Instructional Plan

Educational Goal: During time of virtual learning strategies/methods of teaching and differentiation of instruction will continue based on student need and or student IEP if applicable. Teachers and students will be engaged for 4 hours of instruction and learning daily. This includes time for classwork and independent work as assigned by the teacher. The core instructional lessons will be conducted virtually via Adobe Connect platform. Classroom/Grade Level and Formative assessments will be conducted daily to measure lesson effectiveness and gauge student mastery of standards.

DLEACS Teaching Plan

- All lessons are anchored in the NJSLs
- Student needs and progress informed by daily formative assessments
- Varied resources/websites or text materials are utilized
- Build upon student strengths based on student data
- Instructional strategies to adequately address areas of deficiency as identified by assessments/classwork.
- Curriculum focused on Major Content Standards(NJ Curricular Framework)
- Scaffolding teaching and assignments based on student data.
- Flexible groupings
- Variety of instructional strategies/Differentiation of instruction
- Daily DOL/exit tickets will be utilized to inform the next day's instruction.
- TLAC strategies will continue to be implemented

Grades K-2 Learning Plan

Classroom Lessons

- Virtual Guided Reading Session
- Tiered Adobe Connect/Paper based Lessons Based on NJSLs
- Teacher-Led Read Aloud
- Tiered Lessons through Adobe Connect Platform
- Mini Lessons facilitated through Adobe Connect .
- Educational Videos on Specific Skills
- Google Classroom
- Small Group Breakout rooms
- Interactive STEM Read alouds with guided STEM related questions
- Virtual Science Experiments Via Adobe Connect/Paperbased Assignments.
- Virtual Field Trips

Classwork/Independent Practice

- Spelling/Vocabulary Words
- Draw, label and write parts of a story.
- Writing Prompts
- Leveled Readers
- Tiered Independent Activities based on Skill
- Khan Academy
- IXL: By Common Core State Standard and By Skill
- Think Central: HMH Alignment to Common Core Skills and Intervention Strategies
- Interactive Math Websites
- Think Central: HMH Alignment to Common Core Skills and Intervention Strategies
- Khan Academy Videos to reinforce standards
- ClassDojo for Parent Involvement/Issues with the Lessons

Assessment/Exit Tickets/Demonstration of Learning

- Brain Pop tiered Quiz
- Linkit
- I-Ready
- Classroom Formative Assessments
- HMH Think Central Assessments aligned with NJSLA
- Google Forms Assessment
- Exit Tickets
- Quizzes
- Reflection Sheets

Grades 3-5 Learning Plan

Classroom Lessons

- Adobe Connect Classroom Meetings Modeling Skills/ group instruction
- Brainpop Videos to introduce or reinforce standards
- Powerpoints with guiding questions
- Small group breakout rooms to teach skills
- Discussions of reactions to videos posted
- Kahoot
- Google Classroom for mini lessons.
- Tiered Adobe Connect Lessons Based on Skill
- Teacher-led Read Aloud
- Tiered Writing Lessons
- Teacher Virtual Office Hours To Discuss Class Assignments
- Virtual Science Experiments Via Adobe Connect
- ClassDojo for Parent Involvement/Issues with the Lesson
- Virtual Field Trips - Research

Classwork/Independent Practice

- Use of HMH curricular materials to practice content standards.
- HMH- Go math, Journeys, Science Fusion- HMH Thinkcentral.
- Kahoot
- Read text/response questions
- Google Classroom
- Readworks
- Khan Academy - videos and practice
- Writing Prompts
- Tiered Independent Activities based on Skill

Assessment/Exit Tickets/Demonstration of Learning

- Linkit
- I-Ready
- Writing Prompts
- Google Form Assessments
- HMH Think Central Assessments aligned with NJSL
- Project Based Assessments: Slides, Forms, Document
- Exit Tickets
- Multi-step problems/NJSLA Practice

Grades 6-8 Learning Plan

Classroom Lessons

- Adobe Connect Meetings Modeling Skill/days lesson
- Powerpoints with guiding questions
- Breakout rooms to teach skills
- Discussions of reactions to text/videos
- Kahoot
- Google Classroom for mini lesson
- Brainpop Videos
- Small group instruction/intervention
- Historical Videos/discussions
- Virtual labs
- NJSLA type questions with based on student data
- ClassDojo for Parent Involvement/Issues with the Lesson

Classwork/Independent Practice

- Use of HMH curricular materials to practice content standards.
- HMH- Go math, Journeys, Science Fusion- HMH Thinkcentral
- Kahoot
- Read text/response questions
- Google Classroom
- Textbook exercises
- HMH textbook access to practice questions
- Brainpop Videos and activities/quizzes
- Google Forms
- Khan Academy - videos and practice

Assessment/Exit Tickets/Demonstration of Learning

- Linkit
- I-Ready
- Writing Prompts
- Google Form Assessments
- HMH Think Central Assessments aligned with NJSL
- Project Based Assessments: Slides, Forms, Document
- Exit Tickets
- Multi-step problems/NJSLA Practice

Component 6: Attendance Plan

Due to the COVID – 19 Pandemic – related school closure DLEACS will transitioned to distance learning on March 16, 2020. DLEACS will adhere to the following grading/attendance system in order to align with the NJDOE sentiment of “Do-No-Harm” to students due to the current environmental/medical situation that has impacted a large number of students and families. In coordination with DLEACS attendance policies, teachers are responsible for taking attendance daily. Students are considered present when they log onto daily classes, participate in learning and complete assignments given. Teachers reach out to the parents who have not logged on and completed the assignments given. In the event that the teacher is not able to reach the parent, teachers will reach out to the administrators and the DLEACS Crisis Team. If no contact is made, the Crisis Team will reach out to JCPD to request a wellness check.

DLEACS will transition to a “Pass/Incomplete” grading system for all content areas. A passing grade will encompass meeting a combination of criteria that includes: Attending online classes, submission of home/classwork, quizzes & assessments results.

Component 7: Facilities Plan - Addendum

Component 8: Summer Programming Plan

The summer academic remediation program is designed to bridge the gap between the COVID19 closure through the end of the 2020 school year. The program will address deficiencies prior to or as a result of virtual instruction. Students who were in danger of failing or failed the 4th marking period will be required to participate. All scholars that earned an incomplete in Math and/or ELA will also be required to participate in the DLEACS Summer Bridge program. Students who failed and received an incomplete will also be provided an Individualized Student Packet for completion in order to be considered for promotion. Students that receive a grade of “Incomplete” will be transitioned to a Pass provided 80% activities, online

attendance and activities are completed/turned in by the end of the summer experience. All students will be identified through an initial screening process with data sources that includes current academic performance in each content area, benchmark assessment data coupled with teacher recommendation.

Students in rising grades 3-8 will utilize the program from The National Summer School Initiative which will provide exceptional master teachers the support they need throughout the program. NSSI provides engaging, content-rich, deep-thinking programming in ELA (novel study, close reading) and math (math stories). The program has been created with outstanding curriculum and professional development from The Lavinia Group. Enrichment, movement, and morning connection time are integral components to the offering. NSSI's content and programming will be delivered in partnership with DLEACS teachers.

Students in grades Kindergarten through 2nd grade will combine the academic content areas aligned to the NJSLS. The subject areas will include: Literacy and Math as well as Social Studies and Science (STEM) to provide students with individualized basic skills and intensive exposure to foundational instruction. The students will engage in rigorous genres of literature, enriched Mathematical Practices, and Project based Science and Social Studies experiences. Daily enrichment and brain break activities will be offered in this program to promote Social and Emotional support to all students.

Supplemental instruction or intervention will be delivered to smaller groups based on student needs and the results of cumulative data. Our experienced educational instructors will utilize project-based learning and authentic assessments to engage in progress monitoring and assessing student performance. The students will take an entry-level assessment on Link It at the beginning of the program to gather a baseline of data. During the last week of the program, an exit assessment will be taken on Link It to determine individual growth for each student.

Reduced class sizes will allow instructors ample time to work with students in a small group setting. Students will be grouped by levels and standard based needs to receive direct instruction from the teacher. The program hours are from 10:00 AM-2:15PM, to address the needs of our students.

Proposed Schedule

Time	M	T	W	TH
10:00 AM-11:30 AM	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies
11:30 AM-11:45 AM	Break/Snack	Break/Snack	Break/Snack	Break/Snack
11:45 AM-1:15 PM	Math/STEM	Math/STEM	Math/STEM	Math/STEM
1:15 PM-1:30 PM	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:35 PM-2:15PM	Enrichment	Enrichment	Enrichment	Enrichment

Component 9: Board Approval

- The DLEACS Board of Trustees approved and adopted the initial DLEACS School Health Related Closure Plan at the monthly board meeting on May 26, 2020.
- The updated plan will be discussed at the upcoming board meeting on June 23, 2020.

Component 10: Post on the Website

- The plan is posted on the School website.

Component 11: List of Essential Employees

- Please see attached list of essential employees

Component 12: Sharing of Plans

- Plan is a living document subject to COVID 19 – revisions outlined by NJDOE
- DLEACS families input will continuously be assessed, when needed, in order to incorporate parent input into local school decisions

DLEACS

COVID 19 MAINTENANCE CLOSURE PLAN

Timeline: May 2020 – August 2020

Main Building

3rd Floor Girls and Boys side

- Empty classrooms completely
- Dust and wash windows
- Touch up paint if needed in all classrooms
- Wash and wax all floors (**2 coats wax on all classrooms**)
- All items that go back inside classrooms must be washed before you put them back
- Hallway floors must be dusted good, washed, and painted
- Girl's and boy's bathrooms replace ceiling tiles if needed
- Check conditions of the window/door shades, if not in good condition, REPLACE
- Clean surfaces and objects using a detergent-based cleaner prior to disinfection. *

- Wipe down with disinfectant: faucets, sinks and toilets *
- Wipe down with disinfectant: student desks, doorknobs, light switches, phones, keyboards/mice, and tables. *

Cafeteria

- Dust around the windows
- Wash all windows
- Remove freezers and refrigerator in one side and wash and clean them good
- Wash floors, strip and wax before you put freezer and refrigerator back in their place
- All chairs and tables must be washed good
- Clean surfaces and objects using a detergent-based cleaner prior to disinfection. *

- Wipe down with disinfectant: cafeteria tables, chairs, doorknobs, light switches, and phones
- FOOD PREP area needs to be also sanitized after disinfecting
- Put 2 new door shades.

Gym

- Dust and wash floors
 - Replace vinyl base molding (plastic)
 - Floor needs one coat of wax
 - Clean surfaces and objects using a detergent-based cleaner prior to disinfection. *
-
- Wipe down with disinfectant: doorknobs, light switches, and phones. *

Landscaping outside

- Walter Landscaping Company will handle all our grounds.

Maher's building

- 1st and 2nd floor, dust windows and wash them.
 - Wash all bathrooms on both floors
 - Paint 1st and 2nd floor
 - 1st and 2nd floor hallway the floors need to be stripped and waxed
 - Clean Kitchen cabinets, stove, and refrigerator
 - Clean surfaces and objects using a detergent-based cleaner prior to disinfection. *
-
- Wipe down with disinfectant: doorknobs, light switches, phones, conference room tables, kitchen countertop, faucets, sinks and toilets *
 - Sanitize food prep area.

1st & 2nd Floor

- Empty classrooms completely
- Dust and wash windows
- Touch up paint if need in all classrooms
- Wash and wax all floors (**2 coats of wax**, on all classrooms)
- All items that go back inside classrooms must be washed before you put them back
- Hallway floors must be washed and painted
- Girls and Boys bathrooms replace ceilings tiles if needed
- **MAKE SURE** to inspect all shades and replaced as needed.
- Clean surfaces and objects using a detergent-based cleaner prior to disinfection. *

- Wipe down with disinfectant: student desks, doorknobs, light switches, phones, keyboards/mice and tables. *

* Indicate items in the Closure Plan that are in alignment with CDC Recommendations for cleaning and disinfecting rooms/areas that may have been exposed to COVID-19.

Maintenance:

- 7 Faucets needs to be replaced in the main building (bathrooms)
- 2nd floor balcony door in the gym needs to be replaced
- Power wash front steps, we need filler for the steps (pointed)
- Power wash front steps and side steps Maher's building
- Power wash steps at back GYM entrance

Social Distancing and proper personal protective equipment are mandatory (FACEMASK, GLOVES)

A complete disinfecting the entire school campus will occur prior to an official re-opening of the school.

Director of Maintenance
Shefki Brahim

Dr. Lena Edwards Academic Charter School 15 Day Addendum COVID – 19 Plan

Number	Essential Personnel	Role	Work – stream/Duties	Guidelines	Teacher/Faculty Expectations/
1	Principal	Perform all administrative duties, coordinate faculty duties, interface with local, state and federal entities	All assignments posted in GOOGLE Classroom Onsite 8 – 5PM Offsite – On call	All teachers review 3 units of content with students online All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform	All teachers are required to plan, prepare all content materials according to relative standards Teachers are required to meet the minimum standard outlined in alignment with home instruction guidelines
2	Administrative Assistants	Coordinate attendance distribute technology answer all calls maintain required records prepare board documents perform daily tasks PRN	Onsite 8 – 11AM	Activity/content packets disseminated to students prior to Coronavirus – related school closure All lesson plans submitted weekly	All faculty are required to teleconference each Friday for 3 hours to refine plans, provide updates, received PD relative to remote learning and receive guidance from administration about DLEACS transition to a paperless remote learning school, to the extent possible
1	Coordinator of Student Life	Monitor TA Online PD Interface with parents of absent students, assist administration, administrative assistants, Nurse and security with coordinating interrelated duties to serve the needs of families, tracking loans of school technology to families	Onsite 8 – 11AM		Receive guidelines from local, state and federal institutions All staff are on an “all call” status to report to the school to the extent permissible by executive order(s)
1	Nurse	Oversee, answer, provide health updates and alerts and coordinate all health related activities	Onsite 8 – 11AM		

Dr. Lena Edwards Academic Charter School 15 Day Addendum COVID – 19 Plan

Number	Essential Personnel	Role	Work – stream/Duties	Guidelines	Teacher/Faculty Expectations/
3 (Rotating Basis)	Security	Securing the campus	8 – 11AM/Answer calls, monitor visitors, assist with administrative duties PRN	Per contractual obligations	All staff are on an “all call” status to report to the school to the extent permissible by executive order(s)
1	Guidance Counselor	Monitor HIB, Perform all Guidance related duties including but not limited to small group counseling, high school applications, contacting families and staff regarding stress – related concerns regarding remote – learning, coordinating with Social Worker	8 – 11AM	Per contractual obligations	All staff are on an “all call” status to report to the school to the extent permissible by executive order(s)
1	Social Worker	Monitor HIB, Perform all Social Worker related duties including but not limited to small group counseling, facilitating IEP meetings, contacting families and staff regarding stress – related concerns regarding remote – learning, coordinating with Guidance Counselor	8 – 11AM	Per contractual obligations	All staff are on an “all call” status to report to the school to the extent permissible by executive order(s)
3	Custodians	Clean and sanitize	7AM – 3PM	Per contractual obligations	

Dr. Lena Edwards Academic Charter School 15 Day Addendum COVID – 19 Plan

Number	Essential Personnel	Role	Work – stream/Duties	Guidelines	Teacher/Faculty Expectations/
1	CEO	Oversee Coronavirus related transition to distance learning	8AM – until		
1	Development Manager	Monitor and manage all development and school website related matters	8AM – until		
1	Assistant School Business Agent	Monitor and manage all financial & HR matters in conjunction with CEO, Development and administration	8AM – until		