

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Tomorrow's Leadership Collaborative (TLC) Charter School	Jessica Tunney, Executive Director/Principal	jessica.tunney@tlccharter.org 646.483.9808	June 16, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Tomorrow's Leadership Collaborative (TLC) Charter School is a WASC-Accredited Charter school that models best practices for inclusive education through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. TLC provides an inclusive learning community where *all* students, including those with disabilities and learning differences as well as English Language learners -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

On March 16th TLC Charter School launched its Distance Learning Platform, specifically designed to provide students ongoing learning opportunities and access to the resources necessary to support their educational, social-emotional, and health and safety needs. It included embedded supports to ensure that students with disabilities had, to the maximum extent possible, equitable access and comparable learning opportunities to their peers without disabilities. Additionally, the distance learning platform allowed for instruction and services that were tailored to meet the individual needs of students with disabilities.

Our teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a Chromebook/technology device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone and on-site help as needed. Tech support was provided in English or Spanish according to family needs and preferences.

Our entire staff participated in **professional development** on delivering high quality and engaging instruction using Google Classroom, Zoom meetings, and our staff collaborating in identifying high quality apps for our students.

Our teachers collaborated in designing lessons and videos for synchronous and asynchronous instruction. All teachers designed lessons in Google Classroom and used Zoom meetings for daily live sessions morning meeting and synchronous instruction. Our teachers also designed coursework materials (packets) that were distributed to families. Our teachers were also tasked with taking attendance, monitoring student participation and assignment completion (student work).

The following courses and programs were **modified as a result of Distance Learning**: PE, Music and Art were delivered through synchronous and asynchronous instruction on a weekly basis. Para-Clubs that include Spanish, Sports, Sign Language and Italian; and Para StoryTime Read Alouds continued to take place through a virtual learning platform.

The **impact of Distance Learning** has varied by **student**, for many they felt a loss of community and socializing with peers. Distance Learning has created challenges for both students and **families**, including anxiety, job insecurity, food insecurity, and has impacted the mental and physical well-being of our community. In response, TLC Charter School has distributed technology devices, Wi-Fi hotspots, meal services, developed social-emotional learning videos and lesson, continued with enrichment courses and implemented a family-centered SPED Program with weekly family check-in and access support meetings coordinated and led by Education Specialists. Our school held a Kindness Campaign fundraiser to provide families with resources and necessities.

TLC Charter School implemented the **special education** and related services identified in the student's individualized education program (IEP), to the greatest extent possible, through the distance learning platform through synchronous and asynchronous instruction. Person-to-person contact was limited due to COVID-19 and guidance from state and federal authorities, and TLC implemented all components of each student's IEP to the maximum extent possible within recommended health and safety guidelines. For example, because all schools were closed and person-to-person contact was restricted, all instruction and services occurred in the home setting through video conference and telephone. Similarly, some accommodations, supports, or services that were necessary within the school classroom context were not necessary in the context of the distance learning format.

Students with Disabilities were provided access to general education distance learning opportunities and resources through Google Classroom and email. Case Manager support/consultation took place via email, videoconference, and/or phone. Access to supports, accommodations, as well as supplemental learning activities to support the student's IEP goals were provided to each student receiving special education service supports. Service Providers/Special Education Supports – APE, SLP, OT, Social Skills were delivered through synchronous and asynchronous instruction. Prior Written Notice (PWN) letters were issued to parents explaining the school's Distance

Learning Plan for Students with Disabilities. To the extent possible, IEP meetings were held to maintain adherence to predetermined timelines and schedules.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Approximately 30% of students at TLC Charter School are Unduplicated Pupils (Low Income, English Learners, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For **English Learners** – teachers provided instruction for both Integrated and Designated English Language Development (ELD). For ELs curricular and instructional materials were scaffolded and individualized to ensure accessibility and equitable services that were academically grade level appropriate for our students. When possible, assignments and directions were provided in English and Spanish to maximize accessibility at home. All materials that were sent to families were translated to Spanish; the identified primary language other than English identified by the Home Language Survey. Bilingual staff communicated with families on a regular basis to discuss synchronous/asynchronous instruction, Google Classroom Learning platform, web-based materials, curricular/instructional materials and provided families with the academic progress of their child.

The Executive Director/Principal serves as the **Homeless** and **Foster Youth Liaison** at TLC Charter School. Currently, our school does not have any Homeless or Foster Youth students. However, our fundraiser's focus was to provide vulnerable families with resources, including food/meals, clothing, technology device, and access to internet services, including assistance with Pandemic EBT.

Our teachers and support staff communicated on a regular basis with all families and ensured students participated, attended and engaged in coursework and ensured families knew how to connect virtually. Additional support was provided for students who struggled academically, and those who didn't participate regularly. Progress reports were provided to families that informed them of their child's progress. Progress reports included suggestions of additional learning resources and recommended learning activities for summer.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Tomorrow's Leadership Collaborative (TLC) Charter School developed its Distance Learning Program based on the following goals:

1. Maintain our exclusive and caring community of learners and families throughout this time
2. Prevent learning regression.
3. Prepare our students for the upcoming school year as much as possible.

TLC Charter School implemented the following curriculum and services through synchronous and asynchronous delivery of instruction. Our Distance Learning Program includes:

- Google Classroom – Learning Management Platform
- Daily Morning Meetings: Synchronous – focused on routines, activities for the day, discussion on expectations and assignments, and attendance was tracked.
- Instruction took place daily through asynchronous and synchronous format. ELA and Mathematics instruction took place daily using Bridges Math Digital Program and resources, NewsELA, Scholastic and Khan Academy. Science and Social Studies instruction took place 2-3 times per week.
- Teacher Office Hours – all teachers including Education Specialist held daily office hours for check-ins, small group instruction and individual academic support
- Core curricular and Supplemental programs include Moby Max, Achieve 3000/Smarty Ants, Lalio, Prodigy Math, BrainPOP, NewsELA, Khan Academy, YouTube Videos

As stated earlier, teachers were tasked with conducting a needs assessment for each of their students to identify the following needs: technology/device, internet service, and access to food/meals. Approximately 45% of our students were provided a Chromebook/technology device based on the needs assessment; Wi-Fi hotspots were provided and information about acquiring free internet service from Internet Service Providers. Our school provided tech-support for families via phone and home visits; and staff provided individual support, while the Kindergarten teacher led a live family session.

For all subject areas, co-teachers identified essential skills and content topics to address prior to entry into the next grade level. These essential skills and topics formed the basis of curricular choices and learning activities that took place.

- Participation & Attendance: Students were expected to participate and engage in lessons. Participation was tracked on Google Classroom and Zoom meetings.
- Progress Monitoring: Teachers documented and tracked student progress to inform instruction.
- Inclusion and Accessibility: TLC teachers utilized principles of Universal Design for Learning (UDL) and differentiation in Distance Learning planning and instruction. Our co-teaching model, inclusive service provision and shared paraprofessional support structures continued and was modified for the distance learning platform.

Teachers and support staff contacted families on a regular basis as part of check-ins, and more frequently with students who were not participating or participating inconsistently to identify the root cause and develop a plan, with the goal of preventing/minimizing learning loss. Our staff developed a variety of Universal Design for Learning (UDL) Distance Learning options for families, to support student learning. Communication with families took place via phone, emails, website, Aeries messaging, and Zoom sessions with families. Parents were provided with an End of Year Progress Report, a tool to describe their child's progress and mastery of essential grade level knowledge and skills.

Our school administered a survey to stakeholders (parents, students, and staff) to measure the effectiveness of our Distance Learning Program, identify strengths and areas for growth. Results will be analyzed, shared with the community, and used to strengthen the delivery of our program.

The Executive Director/Principal developed the guidelines for the school's Distance Learning Program, coached all teachers, supervised sessions, reconfigured job descriptions for support staff to ensure needs of families were being met during Distance Learning, ensured accessibility of instructional materials, led fundraiser to acquire technology devices, led the task force for academic programmatic changes to address learning loss, health directives, redesigned the SPED Program, revised human resources policies and job descriptions, led facility planning for socially distancing students, budgeting and is developing the school re-opening plan

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

TLC Charter School provided meals for the initial weeks of Distance Learning. Families were also provided with a [list of school sites](#) within Orange County where families could pick up and go meals daily via curbside, in a non-congregate setting. The link to meal sites was also available on our [school's website](#) along with Food Bank locations.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hour.

TLC Charter School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website under COVID-19 Resources as a result of the Governor's [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.



TLC Public Charter School
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