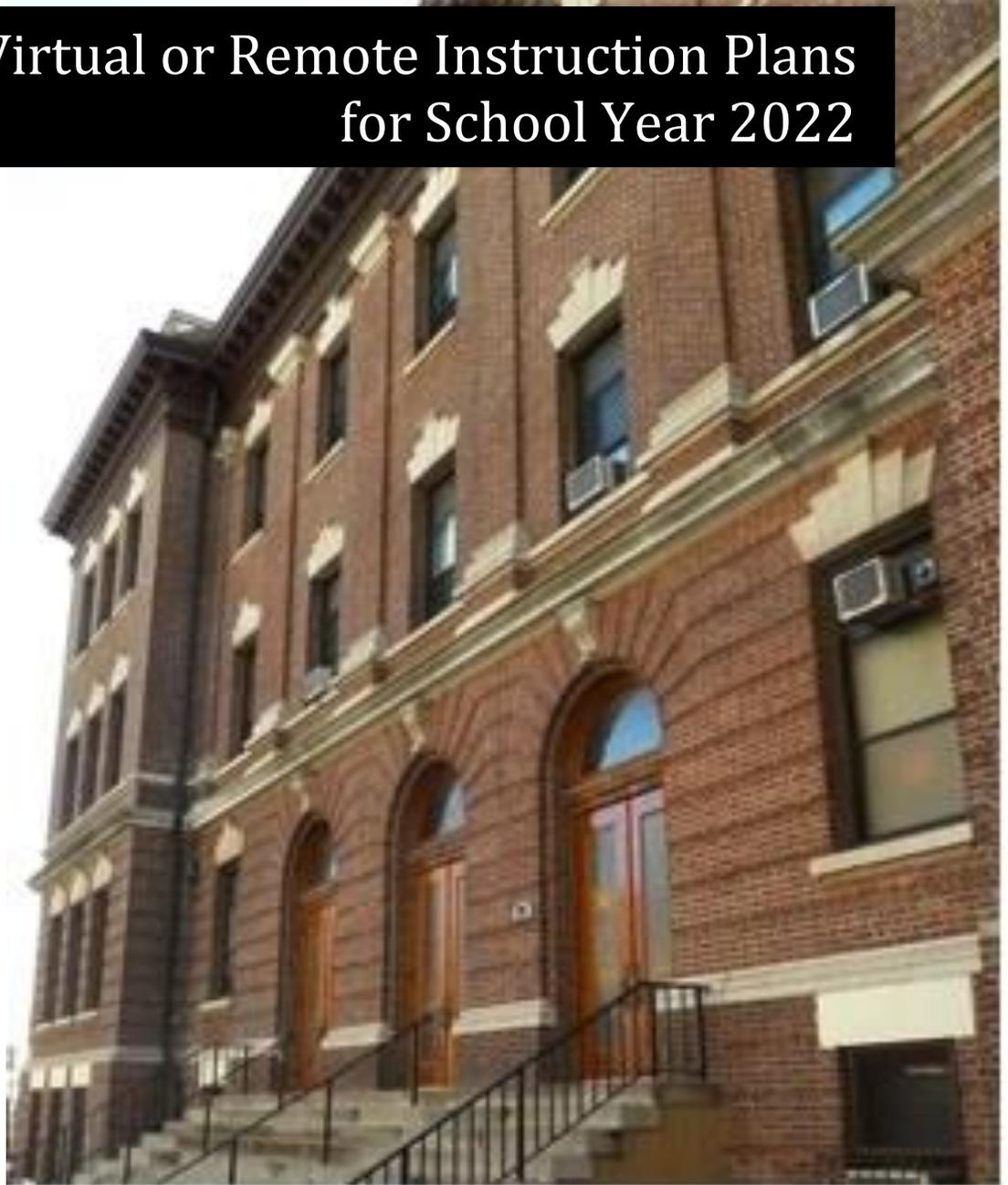


2022

Emergency Virtual or Remote Instruction Plans  
for School Year 2022



Dr. Lena Edwards Academic  
Charter School



# Chapter 27

## DLEACS Emergency

### Virtual or Remote

## Instruction Plans for School Year

### 2022-2023

#### **Overarching Objective**

Dr. Lena Edwards Academic Charter School is part of a strong, dedicated community. The institution provides its students with a comprehensive, adaptive education aligned with 21st-century knowledge and skills needed for success in academic achievement. The district, which hosts a singular school, maximizes all resources to empower students to realize their worth and responsibility, with the expectation they achieve the New Jersey state standards at all grade levels. Our school has continued to enhance its online/virtual learning capabilities. We are confident its current status in this methodology is robust and successful in facilitating the attainment of student learning objectives in a virtual environment. The Emergency Virtual or Remote Instruction Plan incorporates successful district initiatives in this regard, the continuance of effective virtual learning methodologies, and the assurance of flexibility given any health crisis facing the community, state, and nation.

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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: Zoom 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 Wi-Fi connectivity from T-Mobile, Verizon and Comcast. 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 pick up 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**

<b>Category</b>	<b>Total Number of Students</b>
<b>Preschool</b>	<b>N/A</b>
<b>Homeless</b>	<b>N/A</b>
<b>Migrant</b>	<b>N/A</b>
<b>Students with Disabilities</b>	<b>57</b>
<b>English Language Learners</b>	<b>N/A</b>
<b>Economically Disadvantaged</b>	<b>337 out of 373 = 90%</b>

## **Component 2: Addressing Special Education Needs Plan**

In the event of a health related closure, 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 Breakfast Check In
- Classroom and related activities will be conducted in real time using the following platform, including but not limited to:
  1. Zoom
  2. Google Classroom
  3. ClassDojo
  4. 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

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, etc. 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**

Our social worker and guidance counselor advises 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 an emergency related closure 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 2022-2023, 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**

DLEACS is a Community Eligibility (CEP) site. The Community Eligibility Provision (CEP) is a federal program under the USDA's National School Lunch and School Breakfast Programs. It allows schools that serve a high proportion of low-income students to offer free breakfast and lunch to *all* students rather than collecting individual applications and limiting free and reduced-price lunches to only income-eligible students.

Because DLEACS is a CEP site, this means students will receive meals and obtain food items for free from DLEACS, 509 Bramhall Avenue Jersey City, NJ. In the event of an emergency closure, our food distribution will be set up in the parking lot. Tables will be setup so students and families can pick up 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.

In the event of summer months' closure:

The City of Jersey City will sponsor DLEACS.

The 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 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.

**ZOOM:** This is the main platform that 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 of simplifying the assigning, distributing and grading process. Google classroom also allows students to engage in collaborative learning with each other in small groups.

**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.

**Journeys: *Journeys* is a Common Core (CC) aligned program.** As part of the HMH Think Central curriculum, readers are empowered by skill mastery; inspired by authentic, award-winning text; and confident that they are building the skills needed for college and careers. The **online digital resources** primarily consist of duplicate PDFs of what is in print form. Student resources, such as the *Reader's Notebook*, *Close Reader* and *Write-In Reader* are all included in the digital resources.

**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, and 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.

**Go 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: DLEACS is fortunate to have applied for ECF program for its students.**

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 Wi-Fi 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.

**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

## **DLEACS Teaching Plan**

- All lessons are anchored in the NJSL
- 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 ZOOM/Paper based Lessons Based on NJSL
- Teacher-Led Read Aloud
- Tiered Lessons through Adobe Connect Platform
- Mini Lessons facilitated through ZOOM.
- Educational Videos on Specific Skills
- Google Classroom
- Small Group Breakout rooms
- Interactive STEM Read alouds with guided STEM related questions
- Virtual Science Experiments /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
- 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**

- ZOOM 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 ZOOM Lessons Based on Skill
- Teacher-led Read Aloud
- Tiered Writing Lessons
- Teacher Virtual Office Hours To Discuss Class Assignments
- Virtual Science Experiments
- 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**

- ZOOM 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**

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 – See also addendum**

### **Main Building**

#### **3<sup>rd</sup> 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,
- 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 2<sup>nd</sup> floor, dust windows and wash them.
- Wash all bathrooms on both floors
- Paint 1<sup>st</sup> and 2<sup>nd</sup> floor
- 1<sup>st</sup> and 2<sup>nd</sup> 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.

## 1<sup>st</sup> & 2<sup>nd</sup> 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 replace 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.

**Facemasks, gloves and social distancing are proper personal protective equipment and are mandatory**

## Disinfecting

- Speckless & Sons will work to provide a complete disinfecting of the entire school campus will occur prior to an official re- opening of the school.

## **Component 8: Summer Programming Plan**

The summer academic remediation program is designed to bridge the gap between the emergency closures through the end of the academic school year. The program will address deficiencies prior to or as a result of virtual instruction. Students who are 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.

### **Credit Recovery**

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 6-8 will utilize the program from St. Peter’s University 21st Century Program which will provide exceptional master teachers the support they need throughout the program. St. Peter’s University 21st Century Program 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.

St. Peters University will also provide individual tutoring and homework assistance to the students. Trained as instructors, University Interns will facilitate inquiry/project-based learning and enrichment activities including; dance; arts and crafts; recreation; STEM, athletics; team sports; and, chaperone students during field trips. Serving as role models, Interns help to promote the student perspective of the program especially during student interactions with professional staff.

## **Other Considerations Title 1 Extended Day Programs**

### ***Philosophy***

Extended Day provides an opportunity for students in grades 1-8 to reinforce and further develop the skills taught during the school day. The program has 3 critical components designed to maximize student learning:

- 1. Licensed teachers who are familiar with the grade level curriculum they are teaching are hired for the extended day program**
- 2. Small classes that enable more personalized instruction**
- 3. The curriculum used during extended day reinforces the skills taught during the school year.**

### **Extended Day Teachers**

We are committed to hiring high-quality teachers for the Extended Day program. The Extended Day teaching staff consists of licensed teachers who are experienced in teaching the grade level they are teaching in the program. In most Extended Day classrooms, the teacher is a Dr. Lena Edwards Academic Charter School teacher who is familiar and experienced in teaching the curriculum of that grade level.

### **21st Century Learning Centers**

Saint Peter's University Twenty-First Century Community Learning Center (SPU 21CCLC) and DLEACS have formed a strategic partnership to operate a Twenty-First Century Community Learning Center at DLEACS. Employing the Career Awareness and Exploration theme also provides an effective vehicle for reaching a multitude of the New Jersey Core Curriculum Content Standards and will also serve to address many of the personal development needs of the students including self-esteem, motivation and social skills acquisition. Saint Peter's University students, serving as university interns in the program, will be positive role models for the Ezra Nolan students. This five-year program will provide a rich array of activities for students in a motivating learning environment. The project will serve 128 children in grades six through eight and their parents. During all after-school and summer activities, whether academic, recreational, cultural or artistic, all children will be placed in groups based on their academic and emotional needs. A dynamic feature of the SPU model allows students to select their enrichment activities daily. This process fosters the students' sense of independence and autonomy through their own decision-making and promotes competition for student participation among the enrichment facilitators. The program will begin on October 1 each year, following the school's calendar and will include twenty additional days of programming on the Saint Peter's University campus during the months of July and August. During the school year the program will begin at 3:00 pm and end at 6 PM each school day. During the summer the program will begin at 8 AM and end at 1 PM Monday through Thursday and 8 AM to 2 PM on Fridays during field trips and off-campus events. SPU CCLC will provide academic remediation and enrichment, health, recreation, artistic, college and career readiness, and social media activities for the students.

### **Social Emotional Learning**

Playworks will offer enrichment, movement, and morning connection times that are integral components to our school offering. Playworks content and programming will be delivered in partnership with DLEACS teachers.

Students in grades Kindergarten through 5th 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.

### **Childcare**

Dr. Lena Edwards Academic Charter School is committed to providing safe, reliable, affordable child care to its families. To this end we offer a before and after care program. The program is designed to meet the needs of busy, working parents and their children. Before school care (Early Start, 7:15 a.m. to school start) and after school care (Wrap Up, School end to 6 p.m.) for enrolled students in grades K-8.

The Department of Human Services, Division of Family Development (DHS/DFD) certifies that DLEACS is a licensed, regulated, registered or approved entity that meets DHS/DFD requirements to qualify for funding and are required to comply with federal requirements.

Parents may enroll their children in child care with a fee for service. Alternatively DLEACS accepts child care subsidies from the Department of Human Services, Division of Family Development (DHS/DFD). Parents must apply at the Urban League of Hudson County to participate.

In the event of an emergency closure, child care will be provided in accordance to Governor Murphy's executive orders and we will adhere to guidance from the local CDC.

### **Transportation**

DLEACS does not provide transportation to its students. The City of Jersey City and The Boys and Girls Clubs offer transportation from their programs to and from school. In the event of an emergency closure transportation will be arranged in accordance to the local health department and the CDC.

### **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 October 25, 2022.

### **Component 10: Post on the Website**

- The plan is posted on the School website.

## Component 11: Essential Employees Essential Staff Roles

<b>Number</b>	<b>Essential Personnel</b>	<b>Role</b>	<b>Work – stream/Duties</b>	<b>Guidelines</b>	<b>Teacher/Faculty Expectations/</b>
1	<b>Principal</b>	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 Activity/content packets disseminated to students prior to an emergency–related school closure All lesson plans submitted weekly.	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 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
2	<b>Administrative Assistants</b>	Coordinate attendance distribute technology answer all calls maintain required records prepare board documents perform daily tasks PRN	Onsite 8 – 11AM  Onsite 8 – 11AM		
1	<b>Coordinator of Student Life</b>	Monitor TA Online PD Interface with parents of absent students, assist administration, administrative assistants,	Onsite 8 – 11AM		
1	<b>Nurse</b>	Nurse and security with coordinating interrelated duties to serve the needs of families, tracking loans of school technology to families  Oversee, answer, provide health updates and alerts and coordinate all health related activities			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)

**Dr. Lena Edwards Academic Charter School Essential Staff Schedule**

<b>Number</b>	<b>Essential Personnel</b>	<b>Role</b>	<b>Work – stream/Duties</b>	<b>Guidelines</b>	<b>Teacher/Faculty Expectations/</b>
3 (Rotating Basis)	<b>Security</b>	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	<b>Guidance Counselor</b>	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	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	<b>Social Worker</b>	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	<b>Custodians</b>	Clean and sanitize	7AM – 3PM	Per contractual obligations	

**Dr. Lena Edwards Academic Charter  
School Essential Staff Schedule**

<b>Number</b>	<b>Essential Personnel</b>	<b>Role</b>	<b>Work – stream/Duties</b>	<b>Guidelines</b>	<b>Teacher/Faculty Expectations/</b>
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		

## **Component 12: Sharing of Plans**

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