

Englewood on the Palisades Charter School

Checklist for School Health –Related Closure Plans

The Englewood on the Palisades Charter School(EPCS) updated Closure Plan due to the COVID-19 Pandemic has been developed to continue meaningful remote/online instruction for our students through the use of a variety of instructional resources and platforms. The EPCS Plan includes equitable access for all students and also meets the inclusive needs of our student population, i.e., Students with Disabilities.

Presently EPCS has a total enrollment of 320 students. Our Elementary school enrollment consists of 214 students, while our Middle School enrollment consists of 104 students. We do not have students that have been identified as homeless and/or migrant LSE. There are 28 Special Education students receiving services. There are 169 students that qualify for Free and Reduce Lunch.

All students in Kindergarten through 8th grade will continue to participate in the remote leaning process. Areas of concentration include Math, language Arts, Science, Social Studies, Art, Music, Physical Education, Health and Spanish. All remote lessons are modified to meet the needs of all students, which include students in special education and general education classes.

The differentiation of instruction is developed though the use of a variety of select platforms, expectations for remote instruction and school schedule. The school schedule provides all students the allotted time needed to accomplish teacher driven instruction, independent learning and completion of assignment if appropriate. The school schedule for all students is 8:30am to 12:30pm daily.

The use of selected platforms such as Zoom, Google Classroom, Google Chat, small group instruction, pre-recorded lessons, virtual field trips, and mini-lessons allows the student to have an instructional experience that meets the need of individual students as well as allows for the utilization of grade bands as it pertains to selected platforms. Students in grades K-2nd have computer access, and will use selected platforms/programs to support their pencil and paper academic instruction. Students in 3rd through 8th grade will use their chrombook to access the appropriate platform to meet the needs of the assignment. Adaptive platforms will be used to meet the needs of individual students.

To assure equitable access for all students, chromebooks were given to our students to use at home during remote learning. Through our teacher's communication with their parents, any concerns pertaining to lack of access of internet access was reported to Administration and the

following solutions were made available if needed: mobile hotspots, provide hard copies of assignments, provide communication by Phone or text, and provide chromebooks to students.

Kindergarten through Second Grade

Included in the March 19th Preparedness Plan, our Kindergarten through 2nd grade students received packets of work that consisted of assignments that were all inclusive, aligned to the curriculum and relevant to the current instructional sequence.

For our May 4th school closure, our Kindergarten through 2nd grade students' instructional format includes online and remote learning. Our Kindergarten student's instructional curriculum includes pre-recorded videos and review, and the assessment of identified skills areas on computer tablets.

Our First and Second grade students no longer received work packets. The students were permitted to take their school chromebooks home to be used as a daily learning tool. Our students are engaged in the learning process through real-time Zoom lessons, pre-recorded videos, and Google Classroom. It is understood that students in each of these grades are capable of demonstrating different levels of technological proficiency; however, it is expected that the students will be able to participate in the learning process with the resources that are made available to them. It is also our expectation that some parental guidance might be needed.

Throughout this online/remote learning process, all students receiving Special Education services also receive mirrored lessons that are aligned to the student's specific IEP's.

All students in these grades also received online/remote assignments from teachers of specials: Art, Health, Music, Physical Education and Spanish (2nd grade).

Third through Eighth Grade

Third through Eighth grade students will continue to receive online/remote learning experiences. These students were permitted to take their school chromebooks home as of March 16, 2020. All subject area teachers provide daily instruction through real-time Zoom meetings, pre-recorded videos, Google Chat, Zoom Office Hours and Google Classroom. Students are also expected to work independently, however teachers are available for academic support.

Throughout our Middle School online/remote learning process, all students receiving Special Education services also receive real-time Zoom lessons that are aligned to the student's specific IEP's.

All students in these grades also receive online/remote assignments from teachers of specials: Art, Health, Music, Physical Education and Spanish (6th and 8th grade).

Students with disabilities have equal access to the same opportunities as general education students. Remote class work assigned to students with disabilities is modified, and

accommodations are provided per each student's IEP. Assistive technology, such as Google screen reader and voice typing, can be accessed on Chromebooks that were sent home with students. All students with IEP's continue to receive appropriate direct instruction from their special education teacher through Zoom video classes.

Attendance is taken daily by special education teachers and all related services, including speech and occupational therapy. Special education and related service teachers continue to remotely assess that students are meeting the goals and objectives outlined in their IEP's. Student accommodations and modifications are documented in teacher lesson plans.

Communication is differentiated to best accommodate families. Phone consultations, Google Chats, and emails are recorded in a contact log. Instructional videos are provided to support families during remote learning. Families are asked to send pictures or videos to demonstrate student work.

Parent consent is obtained to hold IEP meetings through audio/video conferencing. Any part of the evaluation and/or re evaluation that can be completed during school closure will be, the remaining assessments/testing will be completed when school reopens. Members of the Intervention and Referral Service Committee will be available to meet virtually to help identify students with disabilities and plan strategies for student improvement.

The case managers frequently collaborate with families to ensure that students with disabilities have equitable access to home instruction. They have weekly check-ins with families to make sure their child is receiving the best appropriate education through remote learning. They consult with contracted service providers, such as speech and occupational therapists, to develop a plan consistent with each student's IEP. Communication is differentiated to best accommodate families. Phone consultations, Google Chats, and emails are recorded in a contact log. Instructional videos are provided to support families during remote learning. Families will be asked to send pictures or videos to demonstrate student work. The case manager will serve as a liaison between teachers and families to discuss what modifications are working and what changes need to be made.

Student IEP meetings are conducted by Zoom and are held based on the students IEP due date, and the ability to be done by remote. All re-evaluations and referrals for initial Child Study Team evaluations will be conducted when school reopens.

During the virtual meetings a discussion is held with the parents, and all appropriate Child Study Team members. After the meeting the case manager develops the new IEP document for parental consent.

EPCS does not have a formal ESL or ELL program. However, in an effort to communicate with our families we use support of staff members to translate written communication, place telephone calls and/or send messages in Spanish when necessary. Google translate is also used to translate messages when speaking with family members.

The Englewood on the Palisades Charter School will continue to offer all students an opportunity to receive daily meals for the remainder of the school year regardless of their income eligibility. EPCS is distributing meals for pickup between the hours of 10:00am through 12:00pm.

Working in collaboration with the Englewood Public School District, EPCS will be a Lunch distribution site for all EPCS students during the up-coming summer.

Prior to leaving our traditional in-person instructional format, all students in First through Eighth grade were equipped with a chromebook to be used as a daily instructional tool. The development of our remote learning plan is designed to maximize student growth by the use of technology from Kindergarten to the 8th in all required subject areas. This is done through; Google Classroom, whole group Zoom lessons, small group Zoom lessons. Additional resources that are used to enhance skill development are: Reading: Stora and Accelerated Reader, Reading, Math and Writing; Study Island, Math: Khan Academy, Science: Study Jam and FOSS the Next Generation, Social Studies: Studies Weekly, ELA/Reading: Pearson, Readers and Writer's Notebook; Google Form and Everyday Math: Math Boxes.

All teachers are required to be available from 8:30am to 12:30pm daily. During this timeframe teachers will be accessible by email during school hours for students and parents to answer question as per the student assignments. Teachers will also be available to participate in Zoom meetings for instruction, extra help, small group instruction, pre-recorded lessons, Google Classroom and Google chats for individual support. Teachers will use a variety of resources to deliver instruction to assess understanding and comprehension. Students will be able to submit work, share and receive feedback through Google Classroom.

Teachers of Kindergarten through 5th grade are required to meet virtually with their class daily. Students in these grades follow daily and/or weekly schedules that include the core subjects of Math, Language Arts, Social Studies and Science.

Our Resource teachers work in collaboration with general education teachers to provide additional small group instruction as per IEP modifications, which also includes Zoom meetings, Google Classroom and Google chats for individual support.

Teachers of Art, Music, Physical Education, Health, and Spanish provide weekly lessons that are provided through Google Classroom, and at least one weekly Zoom meeting.

Sixth through 8th grade, teachers are required to meet virtually with their students at least two times per week, in addition to conducting pre-recorded lessons, Zoom meetings for small group

instruction and Google chat for individual support. These teachers also provide Office Hours for their students, which allow them to freely contact a teacher for additional support, and homework clarification.

During our remote learning experience, all EPCS students are required to sign in with their designated teacher by 8:30am to be determined present for the school day. If a student does not sign in by 8:30am, they are then given a grace period up to 9:30am to be given credit for the day. After 9:30am all students will be marked absent. If it is determined that a student is consistently late in signing in, the designated teacher will reach out to the student and/or parent to determine if there is a problem at home that the school should be aware of. If a student is continuously late, the principal will intervene at this time.

Students that are not participating in their online/remote instruction and/or not submitting assignments will be contacted by the appropriate teacher. Parents will also be made aware of the teachers concerns. If it is noted by the teacher that they have not seen a change in the student's behavior the principal will be informed and will intervene at this time. When appropriate, the guidance counselor will also be asked to communicate with the student.

The EPCS custodial staff routinely implements a deep cleaning protocol for the disinfecting of bathrooms and frequently touched objects, surfaces, handrails, doorknobs and any other areas of concern. Since the closure of our school, our custodial staff will continue these protocols as a follow up to our school-wide sanitization which was conducted by the Steri Tech Company. An additional sanitizer boost will be performed by this company prior to the reopening of school.

EPCS preliminary provisions for the summer include the hiring of a committee of teachers that will help us develop transitional plans for our return to school in September. Because we have not been directed as to the services that will be offered, in-person or remote; we must be prepared to be able to determine the extent to which a learning loss may have occurred, and what type of reinforcement or maintenance of mastered skills must be in place to allow us to transition to grade appropriate standards. Before the beginning of school we must be able to identify resources, and assessments that would help us measure student proficiency and instructional interventions on all levels.

We are presently looking into a virtual graduation for our 2020, 8th grade students. Presently in discussion with 8th grade graduation supervising teachers, and vendors.

The students at the Englewood on the Palisades Charter School do not require ESY as per their IEP.

Current plan will be placed on the website.

The essential employees at the Englewood on the Palisades Charter School are:

Mr. Anthony Barckett Director

Dr. Shirl Burns	Principal
Mr. Frank LeRose	Assistant to the Director and Principal
Mr. Trevor Francois	Computer Tech.
Ms. Andrea Robinson	Administrative Assistant