



“Burch Charter School of Excellence”



“Home of the Lions”

**Emergency Closing Plan
SY 2024-2025
Updated: July 12, 2024**



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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

BCSE Emergency Virtual or Remote Instruction Plan

2024-2025

Introduction and Background

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to submit a proposed program for emergency virtual or remote instruction (Plan) by July 31 annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which include updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs,” which includes a checklist to identify components that must be included in the Plan.

By July 31 annually, each Chief School Administrator must submit the LEA’s Plan for the next school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. As a reminder, an LEA must also post the Plan prominently on the LEA’s website. If you have any questions, please contact your County Office of Education.



IMPLEMENTATION

District Closure

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. The BCSE Chief School Lead must consult with the board of trustees, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local completion/promotion requirements, and such other matters as determined by the Commissioner of Education.

LEA Plan for Virtual or Remote Instruction Programs

LEA Name: Burch Charter School of Excellence

Date: 7/12/2024

1. Equitable Access and Opportunity to Instruction

SCHEDULE

While virtual, BCSE will be operating under our school's regular hours of operation and all students will follow their current class schedule. All classroom and special area teachers will teach in a synchronous learning environment.

Grades K-5 7:50 a.m. to 3:26 p.m.



Sample Schedule:

Homeroom	7:50 - 8:25
Period 1	8:25 - 9:15
Period 2	9:18 - 10:08
Period 3	10:11 - 11:01
Period 4	11:04 - 11:54
Period 5	11:57 - 12:47
Period 6	12:50 - 1:40
Period 7	1:43 – 2:33
Period 8	2:36 – 3:26

Students will have a free lunch period.

Digital Tools and Online Platforms

The use of digital tools and online platforms are essential during virtual learning. The district will use the following platforms:

ClassDojo

ClassDojo is an educational technology communication website and application. It connects teachers, students, and families through communication features, such as a feed for photos and videos from the school day as well as messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.



Google Classroom

Google Classroom is a learning management system that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely.

Near Pod

Near Pod can differentiate instruction while enriching and providing extra support to engage and meet students where they are from wherever they are learning.

Reading A to Z

Reading A to Z has a virtual library of decodable texts and high interest books, independent reading resources, reporting and assessments.

iReady

i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains.

Access to Instruction for All Students

- BCSE is currently a one to one district, meaning that every student has access to their own Chromebook. One-to One instruction ensures the students interact with the teacher individually, so that each can learn and understand concepts at their own pace and in their own way.
- The majority of our students have internet access and the district does provide hot spot technology to those students in need of internet access. For lack of internet access, network access and/or sufficient access to device please contact ITsupport@burchcharterschool.org.



2. Addressing Special Education Needs and ELL Needs

The plan encompasses approaches to support all students, students with disabilities, Multilingual learners, students who are economically disadvantaged and students of all academic abilities.

Special Education and Related Services

General Requirements for Special Education Programs and services will be provided to students according to the requirements of NJAC 6A:14, and their IEPs with modifications/accommodations. All special education students will be provided with appropriately modified materials and instruction by their special education teacher to meet their individual needs. All related services, according to student IEP's, will be modified with USDE and NJDOE guidance.

CST Members - Monitor student IEPs, attendance, grades, and emails; work on reports and documentations; respond to parent emails; meeting requests/rescheduling of IEPs.

- IEP and Eligibility Determination Meetings will be held via zoom/phone conferences to maintain compliance with due dates, including all essential team members and participants when applicable.
 - Speech, Occupational, and Physical Therapies as well as Counseling Services will be modified based on NJDOE guidelines.
 - Speech, Occupational, and Physical Therapist will be available to students and parents, daily, to serve as consultants and check in on student progress.
 - Speech, Occupational, and Physical Therapists will complete daily virtual logs of their services.



In accordance with USDE and NJDOE guidance, after schools reopen and if it is determined, based on individual circumstances, that a meeting is needed to consider compensatory services for a student, the IEP team should meet and discuss what, if any, services are necessary.

- The district will make every effort to adhere to mandated timelines for pending Child Study Team evaluations. In the event that timelines require modification, the Child Study Team Case Manager will contact the parent directly to discuss other options.
 - IEP meetings that require rescheduling will be done when school resumes or at its earliest convenience.
 - Case Managers will be available via email and other appropriate online platforms, to support the management of their caseload.
 - Case Managers will keep student IEPs up to date. Case Managers will be available to students and parents, daily, to serve as consultants and check in on student progress while addressing any student or parent concerns.
 - Case Managers will participate in Supervision in order to review and assess progress and services, and IEP planning.
- *Bilingual Spanish personnel are available.

All CST meetings will utilize Zoom (updated version) which is HIPAA and FERPA compliant to conduct their Identification, Annual Review, Re-evaluation Plan, and Re-evaluation meetings. Social evaluations are conducted via Zoom, when identified at the Identification meeting or Re-evaluation meetings if or when deemed necessary.

- Due to compromising the validity of psychological, educational, and speech and language evaluations (standardized tests); the department will postpone and document accordingly at IEP meetings, that all required standardized tests will be conducted once school re-opens.



The district also recognizes the need to identify and support parents and families of ELL students. To the best of the District's ability, it will utilize interpreters and ClassDojo to make ongoing communications available in multiple languages in an effort to enhance communication with parents and families. Currently BCSE does not have ELL students enrolled.

3. Attendance Plan

Monitoring Student Attendance

- Students will log into their Google Classroom for their homeroom at the beginning of each day. All homeroom teachers will post daily attendance through OnCourse.
- The Administration Team and/or teacher monitors student attendance and communicates with families to inform them of their child's attendance as it relates to BCSE school policy.
- Parents are contacted daily when their child does not check in for daily attendance. - Calls are made by the school Attendance Secretary, Administrative Team Counselor, Social Worker and teachers - Emails are sent out daily to notify parents if their child was absent
- When students do not complete their assignments on consecutive days - Email from teachers - Phone Calls by teachers - Referral to the Administrative Team, Counselor and Social Worker.
- Excessive absences - Phone calls by Counselor, Social Worker and Administrative Team - Emails sent home - In-danger of truancy emails and phone calls - House checks for cases where we are unable to contact guardians.



4. Safe Delivery of Meals Plan

Breakfast and Lunch

BCSE is implementing the following plan to meet the nutritional needs of all of our students. Breakfast and lunch will be provided for all students free of charge in grades K-5 and will be available for pick-up at school on a grab and go basis the day prior.

Breakfast and lunch pick up schedule:

School Day	Breakfast and Lunch Pick Up Day	Time
Monday	Friday	2:40 pm–3:40 pm
Tuesday	Monday	2:40 pm–3:40 pm
Wednesday	Tuesday	2:40 pm–3:40 pm
Thursday	Wednesday	2:40 pm–3:40 pm
Friday	Thursday	2:40 pm–3:40 pm



5. Facilities Plan

Custodial Staff

- Engage in electronic-based professional development such as mandated workshops (GCN as assigned).
- Perform any additional daily tasks as necessary.
- Maintain ongoing communication with direct members of the administrative team (Chief School Lead/Principal, Director or Vice Principal.
- Regular work hours will be maintained unless determined otherwise by BCSE.

6. Expectations/Essential Employees

Students

- Establish daily routines for engaging in the learning experiences.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.

- Regularly monitor online platforms (Google Classroom, Class Dojo, email, etc.) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate with and support your peers in their learning.
- Comply with the BCSE Acceptable Use Policy.
- Proactively seek out and communicate with teachers as different needs arise.



- Students may contact the technology department Google Help account at ITsupport@burchcharterschool.org if they have any technical questions.

Parents

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child's study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress and/or anxiety level
- Monitoring how much time your child is spending online
- Keeping your children social, but setting rules around their social media interactions

Teachers

- Recognize that each student has different home/life circumstances that may affect what they are able to do or not do, and who might be available.
- Learning experiences may include "class work" and homework, but all work that is required for submission will be provided with feedback from the teacher.
- Collaborate with grade level and subject area teams via Shared Folder, Email, and other means (when applicable).
- The day is synchronous - students are required to be online during their regularly scheduled class time. Students are to submit required work with a reasonable grace period. This virtual interaction, coupled with the clear and consistent use of Google Classroom, will enable students to effectively continue their education while learning remotely.



- Communicate the intended NJSLs and clear directions for activities and follow the curriculum along with pacing guides.
- Require some form of evidence of student learning (such as: a written reflection/exit tickets, post, or image, etc.)
- Provide differentiated instruction throughout lessons and in breakout sessions to the greatest extent possible.
- Continue data collection procedures and the administration of benchmarks, tests and quizzes in order to assess student performance and enter grades in OnCourse.

Administrative Staff

- Consistently and proactively communicate with our entire learning community.
- Assist teachers in delivery of virtual instruction.
- Support teachers in their departments in the development and implementation of virtual instruction.
- Facilitate collaboration among staff when applicable.
- Monitor student and staff attendance data.
- Maintain continued communication with staff, parents, and students.
- Continue to work on attainment of goals.
- Prepare for the return to school transition.
- Maintain ongoing communication with the district superintendent.

Non-Instructional Staff

- Guidance Counselor - Will monitor student attendance, grades, and emails. Will develop a counseling in order to provide counseling services to students via Google Meet as needed and as requested via email.
- Social Worker - Will maintain ongoing communication with the families and students.
- Nurse - Answer parental/teacher questions, complete 504 direct responsibilities, maintain student health records.
- CST/I&RS Members - Monitor student IEPs, attendance, grades, and emails; work on reports and documentations; respond to parent emails; meeting requests/rescheduling of IEPs.
- Academic Interventionists will perform duties as assigned.



Technology Department

- Monitor and respond to support emails/tickets daily.
- Ensure all staff and students have appropriate technology devices (Chromebooks, Laptops, etc.)
- Provide remote support for faculty, staff, and students via email.
- Maintain ongoing communication with members of the administrative team (building principals, supervisors).
- Regular work hours will be maintained unless determined otherwise by the district.

Building Secretaries

- Monitor and respond to emails, phone calls, and voicemail.
- Maintain ongoing communication with direct members of the administrative team (building principal, director or vice principal).
- Regular work hours will be maintained unless determined otherwise by the district.
- Confidential Secretary: Maintain processing of purchase orders, payroll, contacting vendors and human resources.
- Monitor and determine registration and enrollment.
- Maintain ongoing communication with direct members of the administrative team (principal, director, vice principal).
- Regular work hours will be maintained unless determined otherwise by the district.

*Perform any additional daily tasks as necessary.



7. Other Considerations

Extra-Curricular Programs/Accelerated Learning Opportunities/Title I Extended Learning

Students will continue to be offered accelerated learning opportunities through virtual club experiences. (Book Club, STEM Club, Media Club, Art Club, Homework Help and Tutoring).

Virtual Saturday Academy/Summer School opportunities via Google Classroom.

Social and Emotional Wellbeing

Social and emotional health of students and staff will be addressed through activities organized by the school counselor and school social worker. Activities include professional development for staff, student wellness check-ins, and information presented to all stakeholders to address Trauma Informed Instruction and Mental Health.

BCSE transforms social skill development by utilizing “Move this World.” where education extends beyond textbooks and classrooms.

- Move This World proudly offers the largest library of video-based social skill exercises
- Interactive and concise videos actively engage students in real-world learning
- Each lesson encourages individual reflection but also facilitates meaningful communication and connection with peers, family members, and teachers