

Red Bank Charter School

Continuity of Learning

Full-Time Virtual Learning Plan

Mission

The Red Bank Charter School believes that celebrating individuality, appreciating cultural diversity, mastering conflict resolution, and insisting on accountability by all is a foundation for good citizenship.

The Red Bank Charter School is grounded in three bedrock beliefs:

1. All Children can Learn
2. All Children Must Care for Themselves and Others
3. All Children Should Contribute to Their Larger World

Demographics

Total Student Population:	199
Economically Disadvantaged:	52%
Students with Disabilities:	11%
English Learners:	10%
State Funded Preschool Total:	10%
Homeless:	1%
Migrant LSE:	0%

Essential Employees

Head of School
Custodians
Business Manager
Confidential Secretary
Director of Data and Operations
Director of Academics

Virtual Learning

Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment and can be used for the continuity of learning in the event of a prolonged school closure or student absence.

Considerations

Communications with Families:

- *Emails and phone calls are in the native language for parents*
- Parents are asked to come on the individual Zoom or Google Meet to explain concepts or missing assignments
- Assignments emailed/posted in Google Classroom daily in English and Spanish for PK-2
- Assignments posted in Google Classroom for students in 3-8

Technology and Connectivity/Ensuring Accessibility

Families have been made aware of the district plan in the event of a shut down. All parents completed a survey to determine accessibility of internet access and computers at home. Families will be assisted with gaining Internet services and Chromebooks if needed. Students in grades 3 to 8 bring their school issued Chrombooks back and forth to school daily. Students are expected to follow the Acceptable Use Policy and charge their devices nightly. Students should refer to the School-Wide Virtual Learning Schedule for days and times in which teachers will be available to answer questions regarding instruction, assignments and assessments students have been asked to complete. Families in grades PK-2 that had no device at home were provided one for email communication with the school. As of March 13, 2020, all students have chromebooks and wifi access available at their homes.

Based on an updated technology needs assessment of each family, every family and teacher has been provided a Chromebook. Additionally, internet access will be made available for those who need it. This affords teachers the opportunity to instruct the students with new content, rather than review work.

All technology issues during virtual learning will be reported to the homeroom teacher who will contact administration and tech support. If a device cannot be repaired the school will exchange the Chromebook for a working device.

All students, PK to 8, will be issued a school email address. This will allow teachers to communicate with parents and students via Google Classroom. Maintaining a consistent platform across grade levels will assist parents in learning how their children utilizes the virtual learning classroom. A webinar and/or Zoom meeting will be held for families to instruct them on the use of Google Apps for Education in the event that they need to provide assistance to their child(ren).

Nutrition

Lunch Break in Red Bank will be the pick-up location for Grab and Go breakfast & lunches. Meals will meet federal compliance guidelines and will be delivered to Lunch

Break by our school vendor, Karson Foods. Families can pick up one meal for breakfast and lunch on Mondays. Two days worth of breakfast and lunch can be picked up from Lunch Break on Tuesdays and Thursdays.

Attendance

All students, PK-2, are presumed present unless the district is informed by the parent of the student's absence. Students in grades K-8 are required to attend virtual online classes for a minimum of 4 hours per day, submit completed assignments, and check-in each day by answering a daily check-in question. Students that do not attend are marked absent by teachers. All students are held to the same attendance policies and procedures set in place by the Board of Trustees. Students who are not attending virtual classes or submitting assignments are contacted by teachers. When students do not respond to the teacher, the faculty emails and calls the parents to check in on the students. Virtual conferences are held with the student and parent. If necessary, the school counselor makes additional contact with both students and parents. If these measures are not successful, the police department is contacted to visit the home. The final measure is to contact DCP & P to alert them if a child has not been heard from and the district has a concern for the child's safety.

Facilities

During school closures, the building undergoes thorough, deep cleaning by the custodial staff. With any extended closure, regular cleaning will occur with extra attention given to rooms that were occupied by essential employees. Movement throughout the building is limited to prevent potential spread. The building will continue to be cleaned periodically with continued extra attention given to areas where employees are present. Our custodial staff will monitor the facility and report any need for repairs. The building will undergo another deep clean prior to students reentering the premises.

Graduation Celebration

RBCS celebrated their 8th grade, class of 2020, with a pre-recorded graduation video which was viewable at the original date and time scheduled. All parents had an opportunity to download the video as a keepsake. Graduation for the class of 2022, and any future graduations, will be held in accordance with guidelines as determined by the NJ Department of Education and CDC guidance.

Field Trips and School Sponsored Events/Activities

Field trips and all school sponsored events will be planned and held using current health and safety guidelines by Executive Order from the Office of the Governor and using additional guidance from the NJ Department of Education.

Curriculum, Instruction and Assessments

In planning curriculum, instruction, and assessment, the key focus for Red Bank Charter School is on building the capacity of our staff to deliver highly effective instruction whether in the classroom, in a remote setting or in a hybrid environment as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLs). The type of learning experiences that are appropriate will vary based on grade band and content area.

Unique grade level and teacher schedules and expectations have been developed. Parents, Students and Teachers can find this information in the School-Wide Virtual plan.

Grades PK-2 students will receive a daily message outlining the work for each day posted to the Google Classroom platform. Additionally, they will engage in whole class meetings/instruction, as well as small and individual group meetings for shared activities, instruction and social interactions with peers. Whole group special area lessons will be held each week for Grades K-2 based on the grade-level schedule.

Grades Pre-K-2 Instructional/Assessment Platforms, Programs and Instructional Accommodations being used with General Education, ELL and Special Education to differentiate instruction include, but are not limited to:

- Preschool daily schedule, lessons and activities will be based on Creative Curriculum. Assessments will be grounded in Teaching Strategies Gold.
- Reading A to Z for books on student's independent reading level
- IXL, Big Ideas online, BrainPop Jr., Scholastic, ReadWorks, Generation Genius, Mystery Science, Studies Weekly
- Providing options in assignments
- Can write and turn in work with packet or type and submit per student and family preference
- Hands-on projects are encouraged to reinforce learning and reduce screen time
- Where applicable, pre-assessments must be administered at the start of each unit to determine gaps from previous year while moving instruction forward.
- Google Meet meetings when requested by parents
- IEP and 504 modifications are being implemented virtually

Grades 3-5 will receive a combination of whole group instruction and small group/individualized lessons throughout the week in the four core content areas.

Additionally, students will be expected to check-in each day through a daily check-in prompt posted by the teachers, and will participate in classroom meetings 3x a week for conversations related to Character Education and Service Learning, as well as social interactions with peers. Whole groups special area lessons will be held each week for Grades 3-8 based on the grade-level schedule.

Grades 3-5 Instructional/Assessment Platforms, Programs and Instructional Accommodations being used with General Education, ELL and Special Education to differentiate instruction include, but are not limited to:

- Reading A-Z, EPIC and VOOKs for books on student's independent reading level
- IXL, Big Ideas online, Brainpop, Scholastic, ReadWorks, LinkIt, podcasts and other applicable tools
- Google Forms, slideshow, classroom, sheets
- Nearpod, Epic, RocketLit, BrainPop, Khan Academy, Generation Genius, Mystery Science, Studies Weekly
- Leveled articles in Newsela
- Providing options in assignments
- Can write and turn in work with packet or type and submit per student and family preference
- Where applicable, pre-assessments must be administered at the start of each unit to determine gaps from previous year while moving instruction forward.
- Hands-on projects are encouraged to reinforce learning and reduce screen time
- IEP and 504 modifications are being used and implemented virtually
- One-on-one google hangouts
- Added extra sessions
- Guided notes are differentiated

Grades 6-8 will receive a combination of whole group instruction and small group/individualized lessons throughout the week in the four core content areas. Additionally, students will be expected to check-in each day through a daily check-in prompt posted by the teachers, and will participate in classroom meetings 3x a week for conversations related to Character Education and Service Learning, as well as social interactions with peers. Whole groups special area lessons will be held each week for Grades 3-8 based on the grade-level schedule.

Grades 6-8 Instructional/Assessment Platforms, Programs and Instructional Accommodations being used with General Education, ELL and Special Education to differentiate instruction include, but are not limited to:

- Reading A-Z, EPIC and VOOKs for books on student's independent reading level
- IXL, Big Ideas online, Brainpop, Scholastic, ReadWorks, LinkIt, podcasts and other applicable tools

- Google Forms, slideshow, classroom, sheets
- Nearpod, Epic, RocketLit, BrainPop, Khan Academy, Generation Genius, Mystery Science, Studies Weekly
- Leveled articles in Newsela
- Providing options in assignments
- Can write and turn in work with packet or type and submit per student and family preference
- Where applicable, pre-assessments must be administered at the start of each unit to determine gaps from previous year while moving instruction forward.
- Hands-on projects are encouraged to reinforce learning and reduce screen time
- IEP and 504 modifications are being used and implemented virtually
- One-on-one google hangouts
- Added extra sessions
- Guided notes are differentiated

Delivery of Special Education and Related Services to Students with Disabilities

Under the federal Individuals with Disabilities Education Act ([IDEA](#)) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling.

Consistent with guidance from the United States Department of Education, Red Bank Charter School will continue to meet their obligations to students with disabilities to the greatest extent possible.

During full-time virtual learning:

- Related services including Speech, Occupational and Physical Therapy, and counseling will be held virtually. These sessions will be scheduled in consultation with families by each practitioner on an individual basis.
- Frequent check-ins will be conducted for students that require modifications and accommodations.
- IEP, 504 and I&RS teams will review student data and progress to determine if any adjustments need to be made to services being received
- IEP, 504 and I&RS teams will continue to communicate with families and will conduct all required meetings virtually including procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

*For students grades Pre-K to 2nd grade – students will have physical paper worksheets and ongoing virtual lesson plans. Lesson plans (in English and Spanish) provide details about subject matter lessons with supplemental links to lessons/activities on youtube

and academic sites. There is also ongoing communication with parents via email and phone and google meet sites.

*For students grades 3 to 8 – students will have a chrome book to complete academic lessons through virtual learning plans. There is a schedule of classes/subjects where teachers and class adjuncts meet with students on google hangout. Teacher and class adjuncts will provide opportunities for support in 1:1, small groups, scaffolding, extra time and clarification and other accommodations as noted in student IEPs.

*Pull-Out Resource - – students will have a chrome book to complete academic lessons through virtual learning plans. There is a schedule of classes/subjects when a special education teacher is providing pull out resource instruction with students on google hangout. Teachers are providing opportunities for support in 1:1, curriculum modification, paper worksheets, scaffolding, extra time and clarification and other accommodations as noted in student IEPs.

*IEP implementation

Parents will have ongoing communication, through the school website and letters, about school closing updates, virtual learning, and virtual therapy. Teachers and related services providers will document progress, concerns and barriers related to learning and therapy. Staff providing communication, support and follow up to families in Spanish will also document these efforts. Case manager is documenting IEPs, communication, concerns and ongoing service provisions as well.

*Case Managers

Parents will receive a letter in English and Spanish to reinforce that learning and therapy will be provided virtually. Parents will contact the case manager with questions and clarification about services and accommodations. Ongoing phone calls and emails to general education teachers, special education teachers and related service providers will ensure that services are implemented to the greatest extent possible. Parents, teachers, related service providers and case managers will communicate to ensure ongoing discussions about progress and concerns.

*Virtual IEP meetings, Evaluation, and Other Meetings

Virtual IEP meetings will be held, based on due dates. Meetings will be held on Zoom or Google Meet and/or phone. Progress, services and IEP documents will be shared through email. All reevaluation testing and eligibility meetings will be held based on due dates and committee availability. Reevaluation testing, with standardized scores, will be done when in-person instruction resumes to ensure validity.

*Extended School Year (ESY)

Extended School Year services will be conducted virtually for a six week period on Monday through Thursday from 8:30-12:30. Students are identified for academic services and speech therapy to prevent the regression and a lower level of functioning. ESY services will be delivered following all rules and guidelines set forth by the State of New Jersey.

*Assessment of learning loss

During the closure of school, and during virtual learning and therapy, teachers and related service providers document student progress, engagement, and barriers to participation. When school reopens, further discussion will be planned to determine learning and related service progress loss based on history of growth, history of progress, report cards and input from key staff. Compensatory services will be provided if determined necessary.

English Language Learners

- ELLs at Red Bank Charter will be provided with specific class times to meet with their instructor to practice specific language skills, as well as review assignments in content area classes. In addition, the ELL instructor and content instructors are available throughout the school day to answer any additional questions.
- ELL families will be contacted weekly through translated email messages regarding upcoming assignments, school-wide announcements, and health-related information regarding safety during COVID-19. Families will also receive phone calls to troubleshoot technology issues and remind students of missed assignments.
- ELLs will receive a variety of teaching strategies with the help of Google Meet and Google Hangout, whereby teachers have given sentence starters, alternative definitions, deconstructed questions, and modified assessments. Also, students have had the opportunity to work with Google Docs and Google Slides in order to better understand complex reading comprehension and organize writing into graphic organizers.
- Sheltered English strategies will be incorporated into both whole class and small group instruction within the context of each specific content area.

Other Student Supports

The guidance counselor and school social worker will ensure that time sensitive support for students is available. Students and/or families will contact the appropriate school personnel through email. If needed, a designated counseling session may be set-up using Google Hangout or Google Meet. Students that receive other related services including speech, occupational, and physical therapy will receive compensatory services when school reopens.

Red Bank Charter School Guidelines for Virtual Learning

During any closure, all staff and students will be asked to follow the School Wide home remote/virtual instruction schedules. Each family will be provided a Chromebook and internet access will be made available for those families who need it. This affords teachers the opportunity to instruct the students with new content, rather than review work.

Students will follow the grade level schedule for instruction. Additionally, individualized times will be scheduled for support services including ESL, Speech, Occupational Therapy, Physical Therapy and Counseling. Students are to adhere to their regular school hours 8am-4pm. Open areas are times allocated for students to finish up an assignment and be prepared for the next class. Google's "G-Suite for Education" and Google Classroom/Meet will be the platform utilized by all Red Bank Charter School faculty and students. Faculty are required to be available to students and families during the hours of our traditional school day.

Faculty Information and Expectations

Teachers:

- Teachers will follow the individual teacher schedules found at the end of this document.
- Open times will be used for:
 - Posting Daily Check-In Message-this will be used as a way to record attendance each day (student may respond at any time during the day)
 - Preparation for instruction
 - Support of independent student work
 - Communication with families
 - Professional development/coaching
 - Grading of assignments
 - Administrative meetings
 - Lunchtime
 - CST/504/I&RS meetings
- Teachers should proactively contact unresponsive students and their families to ensure their continued participation in their Remote Learning Schedule.
- New material will be taught via virtual Google platform and must focus on the major standards for each course/subject area:
 - Pre Assessments must be administered at the start of each unit to determine gaps from previous year while moving instruction forward.

- For whole group lessons teachers may pre-record their lesson to share it with students during their whole class instruction time, but teachers must be present while students watch the video during whole group instruction time in order to answer any questions or provide clarification. If the lesson is taught live, it would be beneficial to record it so that any student who misses the lesson can watch it at a later time.
- For small group instruction days, students should work in small groups with the teacher/co-teacher or adjunct. At minimum students must be seen in small groups at least 1-2 x per week. The day and time of the small group meetings should be shared with students/families at the start of virtual learning and should remain consistent throughout the time that students are learning from home. This provides students with the opportunity to have consistency in scheduling expectations each week. Independent work may be assigned for days that students are not involved in small group instruction. A copy of the small group teaching schedule must be submitted to the administration at the start of virtual learning.
- Lesson plans must continue to be entered into the Oncourse lesson plan online template and will be reviewed by administration.
- Any educational videos posted to a teacher's Google Classroom or Google Meet must be viewed prior to presenting to ensure that the material is grade appropriate and educationally sound.
- Administration must be invited to the classroom. Teachers should designate the administration as "Google Classroom Instructors" for courses. This will allow administrators the opportunity to view student submissions.
- Google Meet and/or Google Hangouts will be utilized to teach new materials and conduct group discussions
- Assignment due dates for the entire week should be given at the start of each week on Monday. Assignments should not be due the same day assigned. This will provide time for students to space out assignments and effectively manage their time.
- Teachers will monitor attendance. All students, PK-2, are presumed present unless the district is informed by the parent of the student's absence. Students in grades 3-8 are required to attend virtual online classes, submit completed assignments, and check-in each day by answering a daily check-in question. Students that do not attend are marked absent by teachers. All students are held to the same attendance policies and procedures set in place by the Board of Trustees. Students who are not attending virtual classes or submitting assignments are contacted by teachers. When students do not respond to the teacher, the faculty emails and calls the parents to check in on the students. Virtual

conferences are held with the student and parent. If necessary, the school counselor makes additional contact with both students and parents. If these measures are not successful, the police department is contacted to visit the home. The final measure is to contact DCP & P to alert them if a child has not been heard from and the district has a concern for the child's safety.

- If a student does something inappropriate during a Google Meet/Hangout or classroom, please document the incident and forward to the Administration immediately.

School Nurse:

- Direction will be provided by Administration
- Continue to participate in Professional Development opportunities
- Follow-up with families related to attendance and health related concerns
- Participate on the Crisis Intervention Team, CST, I&RS and 504 meetings as requested
- Maintain CDC & NJ DOH Guidance and keep faculty informed
- Report any COVID-19 cases as required by the NJ State Department of Health

School Counselor:

- Continue to work with the students on your caseload
- Maintain a log for the students that are contacted
- Identify at-risk students and contact them regularly
- Follow-up with families related to attendance concerns
- Administration will provide direction as needed
- Schedule counseling sessions during open time blocks

Master Teachers/PIRT:

- Coach, provide feedback, model best practices and maintain regular communication with classroom teachers to support on-going developmentally appropriate home learning experiences
- Discuss and provide resources to support classroom teachers with home learning experiences
- Facilitate virtual grade level meetings or PLC meetings (where applicable)
- Collaborate to support teachers with social emotional development during the home learning experience
- Collaborate with the Community Parent Involvement Specialist (CPIS), CST, I&RS and 504 teams for supports for children and parents and families with developmentally appropriate home learning experiences
- Reflect and participate in own professional development needs

- Provide continuous professional development to teachers based on grade appropriate standards and expectations

ECERS and TPOT Scorers:

- Attend virtual meetings with DECE
- Administration will provide direction

Social Workers & Child Study Team Members:

- Check in with the students/families on their caseload throughout the health related school closure via email, phone calls, google meet/hangout
- Maintain a log for the students that are contacted
- Administration will also be providing specific directions to the above members
- Continue to participate in Professional Development opportunities
- Develop and communicate office hours with students & parents
- Complete evaluations & IEPs
- Identify ESY rosters
- Refer to responsibilities provided by the Administration

Instructional Assistants:

- Continue to work with the teacher. Teacher will provide direction.
- Continue to participate in Professional Development opportunities
- Teacher should invite IA's to all Google Classroom and Google Meets web meetings
- Provide support with outreach and translation to students and families

Secretaries and Other School Personnel:

- Administration will provide directions
- Continue to submit reports as needed
- Continue to participate in Professional Development opportunities
- Provide support with outreach to students
- Translation of documents

Teacher and Faculty Guidelines for Remote Instruction:

- Prepare for technical difficulties; Always check that your technology is working prior to starting the session
- Utilize a quiet space in your home that has minimal distractions and be mindful of the background viewed on your screen
- Dress professionally
- Communicate effectively
- Avoid eating during the session

- If you plan to record the meeting, notify all participants at the beginning of the meeting
- Set norms at the beginning of the session (ie, ask participants to mute themselves, speak one at a time);
- Ask students to refrain from using their cellphones unless it is part of the lesson
- Active engagement should be displayed
- Provide time for students to ask questions during lessons and parents to ask questions during meetings, pause periodically to encourage participation

Professional Development/Supporting System Training:

RBCS faculty has spent professional development time planning for a schoolwide shutdown. Continuous review of Google Applications including Google Hangout as well as tools for virtual communication and instruction are ongoing. Students have been trained on how to connect their school issued devices to their home internet service. Additionally, students in grades 3 to 8, engaged in a Google Hangout and/or Google Meet with their classroom teachers to ensure success. Those students also practiced virtual learning, with the use of their school issued Chromebooks, from home. Any issues that arose were addressed with the classroom teachers. The faculty also engaged in a Google Hangout, from various remote locations, one evening. Ongoing Professional Development conducted is as follows:

- Creating and posting YouTube Instructional Videos
- PLC meetings scheduled each month focusing on Sheltered English Instructional strategies.
- Master teacher coaching sessions
- Cluster/Subject area sessions for researching and sharing best practices and resources
- Data analysis meetings will be scheduled for analyze student growth, progress and areas of concern

Mentoring:

- Remain in contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology and instructional needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.

Evaluation:

- Annual evaluation training will highlight procedures and processes impacted due to hybrid and/or virtual programming.
- Staff members will be asked to participate on a School Improvement Panel (SciP). The role of the committee will be to inform professional learning, mentoring, and other evaluation-related activities.

Grading System:

Report cards and interim reports will continue to be issued using the pre-established dates indicated on the school calendar. Grades will be based on the following:

- **Preschool**

Preschool will continue to use the Teaching Strategies Gold checklist for recording information about the growth of individual students. Anecdotal information, work samples, photographs, and videos provided by families will be essential to developing a full picture of each child. Individual student/family meetings may also be used to gain additional information.

- **Grades K-2**

Students in grades K-2 will continue to receive a report card grade using the 4, 3, 2, 1 system.

Very Good (4) = Student excels in the knowledge of and independently applies grade level concepts, skills and strategies

Good (3) = Student understands and applies grade level concepts, skills, and strategies

Satisfactory (2) = Student is beginning to understand grade level concepts skills, and strategies

Needs Improvement (1) = Student does not understand grade level concepts, skills, and strategies

Grades may be obtained through whole group lessons, small group sessions, and submitted assignments. Assignments and participation may be graded using our check system. Additionally, anecdotal information, work samples, photographs, and videos provided by families will be essential to developing a full picture of each child. Individual student/family meetings may also be used to gain additional information.

- **Grades 3-8**

Students in grades 3-8 will continue to receive a number grade on their report cards for all major content area subjects including ELA, Math, Social Studies, Science, World Language and Financial Literacy (grades 5-8).

Grades may be obtained through whole group lessons, small group sessions, and submitted assignments. Assignments and participation may be graded using a letter grade, number percentage and our check system.

- **Character Education, Service Learning, and Special Areas (PE/Health, Art, Music, STEM)**

Students in grades K-8 will receive a report card grade using the following:

O = Outstanding

S = Satisfactory

GN = Growth Needed

Grades may be obtained through participation in whole group lessons and submitted assignments. Assignments and participation may be graded using a letter grade and our check system.

Student Information and Expectations

Student Expectations:

- Follow the grade level schedule. Small group sessions and support services times including ESL, speech, OT, PT and counseling will be provided by the instructor to the individual student/parent.
- Blank and open times are used for independent work and completing assignments.
- Responding to the daily check-in question in grades 3-8 and participation in Google Classroom lessons will be utilized for attendance.
- Complete and submit assignments as per the assignment's due date.
- Respond to all teacher emails within 24 hours.
- Contact teachers when having trouble completing an assignment or if extra support is needed, inclusive of tech support.

Student Guidelines for Remote Instruction:

- Prepare for technical difficulties; check that your technology is working prior to starting the session

- Behave in a respectful manner during all virtual learning activities
- Dress appropriately
- Actively engage in the sessions; refrain from using your cell phone unless directed by the teacher to utilize as part of the session
- Utilize a quiet space in your home that has minimal distractions
- Avoid eating during the session
- Communicate effectively and respectfully
- Mute the microphone unless you are speaking
- Follow the district's Acceptable Use Policy

Preschool Virtual Learning Schedule

Preschool will receive a daily message outlining the work for each day posted to the Google Classroom platform. At minimum, once a week, teachers will host a class meeting to provide opportunities for a shared activity and social interactions with peers. Additionally, at least 1-2 x each week teachers will do an individualized or small group session with each child in order to teach new materials or conduct informal/formal assessments.

For Preschool, the daily schedule, lessons and activities will be based on Creative Curriculum. Assessments will be grounded in Teaching Strategies Gold.

Related services including ESL, Speech, Occupational and Physical Therapy, Counseling and Child Study Team/504 meetings will be scheduled by each practitioner on an individual basis.