Environment Community Opportunity (ECO) Charter School

Emergency School Closure Plan
Mission & Demographic Overview
The Environment Community Opportunity (ECO) Charter School, an EL Education Network School, will empower students to realize their vast intellectual and social potential by teaching them to think critically and creatively and by guiding them to unite mastered skills and content knowledge to create and pursue their own opportunities. Our students are the children of Camden – they will grow to become learners, leaders, guardians, and guides.

These select data reflect ECO Charter School’s demographics:
- 198 students
- 12% student special education population
- 84% free and reduced meal rate; ECO is a CEP school
- 25 employees

Background
In anticipation of the likelihood of the COVID-19 pandemic and dangers of community spread, the ECO Charter School community engaged the following actions in an effort to safeguard the community and to prepare for a precautionary school closure for student safety, ensuring that operations are inclusive of community needs, including vulnerable populations who may require special considerations to address issues of equity and access:

- Established “facts exchange” to ensure dissemination of the most up-to-date, accurate information to community stakeholders
- Selected three credible primary information sources from which to make decisions
- Increased frequency of classrooms and common area sanitation
- Purchased electrostatic sanitation device
- Augmented K-8 student daily schedule to include frequent handwashing
- Reviewed with students effective handwashing technique
- Reviewed with students acceptable practices for greetings or celebrations
- Researched protocols for social distancing
- Established agenda and planning for All-School CREW Meeting to discuss COVID-19 precautionary measures with students
- Directed community members to cough into tissues or if tissues are unavailable, ones elbow
- Directed community members to avoid touching face, eyes, nose, and/or mouth
Re-iterated employee guidelines regarding “sickness”; if you are sick, stay home. Report nature of illness; self-quarantine for 14 days if in direct or indirect contact with infected person.

- Increased frequency of family communications
- Revised previously established plans for March 13th faculty professional development to include provisions for COVID-19 Precautionary School Separation
- Inventoried Chromebooks & Other Wireless Devices fit for Home Use
- Inventoried Mobile Wireless Hotspots
- Conducted Analysis of Device “Fitness” for Prolonged Use, i.e. software updates, etc.
- Purchase of 25 additional Mobile Wireless Hotspots and Chromebook Linkage
- Published password cards that includes individual login information for all student-used “e” platforms
- Administered Connectivity Survey K-8 Families
- Established preliminary plans for school separation

**Virtual Learning Programming**

In the event of a precautionary school separation for the safety of students and the ECO Charter School community, ECO Charter School will address the needs of stakeholders by engaging the following:

**A. Academic Program, General & Special Education**
1. ECO Charter School defines a “remote learning environment” as an environment for learning outside of the school building that consists of a *minimum* of 20 hours of remote learning per week where students attend class by alternating between a variety of platforms. Students will interact with teachers and peers daily and complete lessons daily that are delivered either by pre-recorded video and/or via real-time video link. Teachers are available to address student needs from 8:00 am until 3:00 pm.

2. Students are considered present when student logs into Google Classroom and engages assignments.

3. Should remote learning not appropriately serve a student, the following may be considered:
   - Computer-based virtual teaching and learning
   - Instruction via an alternative format (non-digital or paper packets)
   - Delivering instruction via a hybrid method
4. Daily, all K-8 students will have access to online instruction via school-provided chromebooks and free-of-change mobile wireless hotspots or via teacher-created, grade and subject-specific packets. Depending upon grade level, students will utilize the school’s digital curriculum via Kiddom as well as utilize other school-used platforms including IXL, I-Ready, and Prodigy. This plan enables all students to engage at least three and a half hours of instruction daily.

5. ECO faculty will record and upload instructional videos, lesson guidelines, and other considerations to Google classroom each day.

6. Students will, according to lessons requirements, submit work according to teacher instructions (utilize work norms via the platforms, email, or uploading, as customary).

7. Special education student lessons will be presented in accordance with students’ IEP and related goals. All SPED students are familiar with the remote tools as the tools are used daily. For students who require special aids, resources will be provided to students prior to the school separation.

8. In the event the precautionary separation from school impacts the state-wide testing, ECO Charter School will address the need to augment the schedule with the appropriate NJDOE representative(s).

9. ECO Charter School does not have English Language Learners, but if the school served this population, provisions would be made to ensure instruction takes place according to identified needs and best practice.

10. ECO Charter School is open to partnering with other schools in an effort to maximize resources to meet the demands of student needs.

11. Upon re-opening, ECO Charter School will provide students with resources to help students managing thoughts and feelings about the separation as well as prepping students for the use of PPE and following new health protocols and practices.

**A1. Special Populations & IEP Adherence**

During a temporary closure due to a pandemic, ECO provides children with disabilities *equally effective alternative access* to the curriculum or services provided to other students. The following key mindsets frame our approach to translating services in each Individualized Education Program into our school’s remote/virtual learning model.

1. **Collaboration**: IEP team members connect and plan together frequently.

2. **Flexibility**: We use a variety of methods, materials, and team members to deliver high quality services.
3. **Student-focused**: We recognize that the virtual environment requires an even higher degree of personalization so multiple support strategies are needed to help students access learning opportunities and make progress towards goals.

4. **Consistent**: Teachers and related maintain regular, consistent contact with students with disabilities. Teachers and related service providers strive to maintain a regular, consistent schedule.

All students with disabilities have equal access to technology. Further, students are already familiar with the use of chromebooks and any online learning programs. If a student is experiencing difficulty accessing the Google classroom or other technology, the teacher provides individualized guidance. Students also utilize technology that they have used before, eg., speech to text and text to speech. Teachers use accessible instructional materials and content, enabling students to see and hear content, interact with contact using a variety of tools, simplifying directions and providing consistent instruction, and making sure that technology is integrated with instruction and supports IEP goals and benchmarks.

Although IEP services do not look the same in the virtual setting as they do in a typical setting, teachers and related service providers strive to provide access to the same skills building activities through alternative formats. Goals that were addressed in the classroom via the typical approach are addressed in an alternative manner. For example, a math computation practice exercise that was completed in a small group setting in the classroom may be assigned via a digital learning platform. Instructional strategies that were used in the classroom, such as modeling, chunking, or checklists, are adapted to remote learning. Common accommodations and modifications are transferred to the virtual setting. For instance, a student who requires extra time to process is given 1-1 time with their teacher either before or after the small group virtual class. Teachers and case managers communicate with parents and provide support to help optimize the home environment setting in order to better address the child’s needs.

Related services are provided virtually via Google Meet or Zoom. Every effort is made to ensure privacy and a quiet home area for services with minimal distractions. Students and parents are sent a calendar invitation for the appointment for services and are reminded to check in the scheduled time. If a student misses a session, the provider follows up with the student and/or parent.

**A2. Tracking Student Progress**

Ongoing monitoring is conducted to provide continuous data for feedback for students, communication with parents, measure progress towards current grade level expectations for general education students and IEP goals for classified students, and to inform planning for the fall. Assessments that would have been conducted in the classroom are adapted for remote learning. Attendance and participation is tracked as well as work completion and accuracy. Teachers examine the data for patterns for individual students or groups of students. Evidence of progress towards a specific goal may be adapted. For example, a task completion goal for in-class work is adapted to reflect work completion in the virtual setting.

Student participation in classes, complete course work, and related services provision is tracked via a Services Log document ("Individual Distance Plan"). The form includes the type of related service, the dates of service, frequency and duration, and the related IEP goals. The date, goal addressed, service delivered, any accommodations/modifications needed, student response and any other relevant data.
Student accommodations and modifications were reviewed by teachers and CST case manager at the start of remote learning with adaptations provided as appropriate. As part of their remote learning documentation, teachers track the accommodations and modifications provided to their students. Additionally, any new accommodations and modifications that are helpful for a student are documented for future planning.

A.3 Administrative Follow Up

CST case manager is in contact via phone, text, or email with parents during the remote instruction period. The amount of contact varies depending on the needs of the student. Contact with parents of students receiving related services is generally more frequent and a copy of the Services Log/Individual Distance Plan was provided to parent(s)/guardian(s) at the beginning of service provision. The school psychologist created a website with pertinent resources for parents, students, and staff and is available for consultation and support.

A.4 Honoring the IEP Process

Parents have the option of participating in virtual IEP Annual Review meetings or they can choose to postpone the Annual Review until in person school resumes. Virtual IEP ARs are conducted at parent convenience via the Zoom platform. Parent input for the AR review is obtained via a short google form survey. Teachers also provide information for the PLAAFP to the case manager via a google form. Google form data is sent through the school’s secure G-suite platform. During the meeting, zoom technology is used to share the screen so parents can view the document. After the draft is finalized at the meeting, copies are distributed for review and parent consent.

Initial evaluations that were in process prior to the closure and require in-person testing have been postponed until the closure emergency is lifted. Parents have been informed in writing regarding the delay. Any evaluation or a portion of an evaluation, eg., rating scales, record review, etc., that does not require in person standardized testing has been completed. If all evaluations are complete, a virtual eligibility meeting can be conducted.

A.5 Learning Loss/Summer Work / ESY/ Title One Extended Learning Programs

As customary, students will complete third trimester benchmarks in Reading and Mathematics. Individual and collective data will dictate the appropriate course of action for each student, including but not limited to in person or virtual programming. Service consideration includes Title One services, tutoring, and/or ESY.

We anticipate a certain amount of regression for all students and are designing tiered programming that will assist students in re-capturing learning loss. We will determine whether regression with disabilities significantly is greater than what the data present as “typical”, i.e., comparable to the regression seen in the general ed. Determinations regarding Extended Year programming will be made during IEP Annual Review meetings using the established criteria. However, we recognize that these are not typical circumstances and there could be the need for extra support for students who have not qualified for ESY services.
B. Meal Program
ECO Charter School is a CEP school. ECO has partnered with the Food Bank of Southern New Jersey to ensure meals are available to ECO Charter School students at designated sites. The locations are as follows:

- ECO Charter School also directed families to the food sites provide by the Camden City School District.

C. Employee Staffing
ECO Charter School is working diligently to ensure community members are aptly prepared, safe and productive when a precautionary school separation is necessary. The following practices will be embraced.

1. ECO Charter School employees are to work at home according to individual contractual requirements, Principal-assigned individual and collective work tasks, and capacity.

2. Working remotely, teachers will create and upload instructional videos for students, interact with students via online platforms, participate in daily conference calls with admins, participate in coaching sessions, plan celebrations of learning, etc. Teachers are to conduct virtual CREW meetings and interact with students one-on-one at least three times per week.

3. Employees who believe they are possibly infected, have a presumptive positive, or confirmation of COVID-19, must immediately contact the Lead Person. In consultation with the Health Department, School Physician, Department of Education, and Board of Trustees, specific requirements for employees will be communicated within twenty-four hours. Presumptively, employee will be required to seek medical attention; given treatment outcomes, employee will either quarantine, and/or be treated for COVID-19 which would include temporary separation from the community.

D. Attendance
1. For the purpose of identifying a student as “present”, ECO Charter School affirms that if a student is being instructed from home, she/he is counted as present at school when she/he logs into Google classroom to access and complete assignments.

2. ECO Charter School teachers, to the extent possible, will be in touch with students on a daily basis.

3. In conjunction with ECO Charter School’s standards-based assessments, remotely-completed and paper assignments, according to due dates, will be used to determine trimester ratings and credit.

E. Technology
As indicated, students will engage a blended learning model, completing assignments via paper packets as well as remote learning. ECO Charter School is issuing chromebooks and wireless mobile hotspots at no cost to families in an effort to ensure students engage teacher-directed lessons daily.
F. Communication Plan
ECO Charter School stakeholders will be notified of precautionary school closure and/or other necessary changes to customary school procedures via the following methods:

1. Daily Announcement of School Day, Except Day is Remote
2. Google Classroom
3. Email
4. Announcement on Website
5. Social Media Outlets – FB, Instagram, Twitter

G. Extracurricular Activities
All extracurricular activities including Home & School Alliance events, field trips, off-site learning expeditions, etc., are canceled until further notice.

DISTRICT CONTACT:
Dr. Antoinette C. Dendtler, Lead Person

Key Employees:
Dr. Terri Allen, School Psychologist
Jennifer Bailey, School Business Administrator
Donna Cavicchia, Director of Operations
Widelene Desarmes, Principal
Tiffany Ballard-Blair, Lead Teacher & Assistant Principal for Climate & Culture