



May 22, 2020

Dr. Lamont Repollet
Commissioner
New Jersey Department of Education
100 River View Plaza
Trenton, NJ 08625-0500

Dear Commissioner Repollet:

BELOVED'S REMOTE LEARNING PLAN

BelovED Community Charter School ("BelovED") has implemented a remote learning program that: (i) ensures its students have access to technology and our online instructional program; (ii) provides substantive instruction and school work and attempts to keep our students on pace with our regular curriculum so they are prepared for the next grade level¹; (iii) ensures instruction and work is appropriately modified for our students with special needs; and (iv) ensures our students and families are provided with breakfast and lunch per the mandates of the state's food programs.

I. Access to Technology

BelovED is and has been fully committed to ensuring that every student has access to technology and broadband services. Here are the steps we took to achieve this goal:

- When we learned that all Jersey City schools would be closed, our technology team -- headed by our Director of Operations -- sent out a survey to families to see if they needed any technology to accommodate our remote learning platforms, such as Google Classroom. Upon receipt of that information, we followed up individually with each family to schedule a time to pick up a chromebook or talk with our tech team about ways to access various broadband services.
- Our Academy Deans notified us of families that did not complete the survey and we closely monitored students who failed to turn in assignments during the first week of the school closure. We followed up with these families and several expressed a need for additional technology because multiple siblings were endeavoring to share one computer, and this was negatively impacting their ability to complete their

¹ Although NJSLA has been canceled for 2019-2020, our online curriculum remains aligned to the standards that otherwise would have been tested.

Assignments. So we also provided an extra chromebook to these families.

- We have our tech team readily available – from 8 am to 5 pm – to address any concerns that families are having in regards to technology – and our tech team often responds to issues well past 5 pm.
- By the end of week one, more than 95% of families had access. By week two, we had reached all but a couple of families. By week three, we had heard from every family.
- Our Academy Deans and teachers continue to track the progress of each student to ensure that any work that is not getting completed is not due to their lack of access to technology. We are aware that this is a moving target and situations change rapidly. As such, we remain in constant contact with families.
- Finally, we recently circulated an additional survey that measured, among other things, our students' access to technology and the various platforms. The response was overwhelmingly positive in terms of families (and students) being able to access their school work.
- In terms of the remote learning platforms, we have significantly increased our list to support our students. They include: Google Classroom, BrainPop, Flocabulary, ReadWorks, MathWhizz, Edutyping.com, IXL, Study.com, KhanAcademy, Vocabulary.com, CommonLit, Mystery Science, Spelling City, ScreenCastify, Epic, Kknowit.com, EduPuzzle, SplashLearn, Mobymax, Quizlet, Albert.io, NewsELA, MusicTheory, Fitness Blender, Mathantics, 123teachme.com, Studyjam.com, Generation Genius, Study Gems.

II. Access to our Curriculum

Because of the familiarity and usage of Google Classroom by many staff members, we elected to use this platform to post assignments and respond to any questions. This began immediately (week of March 16th). The assignments followed the pacing of our curriculum. In striving to maintain a sense of normalcy, all work must be posted prior to the start of our regular school day and is broken down generally as follows:

- Direct instruction toward mastering a standard
- Classwork
- Exemplars on how to complete the classwork and/or various opportunities for parents and students to connect with teachers or Academy Leaders with questions concerning any assignment.
- Homework

Our goal was to maintain the same level of instruction while ensuring that students could refer to exemplars on how to complete an assignment. Once our staff felt comfortable with this platform and students were submitting the work, we added videos to supplement the instruction. Specifically, these videos were either created by teachers to further guide our students or by other well-known academic sites that walk through each step of learning and mastering a

standard. Finally, we have added “office hours” and other set times for students to ask specific questions regarding any lesson or assignment.

In addition to providing opportunities for students to reach out and ask questions, our teachers and leaders use an Assignment Tracker to proactively contact students who fall below a certain percentage for completing assignments. Because we are unable to meet with students face-to-face, we want to be as proactive as possible to ensure our students remain on track. Based on our data to date, we have not seen much of a decline in our assignment completion percentages since we started remote learning.

To ensure we are keeping pace with our curriculum and that students are mastering the academic standards for their grade level, we are providing online assessments for our students, tracking the data, and undertaking re-teaching as necessary. The student learning data is being reviewed in one-on-one check-ins, department meetings, and in meetings with the various grade spans (K-2, 3-5, 6-8, and 9th grade).

Finally, as noted above, we are constantly reaching out for feedback. Via the above-mentioned survey, parents provided incredibly helpful feedback regarding the platforms we are using as well as the work being provided on a daily basis by staff.

A. Grade Bands Differentiation

We differentiate our Distance Learning by grade bands and by subject within those grade bands. We’re constantly revising our curriculum to ensure we’re teaching certain skills that the students will need to move to their next grade. As you can see above, we have also significantly increased the number of platforms we use to support our teaching of certain skills. More specifically, here is what we’ve done across the grade bands.

For Kindergarten through 2nd grade, instruction is provided by teacher-created daily Pre Recorded videos for all subjects (ELA, Math, Science, Social Studies). All lesson plans are emailed the night before by 8pm to parents. They all include assignments, videos, examples of work to be done in notebooks. All assignments are submitted via Pearson, Google Forms, Photos of work. For 2nd grade, the teachers use Google Classroom as well. Finally, there is a weekly group Social and Emotional Learning activity Check-in with students via Video Call.

There is daily communication via email, phone, Zoom/Google Video Call. We check attendance through submission of daily assignments. If a student fails to submit, parents are first emailed and then followed up with a phone call. There is a plan put in place to support students/parents with extenuating circumstances, which is supported by teachers and Deans.

For grades 3rd through 5th, there was a faster transition to using google classroom and other similar platforms for instruction. Still, like the K-2 families, we were very intentional to “over communicate” in the beginning in terms of addressing all questions concerning the platforms and the expectations for students. Specifically, instruction is being provided through daily Google Classroom posts. Teachers are working with specialists, SPED, and ESL to ensure services continue to be provided to scholars who require them. Teachers are holding daily Zoom

calls with small groups and one-one when necessary. Zoom calls have been very helpful with differentiation and attention to specific scholars.

Daily schedules are sent to scholars through Google Classroom and the parents through email. Attendance is being tracked through submission of work and attendance in Zoom calls. If a student has not submitted an assignment, the teacher sends an email alerting the parent and inquiring about the reason in order to be sensitive to the changing home situations. If the parent does not answer, the teacher follows up with a phone. Eventually, it is escalated to a school leader if there is no response.

For grades 6th through 8th, instruction is provided through daily videos (mostly using screencastify), google classroom postings, and virtual office hours. Attendance is carefully tracked through daily work submission and communication with parents. For any scholar who is deemed “absent” based on non-completion of work or fails to respond to inquiries, the teacher notifies the scholar through Google classroom email and the parent via phone/email. We have advisors who will then follow up with a phone call to the parent.

For 9th grade, we are providing instruction in a similar fashion. Teachers in every subject post assignments on Google Classroom daily. Instruction includes assigned readings and videos with questions / worksheets submitted via Google Forms and Docs; teacher-created and professional instructional videos; slideshows with embedded activities; and interactive activities through platforms including Khan Academy, IXL, CommonLit, Study.com, Rosetta Stone, Pearson, and others.

To further support our students, teachers provide office hours to assist students with work via Google Meet (daily for math, science, history; 4x week for ELA; 2x week for Health/PE and Art). Teachers communicate individually on an ongoing basis with students via email, Remind, and Google Classroom comments. As needed, they also set up individual Google Meets to assist struggling students.

For attendance, Teachers enter daily attendance into a spreadsheet, based on students who have submitted work for their class that day. In addition, all students have been assigned to a small-group advisory group which meets twice a week and in which staff check in with student participation and well-being.

Regarding these advisories, advisors reach out to advisees and their guardians whenever: (i) a student has missed an advisory meeting without notification; (ii) the student’s weekly attendance (i.e. work submission) across all classes has dipped below 75%; (iii) the student’s weekly grades indicate that they are failing one or more classes for the trimester; (iv) teachers follow up with students on an individual basis when they are missing excessive work; or (v) Additionally, students who are failing multiple classes receive parent outreach from administrative staff.

For all grades, we are closely tracking attendance and grades for Trimester to determine summer school and possible retention. Please note that we are mindful of the challenges parents

and students are facing during this pandemic and will make the necessary adjustments to our weighting system to be fair and equitable.

III. Access for all Learners

Services have been and will continue to be provided to meet the needs of all scholars. Since March 16th, the SPED, ELL, Related Services, Specialists, and Counseling Departments have all been working to assist our scholars. The SPED, Specialists, and ELL staff are providing instruction by modifying lessons and providing small group meetings with certain scholars through Google Meets.

The teachers within these departments have been working closely with their select group of scholars, enabling the homeroom and content teachers to work more closely with a smaller group of scholars. In addition, our ELL staff and other multilingual staff members have been reaching out through phone and email to translate for parents who have difficulty with English so they understand the schoolwork and can appropriately support our instruction of their children.

Meanwhile, our Counselors and Social Workers have been providing their usual services through email, phone calls, and Google Meets sessions, while also providing materials and resources to parents, scholars, and staff to assist with dealing with the pandemic. Speech and Occupational Therapists (OT) initially provided services through email to scholars by guiding scholars in the performance of tasks. In light of the recent change in telehealth laws, Speech and Occupational Therapists are increasingly providing services through Google Meets.

All of our staff members have worked very closely with the homeroom and content teachers to ensure that the scholars have been given all the tools needed to continue to grow in their education. Here is a further breakdown of what we have done to support all learners.

A. ELL Students

a. Describe the provision of ESL education to meet the needs of ELLs.

Regarding ELL students, all receive a hybrid of zoom classes and virtual assignments. Here is what we are doing by grade level.

Grades K-2

- Kindergarten ELLs' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons twice a week. Students receive asynchronous lessons three times a week via video lessons which follow the same format and include the same content as the zoom lessons.

- Grade 1 ELLs receive three zoom lessons a week and are required to complete two days of online assignments. Online assignments are emailed to parents, and students are given access to Scholastic and Epic Books online reading libraries.
- Grade 2 ELLs receive daily exercises via Google Classroom. Assignments mirror regular classroom lessons, and serve to give students extra practice. Designed in a simple, modified manner with a stress on reading and writing. Students are responsible for submitting assignments on given due dates. Students correspond via google classroom and parents via email, with any questions or concerns. Zoom is used to deliver synchronous learning twice a week.

Grades 3-5

- Grade 3, 4 and 5 ELLs' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once every two weeks. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and support regular online lessons. Asynchronous lessons are uploaded to students' Google Classroom account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons
- Grade 4 ELLs with IEPs receive daily Zoom lessons for ESL.
- A grade 5 entry level ELL receives individualized lessons and works daily with an ESL instructional aide in content area instruction as well as English reading, writing, listening, and speaking.

Grades 6-9

- Grades 6-8 ELLs receive resources posted in google classroom to help them accomplish their coursework. Zoom lessons are offered by the ESL teacher, and students may join at their convenience. Beginner ELLs in middle school receive 1.5 hour zoom classes with practice in the four language skills. Additionally, Grade 9 ELLs receive ongoing support to understand and complete assignments via google classroom.

b. Describe how the district communicates with ELL families, including translation of materials and directions.

In the initial weeks of the school closure, parents were sent information via email, and it was translated into Spanish when needed. Speakers of Arabic and Urdu called parents directly. Classroom teachers, administration, and ESL staff now refer to a list of ELL parents for whom

translation is necessary when communicating on the telephone, by email, or through virtual meetings. Translators are continually used for Arabic, Spanish, and Urdu speaking parents for teacher-parent communication, technology support, help with online learning, and other school related communication. If an ELL is consistently not attending zoom lessons or is not handing in school and ESL assignments, the parents are contacted.

c. Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

BelovED CCS provides Chromebooks to students in grades K- 9 who need a computer for online learning. Translators assist parents with accessing online materials, programs, lessons, and virtual learning platforms. IT staff has been continually available at the school to assist parents signing onto and using the chromebooks. Here is a breakdown by grade and grade bands.

- **Kindergarten:** ELLs' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons twice a week. The synchronous lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons. Students receive asynchronous lessons three times a week. Asynchronous instruction includes video lessons which follow the same format and include the same content as the synchronous virtual lessons. The lesson plans include the directions and a copy of decodable books to reinforce reading. In addition, Kindergarten ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their grade level of academic instruction and reinforces their phonemic awareness (i.e., relationship between sounds and letters), vocabulary, sight words, spelling patterns, and literacy fluency.
- **Grade 1:** The first grade ELLs face the biggest challenges with reading fluency and comprehension and academic vocabulary and background. The zoom and online ESL lessons supplement the regular curriculum with targeted fluency lessons, phonics, instruction, and reading strategies instruction. Informational texts are used to build academic vocabulary and background in social studies and science. Specific online programs used include zoom, Epic Books for Kids, and Scholastic Learn at Home. Additionally, the ESL teachers have access to many online resources through Beloved's TPT School Access account.

- Grade 2: ELL Students' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once every two weeks. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons.

As for the asynchronous learning environment, lessons are uploaded to students' Google Classroom account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons. These lessons utilize scaffolding strategies for ELLs and are designed to stress three of the language domains: reading, writing, and listening (videos and recordings are also included in these lessons). Students are responsible for submitting assignments on given due dates. Students correspond via google classroom and parents via email, with any questions or concerns.

In addition, Grade 2 ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their level of academic instruction and reinforces phonemic awareness (i.e., relationship between sounds and letters), vocabulary, spelling patterns, and literacy fluency. Please note that prior to March 27th, ESL daily lessons were mailed to Grade 2 ELLs parents' emails. After gaining access to students' Google Classroom account on March 27, 2020, this became the platform for virtual learning.

- Grade 3: ELL Students' virtual learning includes synchronous and asynchronous learning environments. The synchronous environment uses Zoom as the platform to deliver live lessons once every two weeks. These lessons utilize scaffolding strategies for ELLs that stress the four language domains (listening, reading, speaking, and writing) and mirror regular onsite lessons.

As for the asynchronous learning environment, lessons are uploaded to students' Google Classroom account on a daily basis. These assignments mirror regular classroom lessons and synchronous virtual lessons. These lessons utilize scaffolding strategies for ELLs and are designed to stress three of the language domains: reading, writing, and listening (videos and recordings are also included in these lessons). Students are responsible for submitting assignments on given due dates. Students correspond via google classroom and parents via email, with any questions or concerns.

In addition, Grade 3 ELLs have access to their student account on Vocabulary Spelling City site where students are required to complete a series of educational exercises that matches their level of academic instruction and reinforces phonemic awareness (i.e., relationship between sounds and letters), vocabulary, spelling patterns, and literacy fluency. Please note that prior to March 27th, ESL daily lessons were mailed to Grade 3 ELLs parents' emails. After gaining

access to students' Google Classroom account on March 27, 2020, this became the platform for virtual learning.

- Grades 4 and 5: The Special Education ELLs receive daily zoom lessons in ESL to supplement and support the fourth grade curriculum. Repeated readings, paired readings, and phonics instruction are used to address the specific reading challenges of this special population. Specific online programs used include google classroom, zoom, Epic Books for Kids, and Scholastic Learn at Home. Additionally, the ESL teachers have access to many online resources through Beloved's TPT School Access account. Daily dialogs on academic and personal subjects help assure that the ELLs continue to practice English listening and speaking skills every day. The ESL teacher continually communicates with the fourth grade special education teacher regarding student progress, challenges with academic subjects, and technology difficulties.
- Grades 6-9: ELL Students' receive resources posted in google classroom to help them accomplish their coursework. Zoom lessons are offered by the ESL teacher, and students may join at their convenience.

Resources include: modified and condensed reading texts with annotations, easy to understand chapter summaries, organizers, outlines for summarizing, essay writing, and research writing, brainstorming lists of online sites for research.

- Students are encouraged to share written work for edits and corrections before submitting final drafts to teachers.
- Students are offered and encouraged to join zoom classes at their convenience.
- Students are aware that support is always available via email.

Beginner ELLs in Middle School receive daily 1.5hr zoom classes with practice in the four language skills. Resources include: visuals, modified, level appropriate content reading, Pearson, Khan Academy, ReadWorks, grammar, and various listening sites. Assignments are posted in google classroom to help develop independence and confidence in their English and academic growth. Stress on reading and discussion to develop oral, critical thinking, and comprehension skills

- Grade 9 ELLs receive ongoing support to understand and complete assignments. Resources include organizers, outlines for summarizing, essay writing, and research writing, brainstorming lists of online sites for research and for using most effective search words. Students are encouraged to share written work for edits and corrections before submitting final drafts to teachers. Student support is available 24/7 via email.

B. Students with Disabilities

a. Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.

All Special Education student IEP's have been implemented through remote learning and individual student/parent contact using Google Meet, Google Classroom, and Zoom Meetings. Constant communications with parents and scholars occur daily or weekly. Learning platforms utilized for curriculum delivery are Pearson, Mystery Science, SplashLearn, Quizlet, EPIC books.

- Special Education staff in Resource Classes (K-2) are providing modified instruction through daily emails to parents with subject area checklists of daily items to complete; parents upload pictures of student work and reply back to parents or meet in zoom meetings to show work to the teacher.
- In the upper grade Resource Rooms, teachers are using the Google Classroom platform to deliver daily instructional activities complete with daily email checklists. Students upload all work into classroom modules.
- Special Education staff in Inclusion Classrooms, Grade 3-9, are using a small group Google Classrooms to simplify and modify the grade level curriculum and daily instruction. Students upload all work into Google Classroom. Teachers email parents with updates on progress and attendance regularly.

In terms of related services (Speech and Occupational Therapy), there has been a significant effort to maintain support for our students. Prior to the approval of Teleservices Related Services staff reached out to parents via email to send packets of individualized activities and information, they also created a Google Classroom where packets of the lesson activities were uploaded according to grade level and general need, parents were able to access packets for use at home with their child. Once Teleservices were approved, the Speech Therapist and Occupational Therapist set up Zoom schedules for all Speech and OT scholars and began to meet regularly with case load.

Counseling Departments (Guidance Counselors and Social Workers) set up phone conferences and Google Meets and communicate regularly via email with all students receiving counseling

on their caseload as soon as remote learning began. They continue to service their students. In addition, a Counselor's Corner Google Classroom was set up to 1) provide weekly activities for Self Care initiatives , and 2) a way for all scholars in the school to reach out for counseling assistance when needed. The counseling team has also counseled many parents through stress and loss over this time.

b. Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.

Each Special Education Teacher, Related Service Provider, Counselor has set up a google spreadsheet to document all services delivered, identify modifications and accommodations of curriculum, and track student participation, and possible regression and need for supplemental instructional needs. Related Service Providers/Counselors log all services in a google spreadsheet and into SEMI website.

c. Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

Case Managers communicated with all parents via phone or zoom conferences throughout remote learning. When challenges arose or a student was not engaging, additional communications were made.

d. Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

There was only one in process Initial Evaluation, the parent (Grade K) was contacted and since two of the evaluations were completed as of March 13th, (Social History and Learning Evaluation) we determined that the student would benefit from Special Education Services. We included the student in the current K Resource Room and began modified instruction by March 20, 2020.

IEP Meetings are conducted on Tuesdays and Thursdays each week; the CST meets with parents via Zoom meetings. An email with IEP is sent after the meeting to confirm attendance and consent. The consent form is mailed to the home with a stamped return envelope for the parent to return signed consent. Each zoom meeting participant emailed back their attendance at the meeting. The email thread is saved and will be part of the students CST File.

IV. Extended Learning

_____As we do every year, BelovED will hold a summer school for all students who did not meet certain criteria during the school year. The main purpose of the summer school program is to ensure that students master certain standards before they are promoted to the next grade. Unlike prior years, however, the Summer School program will be done remotely given the current regulations governing school closure. The program will include students with IEPs and 504s to further support their learning. We will adhere to all modification requirements. Regarding these summer programs, we will be applying Title I funds where it is appropriate to do so.

Additionally, we will invite other students -- who may have met the minimum requirements -- but could benefit from additional skill building activities in light of certain gaps that might have been a result of distance learning. We will consult the student's parents or guardians to discuss their participation in this extended learning program.

Finally, we plan on administering an assessment at the of this school year and at the beginning of school year 2020-2021 to determine any gaps resulting from our transition to online learning. We will be using the Star 360 platform. The results will help us significantly in modifying our curriculum and reteaching certain skills and standards that were not mastered by our students.²

V. Access to our Food Program

We are very proud of our food delivery program. Most days, we deliver over 310 grab-and-go breakfasts and lunches, which we believe is an incredibly high percentage given the size of our School. In addition to our highly committed Operations Staff and strong data tracking, we attribute our success largely to the ability to deliver food to our families using our BelovED busses.

Specifically, unlike most schools, BelovED has long invested in a system to bus our students to and from school. We have set routes and pick up students at bus stops near to their home throughout the school year. As present, BelovED is using these routes to deliver food to our students at these bus stops. To minimize contact, we deliver meals on Mondays (2 meals), Wednesdays (2 meals) and Fridays (1 meal). In addition, families may pick up meals at the School on Mondays, Wednesdays and Fridays. In fact, we even continued the delivery of food over our spring break. On Wednesday (April 15th), we delivered over 400 meals to our families.

² Please note that we currently do not have high school seniors so certain parts of this section do not apply to BelovED.

We believe that this has had a huge impact on supporting our families during this crisis. Indeed, we have received great feedback from families, who have expressed deep gratitude to our Operations Team. We will continue to assess our delivery system and make any changes necessary to further support our families.

A. Food Delivery

Regarding our food system, we are taking a number of steps to ensure the safety of our staff and families. Two days worth of breakfast/lunch are bagged by our Food Service Company and placed in pre-disinfected crates. We deliver food every other day and have condensed routes in order to minimize the amount of contact. Beloved Staff are required to wear masks and gloves when on site. Staff transport that food to each bus and place for delivery. At each stop staff deliver food by handing out the window or placing food outside of the bus and then standing back in accordance with social distancing guidelines. When the bus returns to the yard, it is disinfected by our transportation team. The crates are returned to the kitchen area where they are disinfected for the next day.

B. Building Maintenance

Each day custodians are checking key building systems for operation and to make sure everything is safe. Limited and scheduled access are being given to teachers in order for them to pack-up their rooms and retrieve items needed for continued online instruction. Common areas where essential personnel are working are being sanitized twice daily. Annual building maintenance projects continue in accordance with all state and local guidelines.

VI. List of Essential Employees

Here is a list of essential employees:

- Administration: Executive Director: Ken Schultz
- Administration: Principal: Michele Link
- Administration: Director of Operations: Duanne Moeller
- Administration: School Business Administrator: Laura Totic
- Maintenance Head: Hector Perez
- Custodial Head: Jimmy Mair
- Security Head: Sharon Turner
- Technology IT Coordinator: Angel Soto
- Food Service Personnel: Director of Food Services: William Fitzpatrick
- Food Service Provider:-Maschio's Food Area Supervisor: Lisa Fedosh

Sincerely,

Ken Schultz

Lead Person