

District Remote Learning Plan 2026-2027

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This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. As a requirement of P.L.2020, c.27, this law and the plan provides for the continuity of instruction in the event of a public-health related district closure, in addition to COVID.

Introduction

LEAP Academy's vision— "To prepare the future global citizens" has embedded in its normal structure, the integration of innovation as a main feature of its DNA. It is clear that this pandemic has totally disrupted an education system that many affirm that it has lost relevance. In his book, 21 Lessons for the 21st Century, scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and traditional learning modes that have not advanced at the same pace of knowledge. LEAP's approach to learning is one that embeds important 21st century skills such as critical thinking and adaptability, which will be more important for success in the future. Therefore, as the school copes with this public health crisis, we are focusing on taking bolder steps to make e-learning part of a 'new normal'.

Capitalizing on the use of technology for teaching and learning is one of the cornerstones of LEAP Academy from inception and therefore, the school capitalized on many of its strengths, like 1-1 technology access for all of its students, during remote instruction all students take their devices home and any student without internet connect is provided with a school issued hotspot. Teachers that have been trained on how to integrate technology in the lessons and school platforms that can support online learning such as Schoology. What began as a temporary rapid response in mid-March 2020 has evolved into a plan for any additional necessary remote learning approach through the end of the 2022-2023 school year. Further, it has awakened our collective awareness of the need for adopting and embedding into our school's systems stronger technology and virtual learning elements that can sustain the school through uncharted territory as we re-open our schools in fall 2022.

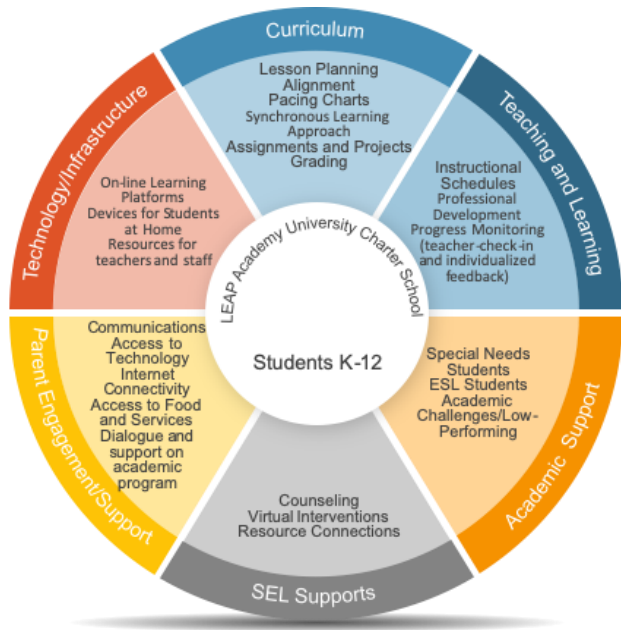
This Remote Learning Plan responds to this transition from a temporary endeavor to a more permanent modality of instruction as the state may have extended school closures and has laid out guidelines and expectations for our schools at LEAP Academy. The Plan also lays out the foundational elements that will guide our preparedness for any need for remote learning for the 2026-2027 school year as we all take a concentrated review of our systems, instructional approaches, work with special needs and ESL students, work to engage families, our technology investments, our systems for Social Emotional Learning and our approach for supporting teachers.

Guiding Principles and Alignment with School Mission

The Remote Learning Plan that has been developed aligns with LEAP's foundational elements, as it builds on the school's mission, guiding principles and unifying themes. This is an essential element, as our charter guides all the school's decision making, innovative enhancements and missionary philosophy. LEAP's mission is to "enhance opportunities for the children and families of Camden through the collaborative design, implementation, and integration of education, health, and human services programs and through community

development.” That mission is sustained by a commitment to providing “Camden City students with the knowledge and skills to pursue post-secondary education, while building and sustaining an environment where all members of the educational community are committed to continuous growth and development toward high academic standards and are partners in building a positive, collaborative and nurturing community and dynamic learning environment.” This Remote Learning Plan sustains this mission and enhances its applicability to virtual instruction as the school’s plans and implements its remote learning plan of action. LEAP’s model builds on a commitment of ensuring the college preparation and completion for African American and Latino students who are mostly economically disadvantaged and first-generation college students. This academic focus has been sustained through four design elements: (1) LEAP has used the charter school approach as a platform for transforming educational options for parents and children in Camden City by improving education outcomes and establishing an organization that is entrepreneurial, efficient and highly accountable; (2) LEAP has adopted a rigorous curriculum that focuses on the STEM/STEAM (Science, Technology, Engineering, Arts and Technology) content areas that is taught using multi-disciplinary collaborations and is supported by opportunities for students to engage in active, integrated and self-directed learning across grade levels; (3) LEAP has embraced the importance of placing college and career readiness at the center of its organizational structure—one that encompasses high expectations for students, educators, and families; and (4) The LEAP model begins at infancy to ensure that children are part of a comprehensive educational pipeline that supports them into productive adulthood. Based on LEAP’s foundational elements, mission and organizational structures, the Remote Learning Plan is comprehensive and addresses various areas that combine to support teaching and learning and generate good academic outcomes for the students from K-12.

The elements that anchor this plan are:



At LEAP Academy University Charter School, we have taken an innovative approach to remote learning by blending synchronous and asynchronous instruction throughout the school day, catering to the developmental needs of all learners by integrating interactive technology and robust platforms that track student engagement and provide immediate feedback to families and teachers. Our teachers communicate to families directly through Schoology and Remind, starting the day with a morning message, a short

reminder of the work of the day, and posting any community events of interest. Families can access these apps on any mobile device for easy and instantaneous access to their child's teacher, daily. All parent communication is conducted in parents' native language. Parent Unit assists with translating any document that is shared by the district. Teachers use Parent Square app to ensure parent communication is flawless and messages are simultaneously translated between both parties.

LEAP teachers across the district use Schoology to house all lesson due dates, descriptions, and course calendars and in PowerSchool for daily grades for transparency and ease of access to families and students. Following the Sheltered Instruction Observation Model, during live lessons teachers use various forms of formative assessments to continue meeting the needs of ELLs and keep students engaged remotely, such as Microsoft Teams polling, IXL for live quizzes, Microsoft One Drive, for live collaborative writing. YouTube and other educational media, informational video clips, Padlet for live bulletin board posts, and Schoology assessments for video viewing comprehension with embedded questions are provided for our diverse learners. Teachers can model writing and mathematics by using Microsoft Teams interactive whiteboard.

After the live lessons are complete the recordings are saved to the Schoology platform. At the K-3 level, teachers encourage students to watch teacher read-alouds and engage in short formative assessments on Schoology. At the 4-8 levels, teachers use a variety of assessment tools to gauge comprehension, including Schoology assessment quizzes, Padlet brainstorming and writing, CKLA, Amplify, and SAAVAS textbook and eBook platform for reading comprehension, assessment tracking and chunking, and the newline boards or IXL for interactive assessments. LEAP teachers can collect student assessment data through both the live synchronous lessons and the asynchronous lessons by using various edtech tools that provide valuable feedback on engagement, comprehension and on whether the students are meeting the learning targets set forth in the curriculum.

Our high school program provides an opportunity for seniors to attend Rutgers and Rowan University.

At LEAP, we believe is providing a differentiated model of remote learning that meets the needs of all learners, by providing a low stress and highly interactive environment that tracks student learning and behavior in a synchronous and asynchronous environment. LEAP Academy is a leader in best practices in education technology. As evidenced by the emphasis we place on training our faculty in the collaborative integration of technology in all levels, the district provides training for teachers, administrators, and counselors to learn Sheltered Instruction strategies related to culturally responsive teaching and learning. Various workshops and learning opportunities are offered for faculty and administration for socio-emotional learning and trauma-informed teaching for students affected by forced migration from their home country.

Summary

- K-12 students use one Learning management system (LMS): Schoology to take assessments, interact with teachers, classmates, and access class materials
- Teachers create engaging live lessons daily on Microsoft Teams, utilizing breakout rooms for differentiation, the whiteboard feature for targeted instruction, polling apps like Socrative for informal, formative assessment, and apps like Edpuzzle for YouTube instructional video comprehension
- Teachers store instructional tutorials on Schoology platform for students and parents to access from home after the live lesson.
- Teachers are provided with various professional development opportunities
- All formal and informal assessments are embedded on Schoology and IXL, with integrated access to a gradebook, with 100% transparency for the students and their families.
- Students build reading, writing and mathematics skills on virtual platforms while teachers evaluate their progress by considering the data pulled from periodic benchmark assessments
- Students interact meaningfully with peers through the use of integrated technology.

Effective Instruction

- Rooms are arranged to allow maximum student interaction within COVID guidelines by allowing students the opportunity to speak to each other through Flipgrid, an online interactive tool, and have meaningful discussions on Schoology discussion boards.
- There are instructional tools used by both students and teachers that are displayed on the Schoology home page and projected on the Newline board to facilitate learning, such as digital word walls, digital concept maps, digital data walls through Tableau, virtual and interactive bulletin boards on Padlet.
- There are digital spaces for student-to-student collaboration, such as Schoology synchronous discussion boards, Flipgrid synchronous video prompts, Padlet synchronous bulletin boards.
- There are opportunities for small group instruction on IXL through Microsoft Teams breakout rooms and access to digital classroom libraries through CKLA and Amplify in ELA and SAVVAS eBooks in Math Social Studies, and Science or digital textbooks at the high school level.
- Classrooms are culturally responsive and reflective of our multicultural population with books written by African American, Latinx and LGBTQ authors digitally displayed on Schoology for CKLA and Amplify for ELA and SAVVAS Social Studies platforms.
- Differentiated instruction strategies such as student choice in reading selection, project based learning, and reflective writing are planned and delivered effectively to meet the needs of our diverse learners.
- Project Based Learning is integrated into lessons, adapting 21st Century skills by focusing on STEM and STEAM integration across content areas through SAVVAS and Discovery Education digital curriculum.
- College readiness standards are evident in daily lesson planning and across all subject units
- Multiculturalism and diversity are embedded in lessons and resources to reflect our diverse population
- Teachers have access to lesson plans and resources using Schoology.
- Students engage with teachers on Schoology and Microsoft Teams by submitting work, collaborating
- All content area teachers have been trained in using Sheltered Instruction Strategies (SIOP) to deliver effective instruction to all ESL students in grades K-12.

- Based on ELLs' individual student needs, as far as practice with target vocabulary, sight word vocabulary, etc. ESL teachers support ELLs in reading, writing, speaking and listening experiences.
- To support content area instruction for ELLs, our students have access to online instructional programs such as Rosetta Stone, IXL to ensure ELLs continue to have access to academic content, building of background, and practice new material.
- LEAP Remote instruction pedagogy uses multiple methods in short bites: OneDrive, padlet, polling, Schoology discussion boards, Flipgrid, etc. to engage learning and assess in multiple modalities
- Students are given a space where they can express their thoughts and feelings, have a sense of belonging, and the freedom to express their opinions in a safe environment.
- Teachers collect student assessment and feedback in multiple ways throughout the day.
- Teachers are sensitive to the developmental needs and learning capacity of students by age as it relates to ability to sustain synchronous online learning.
- Teachers and staff receive professional development in culturally responsive teaching, trauma informed teaching and social –emotional learning in the monthly in-house professional development trainings as well as outside professional development for administrators and our social workers.

Student Engagement

- A “Do Now” or “Bell ringer” is available immediately upon entering class for all students to complete, either on the smartboard or on the Schoology home page.
- Teachers will present the lesson content with visual images, text, and movement, as part of an anticipatory set, followed by guided practice with the teacher, and then independent practice on zoom breakout rooms for differentiation.
- Formative Assessment is implemented throughout the period to gauge student understanding through polling on various apps, such as poll everywhere, Socrative or Microsoft Teams polling. Summative assessment is implemented in the form of common assessments every 10 weeks (about 2 and a half months) to measure growth over time.
- Responsive classroom techniques are integrated throughout the lesson, such as “morning meeting” where students “meet” on zoom and share emotions, new events, and good news, state the date, and review past information before going into the day’s agenda, “closing circle” where students summarize their class on Microsoft Teams and then submit an “exit ticket” on Schoology or Microsoft Forms to show what they have learned before leaving class for the day.
- Transitions between activities are seamless as students move from one activity to the next without disruption.
- Students complete an age and level appropriate amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.
- Teacher facilitates metacognitive problem solving by allowing students to think on their own.
- Students provide meaningful oral and/or written evidence to support their conclusion on One Note or Schoology assignments that are submitted electronically.
- Students respond to and build on their peers’ opinions, ideas, or answers on OneDrive on Schoology discussion boards.
- Students routinely provide constructive feedback to their classmates and respond logically with detail when a peer answers a question incorrectly, or when they disagree with the response by using Schoology discussion boards or Flipgrid.

- Almost all students consistently try in earnest to complete academic work and answer questions, even if the work is challenging as evidenced by posts on Schoology and/or Flipgrid.
- The Responsive Classroom approach is implemented in all K-8 classrooms to promote 100% student engagement and a safe classroom community.
- Student Learning Objectives are posted on Schoology folders in student friendly terms, reviewed with the students and revisited by the teacher to ensure enduring understanding.
- ESL Teachers utilize ELLs' Individualized Learning Plans to ensure continued progress. They provide opportunities, support, and resources for students to hear, use, and read English as much as possible. The above applies to ELL teachers' co-teaching responsibilities as well.

Assessment

At LEAP Academy University Charter School, we have taken an innovative approach to remote learning by creating a collaborative synchronous instruction model that is sustained throughout the school day, catering to the developmental needs of all learners by integrating interactive technology and robust platforms that track student engagement and provide immediate feedback to families and teachers. Our teachers use a combination of formative and summative standards-based assessment in our online platforms to document student learning and collect valuable data to improve instructional practices.

LEAP teachers across the district use Schoology to house all lesson due dates, descriptions, course calendars and daily grades for transparency and ease of access to families and students. To make lessons interactive, our educators create daily live lessons on Microsoft Teams and invite students and their families to participate. During live lessons teachers use various forms of formative assessment to keep students engaged remotely, such as Socrative or poll everywhere for instantaneous live polling, One Drive for live collaborative writing, YouTube for short informational video clips, Padlet for live bulletin board posts, and Schoology pages for video viewing comprehension with embedded questions. Teachers model writing and mathematics by using Microsoft Teams interactive whiteboard and differentiate instruction by inviting students to participate in zoom rooms. All these technology tools allow the educators to assess the children across subject areas in reading, writing, listening, and speaking skills. Formative assessments are an essential component in taking the pulse of the classroom, and checking for understanding in an asynchronous environment. All assessments are tied to unit level standards in each subject area.

After the live lessons are complete, the lesson recordings are saved automatically onto Schoology. At the K-3 level, teachers encourage students to watch teacher read-alouds. Students listen to the stories, complete a storyboard picture summary, retell the story on audio, or finish the story with a different ending. Teachers assign the padlet as a listening comprehension exercise, and collect the student assessments to check for comprehension. Teachers also post interactive literacy and math lessons with formative assessments options from a variety of digital curriculum platforms, such as IXL, **Discovery Education**, MagicSchoolAI, CKLA, Amplify, and Reflex Math.

At the 4-12 levels, teachers upload their video lessons to Schoology, and use a variety of assessment tools to gauge comprehension, including Microsoft Forms, Schoology video comprehension quizzes, IXL, Padlet

brainstorming and writing, actively learn eBook platform for reading comprehension, assessment tracking and chunking, and Nearpod for interactive PowerPoint assessments. LEAP teachers are able to collect student assessment data through the live synchronous lessons by using various edtech tools that provide valuable feedback on engagement, comprehension and on whether the students are meeting the learning targets set forth in the curriculum.

At LEAP, we believe is providing a differentiated model of remote learning that meets the needs of all learners, by providing a low stress and highly interactive environment that tracks student learning and behavior in a synchronous and asynchronous environment. Teachers can assign summative assessments remotely through Schoology, canvas or class dojo by assigning a longer, more detailed project-based assessment or reflection piece asynchronously. Students had time at home to work on the assignment before handing it in electronically, and then an opportunity to revise after receiving teacher feedback.

Essential Employees

All LEAP Academy employees are essential workers. All employees are required to report to the district in an event that district returns to remote instruction. The reason behind all employees reporting to the district is that we have to have continuity in our educational programs, supports in place for our students and families and the buildings must be maintained.

School Breakfast and Lunch Program

At LEAP Academy Charter Schools we provide free breakfast and lunch to all students daily. During remote instruction, we will provide a meal pick up option from the High School cafeteria for all families daily and for parents that do not have transportation we will deliver meals to the home, as we did during the 2020-2021 school year. Students who are subject to quarantine/isolation restrictions will have access to a school-provided meal and arrangements will be made through the Food Service Department / District Office.

Digital Divide Resources:

- LEAP Academy is a 1:1 district, we were a 1:1 district prior to the pandemic
- All students and staff were assigned a device to use in district.
- During virtual instruction every student takes their assigned district device home
- The technology department's "help desk" hours for all students and their families to pick-up, return, repair, and assist with technology issues are from 8 am – 4 pm.
- The parent engagement department has worked with families to assist with affordable internet access plans
- The technology department will continue to provide hotspots for families that have no internet connection.

Cleaning and Disinfecting

School personnel and vendors charged with cleaning schools and buses will be required to utilize approved materials and processes designated by the DOH and the Director of Facilities.

A daily schedule of cleaning, cleaning checklists, product list, and related documentation will be maintained by the Director of Facilities and within each building. All classrooms, school buses, cafeterias, gymnasiums, etc., will be cleaned daily, and where necessary, enhanced cleaning protocols will be utilized throughout the day.

During an extended closure, facilities staff will continue to maintain the buildings (both interior and exterior). Even during an extended closure, the facilities will still be in operation to ensure families are being fed and to ensure technology needs are being addressed via the help desk. The facilities will also be open if extra-curricular activities are permitted per the NJDOE and/or the circumstances.

Transportation

- The Transportation Department will encourage open windows on buses to promote air circulation.
- The District will operate its full fleet of vehicles for transportation to and from school as well as extra- curricular activities.
- Where possible family members will be assigned to the same bus seats for cohorting purposes.

SEL and Mental Health Needs

- The District's Social Emotional Learning academic curriculum is Harmony (www.harmonysel.org.)
- LEAP Academy also utilizes Responsive classroom (k-8) and Leader In Me (9-12)
- The District has hired additional Social Workers, Applied Behavior Analyst (ABA) and an additional part-time psychologist to address the increase in SEL and Mental health needs.
- School counselors will work with building staff to identify students in need of support. These students will be supported by District staff or referred for outside services. While on virtual instruction the social workers and ABA will conduct individual and group counseling over Microsoft Teams as we did during the previous years.
- The District has been working with Rowan University Tele-counseling program, Center for Family Services and other local community programs to provide services to our students and families.

Social and Emotional Health of Staff

In addition to the SEL offering for students, LEAP Academy offers:

- SEL training for staff during the monthly professional development institute

- Mental health seminars through our LEAP Health and Wellness Center
- All employees who participate in the health plan also have access to the Aetna EAP, which provides additional resources for stress, mental health and crisis.

LEAP Special Education/ESL

LEAP Academy remains committed to providing meaningful access for all students including our students with special needs. This includes providing a free and appropriate public education while recognizing the need to protect the health and safety of students with special needs and those individuals' providing education, specialized instruction, and related services to these students. It is the intention of the district to offer accommodations to students eligible for special education or those with 504 plans and related services, to the fullest extent possible. As appropriate, special education staff will provide instruction in areas identified within the student's IEP. Related Services such as Speech and Language Therapy, Occupational Therapy, and Physical Therapy will be provided remotely through virtual platforms in addition to consultation. Case managers will contact families weekly to ensure that concerns are being addressed and services are being provided. They will work directly with families to schedule, coordinate and conduct IEP meetings.

Grade K-5: Remote Learning Expectations and Protocols

Daily Work Schedule

- Teachers begin homeroom/responsive classroom Microsoft Teams meeting at 7:50am, where attendance is taken on PowerSchool/Schoology.
 - Lower School teachers will check email and communicate with families during communication/grading time slots.
 - Teachers will provide live lessons, targeted instruction support hours, attend grade level video teams meetings and have an assigned meal period between 8:00 AM until 3:00 PM each day as assigned (see schedule below).
 - Teachers will automatically post these recorded live lessons to their Schoology course pages.
 - Teachers will post class times and teams links for lessons to their Schoology course pages.
 - Teachers will post times and the information for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
 - The six special area teachers will cycle through each of the cohorts based on their daily rotation schedule. Reminders are sent through remind.com.
 - Teachers will have common planning time every day in grade level teams.
 - Teachers will have their common planning time period to respond to parent communications.
- All communications received by 3:00 pm from students/parents must be responded to within 24 hours.

GRADE 5					
PERIOD	Time	McKeown	McCreesh	Orio	Santiago
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:04	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P51	8:05 - 8:50	5A S.S.	5B Science	5C S.S.	5D Science
P52	8:55 - 9:35	5A ELA	5B Math	5C ELA	5D MATH
P53	9:40 - 10:25	5A ELA	5B Math	5C ELA	5D MATH
P54	10:35 - 11:20	Switch/5B S.S.	Switch/5A Science	Switch/5D S.S.	Switch/5C Science
P55	11:21 - 12:51	5B ELA	5A Math	5D ELA	5C MATH
P56	12:55 - 1:25	LUNCH	LUNCH	LUNCH	LUNCH
P57	1:30 - 2:15	Specials	Specials	Specials	Specials
P58	2:20 - 2:55	Recess	Recess	Recess	Recess
Dismissal	3:00				

GRADE 4					
PERIOD	Time	41	42	43	44
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:04	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P41	8:05 - 8:50	4A S.S.	4B Science	4C S.S.	4D Science
P42	8:55 - 9:40	Specials	Specials	Specials	Specials
P43	9:45 - 11:15	4A ELA	4B Math	4C ELA	4D MATH
P44	11:25 - 11:55	LUNCH	LUNCH	LUNCH	LUNCH
P45	12:00 - 1:30	4B ELA	4A Math	4D ELA	4C MATH
P46	1:35 - 2:05	Recess	Recess	Recess	Recess
P47	2:10 - 2:55	4B S.S.	4A Science	4D S.S..	4C Science
Dismissal	3:00				

3rd Grade Schedule					
PERIOD	Time	Carpenter	Meslar	Acholonu	Lavin
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:09	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P31	8:10 - 8:55	Literacy	Math	Literacy	Math
P32	8:56 - 9:41	Literacy	Math/Centers	Literacy	Math/Centers
P33	9:45 - 10:15	S.S	Science	S.S	Science
P34	10:20 - 10:45	Switch/RC	Switch/RC	Switch/RC	Switch/RC
P35	10:50 - 12:20	Math	Literacy	Math	Literacy
P36	12:25 - 12:55	LUNCH ABC Recess DEF	LUNCH ABC Recess DEF	LUNCH ABC Recess DEF	LUNCH ABC Recess DEF
P37	12:56 - 1:26	Lunch DEF Recess ABC	Lunch DEF Recess ABC	Lunch DEF Recess ABC	Lunch DEF Recess ABC
P38	1:40 - 2:25	Specials	Specials	Specials	Specials
P39	2:30 - 2:55	Science	S.S	Science	S.S
Dismissal	3:00				

2nd Grade Schedule					
PERIOD	Time	Howell	Moyer	Soltys	Toomer
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:09	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P21	8:10 - 8:55	SS/Science	SS/Science	SS/Science	SS/Science
P22	9:00 - 9:45	Specials	Specials	Specials	Specials
P23	9:50 - 10:35	Literacy	Math	Literacy	Math
P24	10:36 - 11:21	Literacy	Math	Literacy	Math
P25	11:22 - 11:30	RC	RC	RC	RC
P25	11:35 - 12:05	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF
P26	12:06 - 12:36	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC
P27	12:40 - 1:25	Math	Literacy	Math	Literacy
P28	1:26 - 2:11	Math	Literacy	Math	Literacy
P29	2:12 - 2:40	Recess	Recess	Recess	Recess
P2D	2:41 - 2:55	2nd Gr RESPONSIVE CLASSROOMS	2nd Gr RESPONSIVE CLASSROOMS	2nd Gr RESPONSIVE CLASSROOMS	2nd Gr RESPONSIVE CLASSROOMS
Dismissal	3:00				

1st Grade Schedule					
PERIOD	Time	Connors	Baker-Dean	Chohan	Long
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:09	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P11	8:10 - 8:55	Specials	Specials	Specials	Specials
P12	9:00 - 9:45	Literacy	Math	Literacy	Math
P13	9:46 - 10:31	Literacy	Math	Literacy	Math
P14	10:32 - 10:40	RC	RC	RC	RC
P14	10:45 - 11:15	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF	LUNCH ABC Writing Centers DEF
P15	11:16 - 11:46	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC	Lunch DEF Writing Centers ABC
P16	11:50 - 12:35	Math	Literacy	Math	Literacy
P17	12:36 - 1:21	Math	Literacy	Math	Literacy
P18	1:25 - 1:55	Recess	Recess	Recess	Recess
P19	2:00 - 2:45	SS/Science	SS/Science	SS/Science	SS/Science
P1D	2:46 - 2:55	1st Gr RESPONSIVE CLASSROOMS	1st Gr RESPONSIVE CLASSROOMS	1st Gr RESPONSIVE CLASSROOMS	1st Gr RESPONSIVE CLASSROOMS
Dismissal	3:00				

Kindergarten Schedule					
PERIOD	Time	Little	Walpole	Reed	Szychoski
Breakfast	7:30 - 7:50	Breakfast	Breakfast	Breakfast	Breakfast
Morning Meeting (HR)	7:50 - 8:09	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
P1	8:10 - 9:00	Literacy/TOM	Literacy/TOM	Literacy/TOM	Literacy/TOM
P2	9:01 - 9:46	Literacy	Literacy	Literacy	Literacy
P3	9:50 - 10:35	Specials	Specials	Specials	Specials
P4	10:40 - 11:15	Writing Centers	Writing Centers	Writing Centers	Writing Centers
P5	11:20 - 11:50	Lunch ABC Recess DEF	Lunch ABC Recess DEF	Lunch ABC Recess DEF	Lunch ABC Recess DEF
P6	11:51 - 12:21	Lunch DEF Recess ABC	Lunch DEF Recess ABC	Lunch DEF Recess ABC	Lunch DEF Recess ABC
P7	12:25 - 1:10	Math	Math	Math	Math
P8	1:11 - 1:56	Math/Centers	Math/Centers	Math/Centers	Math/Centers
P9	2:00 - 2:30	SS/Sci	SS/Sci	SS/Sci	SS/Sci
PKD	2:31 - 2:55	Kindergarten QUIET TIME	Kindergarten QUIET TIME	Kindergarten QUIET TIME	Kindergarten QUIET TIME
Dismissal	3:00				

Gradebook Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook ~~daily~~.
- Teachers will record daily attendance in PowerSchool. Students who are absent are to be marked as such by 8:00am.

Schoology Posting and Student/Family Communication

- Teachers will be communicating with students and parents via Schoology messaging, phone, and email.
- All parent communication will be conducted in the parents' native language.
- Teachers will utilize Microsoft Teams video conferencing to facilitate lessons, targeted instructional support, and individual video conference appointments.
- Teachers will post the following to their Schoology classroom:
 - Teacher email address
 - Daily schedule
 - Time and link for daily lessons (recorded via Microsoft Teams)
 - Where to view previously recorded lessons
 - Time and link for individual video conference appointments to be scheduled
 - Link to common online resources utilized in the course (i.e., IXL)
- Listing of daily assignments posted on Schoology:
Follow up on parents/students not completing daily requirements with 1-1 phone calls.
Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact numbers, a reason for a call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into IXL, CKLA and Amplify ELA, Savvas Social Studies or Math, with assignments completed, daily work on Schoology.*

Teacher/Staff Attendance

- Teachers and Staff will clock in via the offsite kiosk application by 7:45 AM
- Administrators will pull faculty attendance every day at 7:50am.
- Principal will confirm frontline attendance and ensure all staff absences are reflected in the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records daily.

Substitute Teacher Protocols

- Teachers are required to ensure at minimum there are ten days' worth of plans for online lessons and loaded on Schoology and clearly marked in a folder stating the date and sub

plans.

- On any given day, a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (i.e., alternative pre-recorded videos and/or tutorials) are available.
- The principal will assign a substitute teacher to support instruction on days when a teacher is absent and provide the substitute with the classroom zoom link.
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades K-5 will follow the following protocol:
 - All student attendance will be recorded during homeroom – 7:50am. Students will be prompted to have their teams cameras on during class. Teachers will mark students present or absent in PowerSchool by 8:00am.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they did not complete daily check/exit ticket questions and/or other assignments for that subject. Teacher will continue contact attempts throughout the day.
- If the teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of Students will contact parents of students with poor attendance and follow up with families to offer support.
- College Access Coordinators will contact students and parents based on the following priorities
 - Students not completing work in classes each day or logging into the technology platforms
 - Students identified as academically at risk by teachers
 - Students who need Spanish translation for lessons

Supporting IEP / 504 / ELL Students

- Students will continue to receive special education services in remote settings. The District will continue to offer remote and on-site options for our families to attend Child Study Team meetings. The District has experienced a greater level of involvement as a result of offering a virtual option.
- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP
- Teachers will modify assignments and assessments electronically
- The teacher will provide graphic organizers and guided notes electronically
- Teachers will record voice over video explaining instructions for assignments and assessments
- The special education teacher will work with the general education teacher on the modifications/accommodations of the lessons for each student. The special education teacher will provide additional instructional sessions for their assigned students to implement the modifications decided upon.
- Special education teachers will reach out to all assigned students' parents twice/week
- ESL students will be supported by the general education teacher in collaboration with the ESL

teacher. Non-English speaking ELL students will be supported daily by ESL teacher and/or bilingual assistant for translation assistance.

- General education teachers will reach out to all 504 plan student's parents weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.
- The Child Study Team will continually assess the needs of our students with disabilities. Assessments will be conducted in a 1:1 setting on-site.
- Annual Reviews and IEP meetings will continue to be held in person and online to meet statutory guidelines.
- Compensatory Services can be offered online or in a 1:1 setting on-site if preferred.
- Professional development will be provided for staff to best utilize features and accommodation tools made available through technology-based formats.
- The District will continue to support in-class resource room supports and pull-out resource room services.
- LEAP Academy will continue to provide information in the families native language, which includes having a translator available, translating materials and hiring an interpreter when necessary.

Direction on Live Lessons

- All teachers are to do daily live lessons as per the schedule provided.
- Live lessons are to be saved in Schoology and recorded via Microsoft Teams
- All teachers are to provide Principal with access to their live video technology (Microsoft Teams) and Schoology
- Teachers will utilize grading & communication/ targeted instructional support scheduled time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.
-

Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week Principals will review each teacher's technology platform to ensure the lessons are meeting the expectations of the unit objectives is listed including all assignments, target instructional support times and recorded videos.
- Grades will be entered into the PowerSchool grading system daily. This includes daily exit tickets and work assigned via support links.
- Principals ensure up to date records are available to parents during weekly check.

Schedule and Period Times Junior High

Grades 6-8: Remote Learning Expectations and Protocols

				8th Grade	Day 5 & 6		
HR	7:50-8:00	Homeroom					
		8.1 (Malone)	8.2 (Henry)	8.3 (Karakasli)	8.4 (Dixon)	8.5 (Bizzelle)	8.6 (Jenkins)
1	8:00	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
2	9:18	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
3	9:22-10:02	FOCUSED INTERVENTION/LAB					
4	10:06	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
5	11:24	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
6	11:28-11:58	Lunch					
7	12:02-12:48	health	pe	pe	(span)	(art)	(music)
8	12:52	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
9	2:10	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
10	2:14-3:00	(span)	(art)	(music)	health	pe	pe
	3:00	Dismissal					
				7th Grade	Day 5 & 6		
HR	7:50-8:00	Homeroom					
		7.1 (LeBleu)	7.2 (Nieves)	7.3 (unfilled)	7.4 (Durney)	7.5 (Maenner)	7.6 (Parker)
1	8:00-8:46	health	pe	pe	(span)	(art)	(music)
2	8:50	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
3	10:08	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
4	10:12-10:52	FOCUSED INTERVENTION/LAB					
5	10:56-11:42	(span)	(art)	(music)	health	pe	pe
6	11:46	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
7	1:04	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
8	1:08-1:38	Lunch					
9	1:42	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
10	3:00	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
	3:00	Dismissal					
				6th Grade	Day 5 & 6		
HR	7:50-8:00	Homeroom					
		6.1	6.2	6.3	6.4	6.5	6.6
1	8:00	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
2	9:18	(Sci)	(Math)	(ELA)	(SS)	(Math)	(ELA)
3	9:22-10:02	FOCUSED INTERVENTION/LAB					
4	10:06-10:52	Health (Bell)	PE (DiNuova)	PE (Crump)	Span (Mendoza)	Art (Urbaez)	Music (Bobien)
5	10:56	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
6	12:14	(ELA)	(Sci)	(Math)	(ELA)	(SS)	(Math)
7	12:18-12:48	Lunch					
8	12:52-1:38	(span)	(art)	(music)	Health (Bell)	PE (DiNuova)	PE (Crump)
9	1:42	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
10	3:00	(Math)	(ELA)	(Sci)	(Math)	(ELA)	(SS)
	3:00	Dismissal					

Daily Work Schedule

- Teachers begin homeroom/responsive classroom teams meeting at 7:50am, where attendance is taken on PowerSchool.
- 4-8 teachers will check email and communicate with families during communication/grading time slots.
- Teachers will provide live lessons, targeted instruction support hours, attend grade level video team meetings and have an assigned meal period between 8:00 AM until 3:15 PM each day as assigned (see schedule below).
- Teachers will automatically post these recorded live lessons to their Schoology course pages.
- Teachers will post class times and zoom links for lessons to their Schoology course pages.
- Teachers will post times and the information for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
- Teachers will have common planning time every day in grade level teams.
- Teachers will have their common planning time period to respond to parent communications. All communications received by 3:00 pm from students/parents must be responded to within 24 hour

Grade book Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook daily.
- Teachers will record daily attendance in PowerSchool. Students who are absent are to be marked as such by 8:00am.

Schoology Posting and Student/Family Communication

- Teachers will be communicating with students and parents via Schoology messaging, phone and email.
- Teachers will utilize Microsoft Teams video conferencing to facilitate lessons (recorded), targeted instructional support, and individual video conference appointments
- All parent communication will be conducted in the parents' native language.
- Teachers will post the following to their Schoology classroom:
 - Teacher email address
 - Daily schedule
 - Time and link for daily lessons (recorded via Microsoft Teams)
 - Where to view previously recorded lessons
 - Time and link for individual video conference appointments to be scheduled
 - Link to common online resources utilized in the course (i.e. IXL)
- Listing of daily assignments posted on Schoology:
Follow up on parents/students not completing daily requirements with 1-1 phone calls. Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned to assist grade level teachers.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact number, reason for call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into Imagine Learning with*

assignments completed, daily work on Schoology.

Teacher/Staff Attendance

- Teachers and Staff should clock in via the offsite kiosk application by 7:45 AM
- Administrators will take attendance at the daily staff video call at 7:45 AM each day
- Principal will confirm frontline attendance and ensure all staff absences are reflected in the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records on a daily basis.

Substitute Teacher Protocols

- Teachers are required to ensure online lessons are loaded on Schoology and clearly marked in a folder stating the date and sub plans.
- On any given day a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (i.e., alternative pre-recorded videos and/or tutorials) are available.
- The principal will assign a substitute teacher to support instruction on days when a teacher is absent
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades 6-8 will follow the following protocol:
- All student attendance will be recorded during homeroom – 7:50am. Students will be required to have their cameras on during class. Teachers will mark students present or absent in PowerSchool by 8:00am.
- Teachers will take daily period attendance during the first 5 minutes of every class and enter into PowerSchool.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they didn't turn their cameras on and complete assignments for that subject. Teacher will continue contact attempts throughout the day.
- If the teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of students will contact parents of students with poor attendance and follow up with families to offer support.
- College access will contact students and parents based on the following priorities:
 - Students completing less than 50% of their work the day prior
 - Students not completing work in classes for two or more consecutive days
 - Students identified as academically at risk by teachers
 - Students who appear on the D/F report
 -

Supporting IEP / 504 / ELL Students

- Students will continue to receive special education services in remote settings. The District will continue to offer remote and on-site options for our families to attend Child Study Team meetings. The District has experienced a greater level of involvement as a result of offering a virtual option.
- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP
- Teachers will modify assignments and assessments electronically
- The teacher will provide graphic organizers and guided notes electronically
- Teachers will record voice over video explaining instructions for assignments and assessments
- The special education teacher will work with the general education teacher on the modifications/accommodations of the lessons for each student. The special education teacher will provide additional instructional sessions for their assigned students to implement the modifications decided upon.
- Special education teachers will reach out to all assigned students' parents twice/week
- ESL students will be supported by the general education teacher in collaboration with the ESL teacher. Non-English speaking ELL students will be supported daily by ESL teacher and/or bilingual assistant for translation assistance.
- General education teachers will reach out to all 504 plan student's parents weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.
- The Child Study Team will continually assess the needs of our students with disabilities. Assessments will be conducted in a 1:1 setting on-site.
- Annual Reviews and IEP meetings will continue to be held in person and online to meet statutory guidelines.
- Compensatory Services can be offered online or in a 1:1 setting on-site if preferred.
- Professional development will be provided for staff to best utilize features and accommodation tools made available through technology-based formats.
- The District will continue to support in-class resource room supports and pull-out resource room services.
- LEAP Academy will continue to provide information in the families native language, which includes having a translator available, translating materials and hiring an interpreter when necessary.

Direction on Live Lessons

- All teachers are to do daily live lessons as per the schedule provided.
- Live lessons are to be saved in Class Dojo, Schoology or Microsoft Teams and posted into PowerSchool Lesson Plan template.
- All teachers are to provide Principal with access to their live video technology platform
- Teachers will utilize grading & communication scheduled time as an opportunity to contact parent/students 1-1 daily to provide clarification on the daily lessons.

Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week principals will review each teachers

PowerSchool page and Chalk to ensure required content (outlined above) is listed including all assignments, links to Calendly appointments, student and parent communication hours and recorded videos.

- Principals will check teacher availability via Calendly during weekly check.
- Principals ensure up to date records are available to parents during weekly check.

Grade 9-12: Remote Learning

- Teachers log onto homeroom class and take attendance at 7:50am.
- High school teachers will check email and communicate with families during their respective common planning time periods.
- Teachers will provide Lessons, targeted instructional support, attend grade level video calls and have an assigned meal period between 7:50am AM until 2:00 PM each day as scheduled.
- Teachers will provide lessons for each unique course they teach each day. Teachers will record these lessons and post on Schoology.
- Teachers will post times and login information for Lessons on their PowerSchool page and on Schoology.
- Teachers will provide 45-minute periods of targeted instructional support via Microsoft Teams video conference throughout the day.
- Teachers will post times and login information for open student and parent communication hours on their PowerSchool and Schoology pages.
- In addition to conducting targeted instructional support via zoom video conference each day, the teacher will provide opportunities for students/parents to schedule on demand personal appointments for student and parent communication hours with the teacher for a minimum window of 45 minutes each day.
- Teachers will post times and the link for scheduling on demand personal appointments for targeted instructional support on their Schoology page.
- Teachers will utilize calendly.com to provide on demand personal appointments for office hour scheduling of video conferences with parents and students. Appointments should be configured to for a duration of 10 minutes and linked to the teacher's outlook account and Microsoft Teams account (as meeting location).
- Teachers will have their common planning time period to respond to parent communications. All communications received by 3:00 pm from students/parents must be responded to within 24 hours.

STEAM H.S. Schedule

Teachers will have common planning time one period per day * Not all cohorts are shown*

LEAP ACADEMY UNIVERSITY CHARTER HIGH SCHOOL										
TECHER MASTER SCHEDULE - 26-27										
High School Schedule 2026-2027										
	Teacher Name	Room	Subject							
				7:50 – 8:54	8:57 – 9:55	9:58 – 10:56	10:59 – 11:57	12:00 – 12:58	1:01 – 1:59	2:02 – 3:00
				P1	P2	P3	P4	P5	P6	P7
ELA T1	Fajardo	513	ELA		English 9	English 9	English 9	English 9	English 9	
ELA T2	Weir	611	ELA		English 9	English 9	Creativity and Writing			
ELA T3	Hara	710	ELA	English 10	English 10	English 10		English 10	English 10	
ELA T4	Wright	711	ELA	English 11	English 11	English 11			English 11	
ELA T5	Angellella	712	ELA	English 11		Film Appreciation and Analysis			Film Appreciation and Analysis	English 11
ELA SPED 1 ICR	Kogan	Multiple/7	ELA		English 9 ICS				English 11 ICS	
MATH T1	Butterworth	613	Math	Algebra II Honors		Algebra I		Algebra I	Algebra I	
MATH T2	Gramby	612	Math	Geometry Honors	Algebra I	Algebra I	Geometry		Geometry Honors	Algebra I
MATH T3	Lazrovici	810	Math		Geometry	Geometry	Algebra II	Algebra II	Geometry	
MATH T4	Ashish	812	Math	Algebra II	Algebra II	Algebra II	Pre-Calculus Honors		Pre-Calculus Honors	Algebra II
MATH SPED T5	D'Agostino	Multiple	Math			Algebra I Rm. 613	Algebra II Rm. 613	Algebra II Rm. 613		
MATH/ELA SPED PO	Redmond	806	Special Ed	English 9	English 10	English 11			Algebra I	Algebra II
SCI T1	Keefe	512	SCI	Biology/Biology			Biology	Principles of Bio Medical Science I	Biology	
SCI T2	Qayyum	410	SCI	Chemistry	Chemistry		Chemistry		Chemistry	Chemistry
SCI T3	Dobbs	408	SCI	Intro to Physics		Intro to Physics	Intro to Physics	Intro to Physics	Intro to Physics	
HIST T1	Peoples	610	SS	World Cultures	World Cultures	World Cultures				World Cultures
HIST T2	Kampf	713	SS	U.S. History I	U.S. History I	U.S. History I			U.S. History I	
HIST T3	Mills	811	SS		U.S. History II		U.S. History II		U.S. History II	U.S. History II
ESL Pullout	Chugh	912	ESL		ESL - Reading I	ESL Newcomers - Track 1		ESL - Reading II	ESL - Newcomers - Track 2	ESL - Reading III ADV
ESL Pullout	Gucuyener	706	ESL	ESL - Reading I						
PE T1	Considine	207/Multi	Health/PE	PE / Health 9 (HEALTH RM 811)	PE / Health 9 (HEALTH RM 512)			PE / Health 9 (HEALTH RM 712)	PE / Health 9 (HEALTH RM 611)	PE / Health 9 (HEALTH RM 710)
PE T2	Dacenko	207/Multi	Health/PE	Phys. Education/Driver's Ed. 10 (GYM)	Phys. Education/Driver's Ed. 10 (GYM)				Phys. Education/Driver's Ed. 10 (GYM)	Phys. Education/Driver's Ed. 10 (GYM)
PE T3	Frizano	207/Multi	Health/PE		Phys. Education/Health 11 (DANCE RM)	Phys. Education/Health 11 (GYM)	Phys. Education/Health 11 (GYM)		Phys. Education/Health 11 (DANCE RM)	
Spanish T1	TBD	Multiple	World Lang	Spanish I(Rm 816)	Spanish I(Rm 911)	Spanish I(Rm 911)		Spanish I(Rm610)	Spanish I(Rm610)	
Spanish T2	Pickard	911	World Lang	Spanish II			Spanish II	Spanish II	Spanish I	Spanish II
VAPA 1	Grimes	206	Dance	Dance		Dance		Dance		Dance
VAPA 2	Phillips	511	ART		Studio Fundamentals	Studio Fundamentals	Studio Fundamentals	Studio Fundamentals		
Liberal Arts	Koch	813	eral Arts Electives			Financial Literacy	Intro to Sociology	Financial Literacy	Intro to Sociology	Financial Literacy
Business	Blackman	Multiple	Business Electives	Principles of Management I Rm 813	Principles of Management II Rm 813	Principles of Management I Rm 811				Principles of Management I Lecture Hall
Computer Sci	Sevier	310	Computer Science Electives	Cybersecurity	Cybersecurity	Cyber Crime		Principles of Computer Science	Cyber Crime	
Biomedical	Davis	510	Biomedical Electives		Biology	Biology	Biology			Forensics

Daily Lesson Requirements

- The daily lesson/direct instruction should be followed by 5 to 10 minutes of guided practice / checking for understanding. The recording of the lesson should be posted to the teacher's private you-tube channel. The recording of the lesson should not exceed 30 minutes.
- Supporting instructional resources including articles, textbook excerpts, ancillary videos, and additional readings should be utilized.
- Students should be provided an opportunity for independent practice and learning activities that support the learning objective. The opportunities include class discussions, writing prompts and projects.
- Teachers should provide a brief 'exit ticket' assessment opportunity ranging from 1 to 3 questions that can be posted/and answered via your learning platform that is easily accessed and answered via a smartphone. This exit opportunity will be used to determine student daily attendance.

Gradebook Requirements

- District grading requirements continue, including classwork, quizzes, projects, tests, etc.
- All assignments including daily 'exit ticket' assessments and uploaded portfolio assignments should be recorded in the Schoology gradebook daily.
- Teachers will record daily attendance in PowerSchool. Students who are absent are to be marked as such by 8:00am.

Schoology/Family Communication

- Teachers will be communicating with students and parents via the Parent Square app and email.
- Teachers will utilize Microsoft Teams video conferencing to facilitate lessons (recorded) and individual video conference appointments.
- Teachers will utilize calendly.com to schedule individual video conference appointments via an on-demand basis.
- All parent communication will be conducted in the parents' native language.
- Teachers will post the following to their PowerSchool web page and Schoology page:
 - Teacher email address.
 - Link to sign up for respond notifications.
 - Time and link for daily lessons (recorded via Microsoft Teams).
 - Link to the teacher's private YouTube channel to view previously recorded lessons.
 - Time and link for daily group student and parent communication hours - include the call-in phone number.
 - Time and link for individual video conference appointments to be scheduled via an on-demand basis (Calendly.com).
 - Link to learning management platform - Schoology or canvas (include class codes for Schoology).
 - Link to common online resources utilized in the course (I.e., OPEN-LIT).
 - Listing of daily assignments posted through Schoology

Follow up on parents/students not completing daily requirements with 1-1 phone calls.

Instructional Assistants, Literacy Support Professionals and Teacher Fellows will be assigned to assist grade level teachers.

**IA's, Literacy Support Professionals and Teacher Fellows will assist with parent follow up calls regarding completion of daily expectations. Teachers will need to provide contact numbers, reason for call to be made and what needs to be completed each day for the student to get daily credit. Ex) expected time logged into Imagine Learning with assignments completed, daily work on Schoology.*

Teacher/Staff Attendance

- Teachers and Staff should clock in via the offsite kiosk application by 7:45 AM
- Administrators will take attendance at the daily staff video call at 7:45 AM each day
- Principal will confirm frontline attendance and ensure all staff absences are reflected in the frontline employee absence report
- Any teacher absent who did not report an absence in frontline will be contacted by the principal
- The principal will maintain these written records on a daily basis.

Substitute Teacher Protocols

- Teachers are required to ensure online lessons are loaded on Schoology and clearly marked in a folder stating the date and sub plans.

- On any given day a teacher is absent, the principal (or designee) will verify student work is loaded for the teacher's class and ready for student learning for that day. In the absence of a live lesson the principal (or designee) will ensure alternative instructional resources (i.e., alternative pre-recorded videos and/or tutorials) are available.
- The principal will assign a substitute teacher to support instruction on days when a teacher is absent
- This 'substitute' teacher will support students and families in the absence of the primary teacher. The 'substitute' teacher will complete student attendance for that day.

Student Attendance/Participation

- Teachers in grades 9-12 will follow the following protocol:
- All student attendance will be recorded during homeroom – 7:50am. Students will be required to have their zoom cameras on during class. Teachers will mark students present or absent in PowerSchool by 8:00am.
- Teachers will take daily period attendance during the first 5 minutes of every class and enter into PowerSchool.
- Each day the teacher will a Schoology notification and a remind.com text to the students/parents indicating that they didn't turn their cameras on and complete assignments for that subject. Teacher will continue contact attempts throughout the day.
- If the teacher is unable to reach parent, an email request will be sent to Principal, college access, parent office and office manager to gain assistance in contacting the parent until that parent is reached.
- Homeroom teachers will also call every parent every two days to review student's academic progress.
- Dean of students will contact parents of students with poor attendance and follow up with families to offer support.
- College Access Coordinators will contact students and parents based on the following priorities:
 - Students completing less than 50% of their work the day prior
 - Students not completing work in classes for two or more consecutive days
 - Students identified as academically at risk by teachers
 - Students who appear on the D/F report

Students will be marked present based on them logging into the class periods throughout the day. We will continue to follow the district attendance/promotion/retention policies.

Supporting IEP / 504 / ELL Students

- Students will continue to receive special education services in remote settings. The District will continue to offer remote and on-site options for our families to attend Child Study Team meetings. The District has experienced a greater level of involvement as a result of offering a virtual option.
- Modification and Accommodations will be provided as prescribed in in IEP, 504 Plan and/or ILP
- Teachers will modify assignments and assessments electronically
- The teacher will provide graphic organizers and guided notes electronically
- Teachers will record voice over video explaining instructions for assignments and assessments
- The special education teacher will work with the general education teacher on the modifications/accommodations of the lessons for each student. The special education teacher will provide additional instructional sessions for their assigned students to implement the

modifications decided upon.

- Special education teachers will reach out to all assigned students' parents twice/week
- ESL students will be supported by the general education teacher in collaboration with the ESL teacher. Non-English speaking ELL students will be supported daily by ESL teacher and/or bilingual assistant for translation assistance.
- General education teachers will reach out to all 504 plan student's parents weekly.
- All modifications and accommodations will be filed in the OneDrive notebook under the teacher's name
- Related services will be provided remotely as prescribed in the IEP and 504 Plan.
- The Child Study Team will continually assess the needs of our students with disabilities. Assessments will be conducted in a 1:1 setting on-site.
- Annual Reviews and IEP meetings will continue to be held in person and online to meet statutory guidelines.
- Compensatory Services can be offered online or in a 1:1 setting on-site if preferred.
- Professional development will be provided for staff to best utilize features and accommodation tools made available through technology-based formats.
- The District will continue to support in-class resource room supports and pull-out resource room services.
- LEAP Academy will continue to provide information in the families native language, which includes having a translator available, translating materials and hiring an interpreter when necessary.

Direction on Live Lessons

- Teachers should always have student to student chat turned off and should only record videos when student cameras are turned off.
- We can start recording lessons static (without an audience) in March 2020.
- The teacher's camera is not required to be turned on - the focus is on whiteboard.
- Once teachers develop a level of comfort, their instruction will migrate from static to live and eventually to engaging students with instructional practices such as polling (i.e., Socrative, Microsoft Teams polling).
- Students will be incentivized to attend live lessons and open office hours.
- Teachers will utilize common planning time as an opportunity to review homework.
- Principal and instructional leaders will provide tutorials and 1:1 coaching for teachers, with every teacher being required to provide at least one recorded lesson per week.

Reviewing Lesson Plans

- In addition to reviewing lesson plans, each week principals will review each teacher's Schoology page to ensure required content (outlined above) is listed including all assignments, links to Calendly appointments, student and parent communication hours and recorded videos on Schoology.

- Principals will check teacher availability via Calendly during weekly check.
- Principals ensure up to date records are available to parents during weekly check.

YES Tutoring Program – Accelerated Learning

The YES Tutoring program is available to all LEAP Academy students. Students meet with YES Tutors either in-person or virtually twice weekly in any subject area that the students need assistance. The YES Tutoring program operates from October – June during extended day and also during the 4 weeks of summer school.

Extended Day

The LEAP Academy Extended Day program operates September to June, 3:15 -6:00. During the Extended Day, program students participate in tutoring, and extracurricular sports and activities. K-5 grade students, participate in clubs organized and ran by teachers and staff. Students also have the opportunity to participate in high school and intramural sports.

LEAP+ 21st Century Community Learning Centers

In the event of an emergency requiring a shift to virtual operations, the LEAP+ 21st Century Community Learning Centers program, grades 3-12 will activate a comprehensive remote plan that maintains the full integrity of our after-school offerings while supporting students and families at home.

Key Components:

Immediate Activation of Schoology Classroom:

- Grade-level Classrooms will be setup on Schoology for announcements, lesson access, and communication.
- Students will access daily schedules, learning activities, and live Schoology sessions through this platform.

Live & Pre-Recorded Project-Based Learning (PBL):

- Staff will host live, interactive PBL sessions aligned with our enrichment focus areas.
- Pre-recorded content will be available for asynchronous participation and student flexibility.

Continuation of Core Afterschool Programming:

- Virtual enrichment in STEM, arts, fitness, and SEL will be delivered weekly.
- Academic support and virtual office hours will continue to promote student achievement and well-being.

Family & Technology Support:

- Virtual family engagement workshops will be hosted monthly to maintain community connection and provide support.
- Our district's IT team will provide tech support to ensure families can access all online components.

Attendance & Data Collection:

- Student attendance will be tracked daily in Afterschool HQ.
- Program data will continue to be collected and managed through all required state and federal platforms to ensure compliance and quality assurance.

Credit Recovery

The District has a variety of resources available to assist students in credit recovery:

- Summer School Credit Completion (Middle and High School)
- Online Recovery Modules – Utilizing the APEX Program