



Foundation Academy Charter School Restart Plan

August 2020

Revised October 2020

**Foundation Academy Charter School Restart Plan
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Conditions for Learning

Foundation Academies' Restart Plan was created in accordance with the guidelines set forth in [The Road Back Restart and Recovery Plan for Education provided by the New Jersey Department of Education](#). The school invited collaboration with students, staff, parents, board members, the local health department and the communities it serves to develop a plan that ensures students' academic progress while prioritizing meeting their social and emotional needs and also recognizing that members of our school community have experienced trauma and isolation due to the pandemic.

Our mission is to ensure that all of our students secure the academic knowledge and skills to prepare them for the nation's finest colleges and to instill in them the core values of caring, respect, responsibility, and honesty.

Our priority is to ensure that our students have access to a high quality education, which is their right. That includes having what they need, including food, support for learning, and overall well-being.

We also want to make sure every stakeholder knows their next steps to prepare for at-home learning. This plan enables us to serve all our students—and will provide families, caretakers, and students the support they need to be successful.

Health Policies and Procedures

Foundation Academies anticipates adopting revised board policies: *1250 Visitors*, *3510 Operation and Maintenance of Plant*, *3541.33 Transportation Safety*, *5141.2 Illness*, and *5141.3 Health Examinations and Immunizations* prior to the start of the 2020-21 school year. These policies incorporate screening for staff, students, and visitors; cleaning and sanitization; bus procedures to reduce the spread of contagion, contact tracing, and the control of contagious diseases and conditions. They directly inform our internal procedures as they relate to the current COVID-19 health emergency.

Face Coverings

During this public health emergency, all school staff, students and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

Staff and students who forget their face coverings or lose or dirty them during the day will be provided with disposable face coverings on an as-needed basis.

Foundation Academies will update its face covering requirements as directed by state and local authorities.

General Health and Safety Guidelines

Foundation Academies will comply with guidelines issued by the [Centers for Disease Control and Prevention \(CDC\)](#), state, and local authorities. Reasonable accommodations will be provided for staff and students at higher risk for severe illness. The schools will promote behaviors that reduce the spread of disease, such as social distancing, frequent hand washing, and the use of face coverings.

Classrooms, Testing, and Therapy Rooms

Foundation Academies will allow for social distancing to the maximum extent possible, using the following procedures in classrooms, testing, and therapy rooms:

1. Desks will be spaced 6 feet apart, and will all face the same direction.
2. Plexiglass or other transparent barriers may be used in office spaces, at teacher desks, in smaller classrooms, and in other spaces as needed to provide a physical barrier where social distancing is impractical.
3. Student belongings will remain with each child throughout their day.
4. For music classes, students will be assigned to their own instrument with a name tag. Students will only come into contact with their own assigned instruments. Instruments will be sanitized by using Superslick Steri-Spray. Music teachers will sanitize their hands immediately before and after handling an instrument. All sanitization measures are in compliance with guidelines from CDC and the American String Teachers Association guidelines on resuming classroom instruction during COVID-19.
5. Students in physical education classes will maintain a six-foot physical distance whenever possible. They will sanitize their hands before and after class. Shared materials will be sanitized between use.
6. Students at our K-8 campus will remain in their homeroom during periods of instruction. Teachers will rotate classrooms and will wash or sanitize their hands when changing rooms.
7. At the high school, students will remain with the same cohort as much as possible, but room changes and some mixing of groups will occur due to scheduling. We will minimize this as much as we are able. Hallways and stairwells will be one-way and transitions have been lengthened and will be monitored and staggered to reduce the number of students outside the classroom during transitions. Students will be required to wear face coverings in accordance with the directives of state and local authorities.

Where possible, the school will minimize the use of shared objects by using single-use items or by providing students/staff with dedicated tools. When objects must be shared between students or among groups of students, they will be cleaned and disinfected.

Ventilation

Adequate indoor ventilation will be maintained by changing filters at least quarterly and according to manufacturer guidelines and by including a fresh air component with recirculated air.

Hand Washing/Sanitizing

All persons will be required to sanitize their hands upon entry/re-entry to the building. Hand washing/sanitizing will also be required:

1. Before and after meals
2. After using the restroom
3. After blowing the nose/coughing/sneezing
4. When changing classes
5. Before and after recess/physical education
6. When the use of shared objects cannot be reasonably avoided

To encourage proper handwashing techniques, handwashing signage will be posted in all restrooms and near all sinks. Hand sanitizer will be located at each building entrance, in classrooms, near or in restrooms, and in other locations throughout each school. Very young students will be supervised when using hand sanitizer.

Transportation

Foundation Academies does not provide transportation services to and from school. These services are coordinated through the Trenton Public Schools.

Foundation Academies students will participate in virtual field trips for at least the beginning of the school year. If Foundation Academies uses its buses to transport students, the following procedures will be adopted to maintain social distancing practices and sanitization:

1. All persons will sanitize their hands before boarding and when exiting the bus.
2. Drivers will wear face masks at all times.
3. To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices.

4. Best practices will be followed for cleaning and sanitizing vehicles in accordance with board policy *3541.33 Transportation Safety*.
5. Students will be required to wear masks if proper social distancing cannot be maintained.

Student Flow, Entry, Exit, and Common Areas

Foundation Academies will conduct daily health screenings for staff and students at each person's assigned location.

The school will post signage in hallways to remind students and staff of proper physical distancing and will provide physical guides in hallways and queuing areas. Where possible, hallways and stairwells will be one-way. During transitions, when it may not be possible to maintain physical distance, students and staff will be required to wear face coverings unless it will inhibit the individual's health.

Screening, PPE, and Response to Students and Staff Presenting Symptoms

Foundation Academies will develop school entry and screening procedures for students, staff, and visitors in accordance with board policy *5141.3 - Health Examinations and Immunizations*. Screenings will include temperature checks and a series of questions about symptoms being experienced, travel history, and potential exposure to COVID-19.

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others in a designated location at each facility. Staff with symptoms will work from home (if able) or may use sick leave or other leave in accordance with any applicable federal or state law.

If Foundation Academies becomes aware that an individual who has spent time in a school facility has tested positive for COVID-19, the school nurse will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Contact Tracing

All Foundation Academies' administrators, the school safety specialist, counselors, nurses, LSCs and Social Workers and other staff as deemed appropriate by the school, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

- [NJ COVID-19 Hub: Contact Tracing](#)

School nurses will develop contact tracing procedures in accordance with board policy 5141.2 - *Illness*, as well as educate the broader school community on the importance of contact tracing.

The school nurse will report all students, staff and visitors to our facilities who are known to test positive for COVID-19 to the local health department. The local health department will conduct the contact tracing.

Facilities Cleaning Practices

Foundation Academies will continue to adhere to existing required cleaning practices and as well as any new specific requirements of the local health department as they arise. Frequently touched surfaces and objects, such as door handles and light switches will be cleaned on an increased schedule in accordance with board policy 3510 - *Operation and Maintenance of Plant*. Bathrooms will be sanitized daily and between use as much as possible using protocols outlined by the Department of Environmental Protection. Wednesdays will be reserved for deep cleaning all facilities between groups of students. Additional custodial staff is being hired to assist our team with cleaning and disinfection procedures. When students must change classrooms during the day, desks and high-touch areas will be sanitized between groups.

Meals

Cafeteria staff will continue to observe standard food safety protocol. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

At our K-8 facility, students will eat at their desks in classrooms. Meals will be delivered to classrooms at assigned mealtimes. Students will wash or sanitize their hands both before and after meals.

High school students will be assigned to eat either in the cafeteria or in the information commons. Students who purchase lunch will move through the cafeteria line maintaining six foot social distancing with the guidance of floor markings. All food will be displayed covered and/or behind acrylic sneeze guards. Meals will be provided in disposable stadium-style trays, and cafeteria staff will distribute wrapped cutlery. Touchless payment will be used. Shared condiments/condiment stations will not be available. Custodial staff will sanitize tables, remove waste, and clean floors and other

high touch areas between lunch periods. Students will wash or sanitize their hands both before and after meals.

Recess/Physical Education

Recess and physical education are essential for students' health and well-being. When possible, recess will continue to be held outdoors. Recess will be staggered by group, and staff will disinfect shared equipment between use. Outdoor areas will be marked off to ensure separation between groups.

Locker rooms will be closed, and students will wear their gym uniforms to school on days when they have physical education classes.

Students in physical education classes will maintain a six foot physical distance whenever possible. They will sanitize their hands before and after class. Shared materials will be sanitized between use.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities will comply with applicable social distancing requirements and hygiene protocol. Where possible, clubs and other extracurricular activities will take place outdoors or in a virtual environment. Any external community organizations that use school facilities will follow Foundation Academies' guidelines on health and safety protocols.

Other Elements

Social Emotional Learning (SEL) and School Climate and Culture

Foundation Academies recognizes the potential trauma that staff and students have faced during the COVID-19 school closures. Our school is focused on building resilience in both staff and students and is training all staff on trauma-informed practices. A third social worker will be hired to provide mental health support to students.

Foundation Academies is actively anti-racist. Our students of color receive the high-quality education that all children deserve. Through providing role models of color, lessons on equality, and by ensuring that our black and brown students and staff feel seen and heard, we are committed to doing our part to dismantle a system of oppression.

Before our school year begins, while our students readjust to in-person learning, and throughout the upcoming school year we will:

1. Conduct transition meetings and construct a plan for specific students using information from transition meetings prior to the start of school
2. Plan to have Community Circle/Town Hall/Advisory
3. Have a solidified curriculum for Circle/Town Hall/Advisory that address the social and emotional needs of students (including topics such as race)
4. Hold transition events that students missed at the end of last school year at the beginning of this school year, to establish closure
5. Focus on helping students build community with each other, to prevent isolation
6. Support teachers in having clear, consistent, and intentional expectations and classroom routines (virtually and in the building)
7. Utilize restorative justice
8. During student orientation, discuss the school closure plan with students in the event that we must close again
9. Regularly communicate our food service programming so that students and families know where they will have access to food
10. When moving into hybrid instruction, create opportunities for students to get used to being together
11. Find out which students have parents who are essential workers and provide resources to those students and their families

Multi-Tiered Systems of Support (MTSS) and Wraparound Supports

Foundation Academies incorporates Multi-Tiered Systems of Support to identify individual students who need extra support. Through screenings for all incoming students; robust relationships in our advisory groups; family math and literacy nights; programs for the parents of ELLs and students with disabilities; and our consistent use of data to track student progress; we seek out small areas of misunderstanding and use tailored interventions to ensure student progress. Similarly, utilizing age appropriate behavior trackers at all levels allows us to use students' mistakes as tools to create strong relationships and reinforce our core values of caring, respect, responsibility, and honesty.

Foundation Academies utilizes supports including:

- Tier 1 level interventions such as social emotional learning curriculum within advisories, school-wide culture programming, partnerships with community-based programming to ensure appropriate and accessible referrals ranging from financial needs, mental health, and/or social intervention, parent workshop series (in-person and virtual), and providing needs assessments for students, staff, and parents when strategically planning.
- Tier 2 level interventions that address the whole child through our mentoring programs, both within and outside of the organization, family psychoeducational sessions based on presenting needs, streamlining our I&RS system to track data both qualitatively and quantitatively, remediation programming through Summer Academy, and the development of student-based intervention plans including home/personal goals as well as academic.
- Tier 3 level interventions can include data driven recommendation for alternative scheduling/school day, community-based intervention held in and outside of school, in school and out of school mental health plans, standards based grading, and additional access to resources throughout the day.

Food Service and Distribution

Foundation Academies contracts with [Maschio's Food Services, Inc.](#) to provide food services for our students. Students at our K-8 facility will be served meals in the classroom, while students at our high school will be served in the cafeteria and consume meals either in that space or in our information commons.

For families qualifying for assistance, meals will be provided for students' remote learning days including for those families who elect for the virtual-only option.

Quality Child Care

Foundation Academies has communicated its modified schedule to local after school care providers and will assist them with preparing transportation schedules if transportation services are provided. At this time, our partnering organizations are crafting their reopening plans, which will be shared with stakeholders upon completion.

Leadership and Planning

Restart Committee

Foundation Academies’ Restart Committee includes the school’s Lead Person, Chief Executive Officer Graig Weiss; Board President; Principals; and a diverse group of stakeholders who are reflective of the school community as a whole. School staff members involved in planning are listed below.

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Pandemic Response Teams

Each school’s Pandemic Response Team will consist of the School Leadership Team, the School Nurse, teachers and parents. The teams will represent a cross-section of the school community, including its racial and gender diversity. The School Principal will be the liaison between the school and administration.

Critical Issues

Scheduling

Foundation Academies initially expected to operate on a virtual model from our first day of school on August 20, 2020, until Friday, September 11, 2020. Unfortunately, due to supply chain issues, we were unable to have all necessary supplies, physical barriers, and/or PPE in place by our intended return to school date, and were not able to meet critical health and safety protocols outlined in the state's school reopening guidance, "The Road Back." Thus, we resubmitted our restart plan on August 18th, 2020, with an intended return to in-person education on a hybrid model beginning November 2, 2020, subject to change based on shifting health data.

Through the first marking period of the 2020-21 school year, Foundation Academies' restart team has been closely monitoring local, state, and national health data. COVID-19 cases are currently on the rise in the northeast and in New Jersey, with the transmission rate being above the critical 1% mark for the last several weeks. Masks mandates, hand hygiene, and social distancing requirements are not preventing transmission in those schools that have opened in person, and cooler weather brings additional concerns about ensuring adequate ventilation in all spaces while also keeping staff and students warm,

Our school serves a vulnerable community. According to US Census data, approximately 20% of the Trenton population under 65 years of age are without health insurance, over one quarter of its residents live in poverty, and, at our school, all but 3 of our 1,067 students are non-white, placing them and their families at nearly 2.5 to 3 times higher risk of death or hospitalization from COVID-19 than their white counterparts.

While we have put measures into place to fully staff our classrooms despite a still-rising number of accommodation requests from staff with underlying medical issues, pregnancy and/childcare concerns, the approaching cold and flu season will prove challenging, as COVID-19 mimics minor ailments, rapid testing is neither readily available nor accurate, and self-screening does not prevent asymptomatic or pre-symptomatic persons from spreading disease. There is no way for staff, students, or families to reliably tell the difference between a simple case of the sniffles due to allergies and a potentially deadly virus -- which creates the requirement that all members of the school community adhere to the CDC-recommended testing and quarantine guidelines each time they experience symptoms that could be caused by

COVID-19. Because of this, we anticipate a high rate of in-person absenteeism this school year. A shortage of in-person staff makes the consistent monitoring and reinforcement of social distancing practices with students that much more difficult to maintain.

After much deliberation, we have decided to delay the re-opening of in-person instruction for most students until the end of the first semester, through at least January 22, 2021.

We know that 100% remote instruction puts many families in a difficult position. We have formed partnerships with local childcare providers to ensure our families have access to high-quality, safe, and affordable childcare during this period of extended remote instruction.

If health data indicates it is safe to do so, on Monday, January 25, 2020, we will move to a hybrid model, blending online AND in-person instruction. At this time, we intend for all students to attend school in-person two days per week, with remote instruction on the days they are not in the buildings.

- To allow for social distancing, students will return to the buildings in two separate, rotating groups.
 - One group of students will return on Mondays and Tuesdays, while the other group will return on Thursdays and Fridays.
 - Only custodial staff will be in the buildings on Wednesdays to allow for thorough cleaning of all facilities.
- On the days that either group is NOT in our buildings, they will continue with remote instruction via Google Classroom and other platforms.
- Based on the results of 2 parent surveys, Foundation Academies expects that approximately 35% of our families will select an online-only mode of education for their children. Survey comments suggest that this percentage may increase due to the recent mandate requiring students to wear masks throughout the majority of the school day.
- In-person schedules are being created to ensure families are cohorted together and transportation concerns, including arrangements among multiple families, are taken into consideration.

- This scenario may change depending on the State of NJ's approval of Foundation Academies' Restart Plan and any unforeseen COVID-19 restrictions put in place as a result of shifting public health data.

Foundation Academies will reopen on a fully in-person model when it becomes safe and practical to do so, and when advised by the New Jersey Department of Education.

Staffing

Staff have been surveyed on their individual readiness and ability to return to physically working in a school building, and the unique needs of each staff member will be taken into account when staff schedules are created. Principals are reaching out directly to each of their staff members to communicate our plans for the upcoming school year, including potential alterations to their standard duties, such as monitoring hallways during transitions and student lunches in the classroom. Staff are also being made aware of the possibility of increased coverage duties due to a possible high-absenteeism rate.

Foundation Academies will provide for all staff technology needs, including internet access through hotspots for staff without high-speed internet access.

Athletics

Foundation Academies will adhere to the current and future guidance of the NJSIAA as well as state and local health guidelines, and the guidance of the NJDOE to determine its procedures and schedule for the 2020-21 interscholastic sports season.

Policy and Funding

Foundation Academies will use its allocation from the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act - Elementary and Secondary School Emergency Relief (ESSER) Fund to help offset some of the fiscal challenges related to the delivery of instruction and related services to students during the 2020-21 school year.

Some of the planned uses include: purchasing PPE and disinfectant supplies such as hand sanitizing stations and cleaning supplies, additional Chromebooks and hotspots for students, instructional software, and pendant/headset cameras for teachers to use during hybrid learning. Additionally, Foundation Academies is hiring a third social worker to provide mental health support and services to students, as well as the additional custodians needed for increased cleaning and sanitization schedules. CARES Act funding may be used to cover all or part of these salaries for the 2020-21 and 2021-22 school years.

Where possible and cost-effective, Foundation Academies will make purchases using established state contracts or through cooperative purchasing consortiums. Foundation Academies participates in the federal E-rate program.

Continuity of Learning

In our **Primary School (kindergarten through second grade)**, we traditionally employ a co-teaching model. This year, we are splitting our class sizes such that each smaller group of students will receive instruction from the same teacher on both in-person and remote learning days, ensuring that instruction is delivered consistently and seamlessly while also minimizing the number of people our youngest scholars are exposed to at school. Younger students greatly benefit from hands-on learning, and we are developing plans to incorporate hands-on learning in the home.

In **3rd-12th grades**, teachers will provide simultaneous live instruction to students physically in the classroom as well as those learning from home, leveraging the G Suite for Education tools provided by Google. In particular, Google Meet will be utilized for virtual learning with a camera and speaker box installed in every classroom, so the students at home will have the ability to see and hear their teachers in a similar experience to those students that are learning in-person.

Staff and students already have the familiarity of using Google Meet for virtual learning and will continue to utilize it in this hybrid learning model. Students utilizing remote instruction will have a full view of the front of the classroom and their teacher, while the privacy of students in the classroom will be maintained by strategic camera placement. Assignments will be available on Google Classroom to both groups of students.

English Language Learners

To the greatest extent possible, our English Language Learners will be rostered to attend school in-person on the same days within their grade band to ensure they receive appropriate in-person services.

Music Instruction

In a hybrid learning environment where students are present in both the classroom as well as online, our music teachers will implement the following in order to maximize continuity of learning:

- Teachers will teach classroom students in the same manner as prior to COVID-19, with the exception of utilizing some independent practice time and student-lead portions of class to engage with the students who are online.

- Teachers will facilitate asynchronous learning for online students during portions of the lesson that require more attention from the teacher to the classroom students.

While it is necessary that we make adjustments of how we teach in order to fit the hybrid/online format, we will not sacrifice what we are teaching. Our curriculum map and learning goals remain the same.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities and other Students with Accommodations

Foundation Academies will continue to meet our obligations to students with disabilities to the greatest extent possible. Some of our specific strategies and considerations for students with disabilities for our return-to-school plan include:

1. Creating schedules that ensure students who receive special services are able to receive those services while physically at school.
2. Using small group instruction and paraprofessionals in accordance with students' IEPs whether they attend school in-person or remotely.

During days when students receive online instruction, or in cases where the parents of students with disabilities opt for full remote learning, the procedures followed during the period of remote learning will continue to be implemented:

- **Related Services and students eligible to receive Speech and Language Services:** Google Classroom lessons will be assigned by related services staff to target IEP goals and objectives. Compensatory services will be provided as needed.
- **Students with Disabilities:** Students with Disabilities will continue to receive push in and pull-out instruction with their assigned Special Education teacher through Google Classroom. Additionally, Special Education teachers will be available daily through office hours to provide support for students in their general education setting. Students can email, text, call, or request additional support. Modifications to lessons and materials will be provided in accordance with IEPs. Services will be tracked using Easy IEP and the school calendar. Case managers will follow up with families through quarterly IEP progress reports and telephone calls. Documentation will be sent via email. All communication with parents will be documented in the communication log. During periods of remote

instruction, students whose IEPs require the services of a paraprofessional may meet with their assigned paraprofessional in person at the school building if their case manager and parent/guardian determine that is necessary/beneficial. All in-person sessions will be conducted in accordance with the guidelines found in the NJ DOE publication The Road Back.

- **Virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities:** Virtual IEP Meetings and other meetings will be conducted via Google Meet or telephone calls according to parent preference.
- **Counseling:** Support will be provided via phone conference or virtually through Google Meet as required by individual IEPs.
- **Section 504:** School Counselors, social workers, nurses and the Section 504 coordinator will monitor and provide additional support per individual plans.
- **ADA Compliance:** Staff and students utilize accessibility features built into the G Suite for Education and Chromebooks. Our school website is ADA compliant.
- **ELL/ESL:** English Language Learners will continue to receive daily ESL pull-out instruction with their assigned ESL teacher through Google Classroom. At high school, this will be equivalent to a double period of English replacement instruction. In grades K-8, ESL teachers will provide one period of ESL pull-out instruction and push-in to at least one period of instruction daily to support them in the general education environment. Additionally, ESL teachers will be available daily through office hours to provide support for students in their general education setting. Students can email, text, call, or request additional support during their daily ESL pull-out period. ESL teachers will provide parents with translated text and email communications.

Parent Survey Results and Parent Choice

The results of two parent surveys indicate that many families of students with significant medical risk factors prefer to have their children receive online-only instruction when we return to our school buildings. Foundation Academies will provide a wholly online instructional model for these students. If families choose to return their children to the physical school buildings, they may do so at any time. Parents, the school nurse, the Child Study Team, and 504 coordinators will collaborate to find the best return-to-school solutions for each student.

Addressing Learning Gaps

To address learning gaps, Foundation Academies cites research shared by the Council of Great City Schools in their June 2020 Report entitled *Addressing Unfinished Learning After COVID-19 School Closures*.¹

“For example, the research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth—the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth.³ Removing students from core instruction in an attempt to remediate or catch them up is not only counter-productive, it significantly contributes to the widening of the opportunity gap and often results in students being tracked or grouped into lower grade-level and core content classes.”

“One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content.”

1. Council of the Great City Schools. (2020, June). *Addressing Unfinished Learning After COVID-19 School Closures June 2020*, 5-6. Retrieved at: https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf
3. Thomas Hehir & Associates (2014, August) *Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report*, Boston, Massachusetts, retrieved at: <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/249/Hehir%20SynthesisReport.pdf>

Foundation Academies will make ample use of multiple modes of communication (speaking, listening, reading, writing) and multiple representations (ways of presenting instruction, such as pictures, diagrams, tables, graphs, visual displays), allowing students to make connections within and between concepts and facilitate the transfer of learning.

Moreover, we will provide students with different ways to engage in and process learning (such as working in small groups), and to express their learning (making presentations, sharing written explanations, making a collage) through the use of programs like "Seesaw" to help reduce or eliminate barriers to showing what students know and can do.

Child Study team members will work to assess the specific impact of missed services on each individual student socially, emotionally, and academically. They will then make the necessary recommendations for additional/compensatory services needed.

Evaluators are currently working to complete overdue and incomplete evaluations to determine eligibility for special education services.

The College and Career Advisors in collaboration with the School Counselor, Child Study Team, and all other related stakeholders are working diligently to provide all students adversely affected by COVID-19 with the necessary support and resources to continue with their postsecondary plans.

Foundation Academies will continue to provide clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

Students with ESY in their IEPs were recommended for and are currently attending Summer Academy through remote learning. The class sizes of Summer Academy, for students with IEPs, are intentionally low (no more than 10) with 2 teachers in the classroom.

Technology and Connectivity

Foundation Academies recognizes that not all of our families have equal access to technology such as computers or high speed internet. To address this, we conducted a technology survey of all of our families prior to the close of school. Based on the results of that survey, we determined that it would be necessary to allocate our classroom Chromebooks to students who did not have computers for individual use in their homes. Additionally, we ordered WiFi hotspots to ensure that all of our students would have access to the internet. Staff distributed over 600 computers and 36 hotspots to our families prior to the start of online instruction on March 16, 2020.

To assist our families with the transition to online learning, we created a [parent tech guide \(available in English and Spanish\)](#) which provides step-by-step instruction for accessing Google Classroom and viewing and turning in assignments.

Hybrid Learning Technology

For the hybrid learning model, we will continue to utilize the G Suite for Education tools we have available to us such as: Gmail, Google Classroom and Google Meet.

To ensure the experience for students learning remotely is as close to the in-person experience as possible, we are outfitting each classroom with a Google Hangouts Meet kit. Each kit includes a 4K camera, Speakerbox, and Chromebox computers for teachers to launch Google Meet video calls that remote learners can join. Most students

and parents are experienced with the platform as it was used during the period of remote learning in the 2019-20 school year.

The enrollment team is polling incoming students for their technology needs and will provide Chromebooks and T-Mobile hotspots to any family in need of equipment. These students and their families will receive technology training prior to the start of classes.

Technology Support

Parents and Students: Parents and students who have technical difficulties will once again have access to a support hotline and an online form to request assistance. Parents can also reference the [parent tech guide \(available in English and Spanish\)](#) which provides step-by-step instruction for accessing Google Classroom and viewing and turning in assignments.

Devices will be replaced as needed, and families will be supplied with additional Chromebooks/Hotspots upon request.

Staff: All Foundation Academies' employees are provided with a laptop, as well as a smart phone with an unlimited data plan. For employees without high speed internet, Foundation Academies will provide a T-Mobile hotspot to staff members in need. Foundation Academies uses a ticket system to efficiently respond to technical issues, and has a large knowledgebase of instructional videos to help staff troubleshoot common problems.

Curriculum, Instruction, and Assessments

All staff will receive comprehensive development, through our teacher orientation, on how to utilize the Google Suite of tools to teach/execute lessons, assess student mastery of NJSL standards through the use of programs such as Edulastic and iReady, and coaching on how to accelerate student learning while at the same time addressing unfinished learning.

Teachers will be taught how to revise their scope and sequences to be focused on the major standards and skills of the grade band and provide mini-lessons of the prerequisite skills needed to master grade level standards. In addition, teachers will receive professional development on how to effectively teach district-approved curriculum remotely.

Professional Learning

Foundation Academies is focusing its new staff orientation on the delivery of high-quality remote and in-person instruction. Teachers will be trained on the use of Google Classroom and other platforms and equipment used by our schools while also introducing our new staff to Foundation's culture and procedures. New staff orientation will include an introduction to the techniques found in Doug Lemov's book, *Teach Like a Champion*, which they will learn to incorporate into both their in-person and virtual classrooms.

Like our anticipated return to school for students, our two-week, all-staff orientation will use a blend of remote and in-person learning. Day one, wholly online, will include a review of our school-wide summer reading assignment, *The Deepest Well*, by Nadine Burke Harris and the physical effects of adverse childhood experiences (ACEs) on the human body.

Staff orientation also includes annual training on meeting the academic needs of ELLs, students with IEPs, and students with 504 plans while ensuring their inclusion in both the physical and remote classrooms; a trauma-informed approach to teaching remotely; using data to inform the I&RS process; and addressing our students' social and emotional needs as a result of the pandemic.

Future Considerations

COVID-19 has had significant impacts on our students, families, and on our community as a whole. We are proud of our teachers and staff for continuing to go above and beyond to shift and reinvent educational best practices while also ensuring the high-quality, whole-child education that all students deserve. We are also deeply thankful for the flexibility and strong support shown by our parents and guardians as we advocate in the best interests of our children through this unprecedented global health crisis.

To truly reimagine education in this ever-changing landscape, we encourage the State of New Jersey to consider future statutory and regulatory changes, policy, and funding shifts to ensure flexibility, nimbleness, and above all, equitable practices and access to educational resources for all New Jersey students.