



PATERSON CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

PUBLIC HEALTH-RELATED SCHOOL CLOSURE DISTANCE EDUCATION PLAN

Education Philosophy

The mission of Paterson Charter School for Science and Technology (PCSST) is *to provide a responsive educational model that will empower all students, through a standards-equity based academic program founded on expectations for high achievement that will graduate literate, responsible, self-directed persons who have the core knowledge and skills needed to be successful, contributing members of society.*

Overall School Demographics Profile

Paterson Charter School for Science and Technology serves students of various groups and our distance-learning plan includes services for all these students. The table below shows the percentage of students by group.

Economically Disadvantaged Students	90.3%
Homeless Students	0.0%

English Learners	5.0%
Students with Disabilities	12.2%
Migrant Students	0.0%
Preschool Students	0.0 % (No preschool)

Continuity of Student Learning

Continuity of learning is the continuation of education in the event of a prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more students. However, many considerations play a role in the development of distance learning programs, such as accessibility, type and quality of materials, and the length of time that this type of learning must be maintained. There are also a variety of potentially viable distance learning methods.

Continuity of Operations

Communication

PCSST will communicate effectively and in a timely manner with all parents, students, and staff to keep them up to date on the latest information via following communication tools that are readily available:

Emails. All staff will have access to their emails during regularly scheduled school hours.

Class Dojo. K-6 teachers will continue communicating with parents via Class Dojo.

Telephone Broadcasting System. School administrators will use the existing phone broadcasting and SMS texting system to support the distribution of notifications and to provide information to students, faculty, and staff during a prolonged closure.

Social Media. All PCSST social media platforms including Twitter, Facebook, and Instagram accounts can be used for general announcements.

Continuity of School Business

- West Railway campus will be operational and building administrators and a secretary will be available to respond to phone calls or other staff, student or parent inquiries on Mondays and Thursdays.
- Payroll will continue as scheduled
- The Board of Trustees' meeting will be conducted remotely via Google hangout/Zoom and the link will be provided to the public upon request.
- Custodial Staff will conduct deep cleaning and sanitation in all campuses.

Continuity of Instruction

K-1 Campus: In the K-1 Campus Instructional Packets have been prepared by Grade Chairs. Packets included work for Math, ELA, Science and Social Studies. Packets will be available for parents or guardians to come to the 7-12 Campus to pick up and sign off that they received the packet. Packets were prepared for weeks 1 - 5(March 17th- April 24th) On April 27th Teachers started using Boom Cards for instruction with Students. Boom Cards allow students to work on their academic levels. Teachers assign specific skills for students to work through for the week. Teachers check in daily on the cards to assure students are working and completing the cards. Rubrics were set up in teacher's PLC meetings as to how the cards will be graded. In the event that a K-1 student needed an electronic device, an Ipad was provided by the Building Coordinator. Parents were asked to come in person to pick up the device and sign a Technology Agreement.

Every homeroom teacher uses Class Dojo to communicate with parents. If parents have questions about any assignment parents may use Class Dojo during the hours of 9:50 am - 3:21 pm. Parents can also email teachers as well. Class Dojo also supports videos that teachers can post as review lessons for parents and students to watch. Class Dojo continues to be used as attendance, once students/parents login and watch the videos. In the event a student appears Absent two or more times in a week, the Guidance Counselor is notified by the teacher, and a call is made to the parent to check in. In the event that

communication is not made with a parent/guardian, and/or emergency contact a Paterson Police Dept. Wellness check is held. Once PPD has reported the results of the check, and further action is needed a call will be placed to DCPS.

2-6 Campus: The 2-6 campus of the Paterson Charter School for Science and Technology is a technology-based school. All students use Chromebooks during the course of the school day. In the event of an emergency closing, students in grades 3 through 6 will take their assigned Chromebook home in order to utilize our on-line learning platforms currently in place. Except for second-grade sections, all other teachers in the building utilize Google Classroom. Second through 5th grade utilize Class DoJo as part of their instructional routine and parental communication. In the event of a closing, teachers will post all assignments to Google Classroom/Class DoJo in conjunction with the daily schedule. Teachers will be available through email and discussion posts on Google Classroom/Class DoJo to assist students and answer questions during planned school hours.

In the event that students do not have internet and/or technology access at home, instructional packets will be created by teachers sent home with students (if a 24-hour notice is given in regards to closing) or left in the Main Campus Office (W.Railway) for parent pick up. Students, who have questions about the assignments can text, email or chat with teachers during their scheduled online class period.

Students in the elementary grades 2nd-6th grade are following a delayed opening schedule. Instructional time is scheduled from 9:50 am- 3:21pm daily. Students in 2nd grade are recorded as present in their classes through Class DoJo daily. Students in grades 3-6 are recorded as present through daily responses in Google Classroom. A student is marked absent after contact is attempted with parents to support class attendance and the student still does not respond. If multiple absences (2 or more) are recorded in one week, guidance counselors follow up with parental or student contact (grades 2-3 parental contact; grades 4-6 student contact and parental notification). Teachers are in daily communication with all parents via Class DoJo. For extreme attendance issues and inability to contact parents by multiple parties (teacher, guidance, admin), DCPD and/or local police are contacted to conduct a wellness check on the family.

PCSST will continue the academic year for struggling elementary students through its Extended Learning Program which will take place from June 17 to July 2. This program is geared to our students who were passing the school prior to March 16th but due to the

nature of virtual instruction and its unique challenges, found themselves failing two or more core subjects at the end of the year. This program will allow the student an extended period of time to complete missing work and receive virtual one on one and/or virtual small group instruction so that they are able to pass the needed core classes for promotion.

PCSST will also conduct an Elementary School Enrichment Program from July 6th through July 24th. This program's goal is to provide additional ELA and Math support in order to fill the academic achievement gap created by the sudden and immediate move to an online education setting due to COVID19. Students will be taught in small virtual classes that will allow for more individualization and differentiation of instruction. Teachers will utilize live instruction along with appropriate web based instructional tools such as IXL, Google Classroom, Freckle, Moby Max, etc.in order to ensure students practice needed skills and have mastered the NJSLs in Math and ELA in order to be prepared for the next grade level.

7-12 Campus: The 7-12 campus of the Paterson Charter School for Science and Technology is a one to one device school. All students in grades 7 & 8 are provided with Chromebooks and students in grades 9 through 12 are provided with IPADS. During distance learning, students have been accessing their assignments on google classroom. Every teacher in the building utilizes Google Classroom as part of their instructional routine. Teachers post assignments to Google Classroom in conjunction with the daily schedule. Teachers are available through email and discussion posts on Google Classroom to assist students and answer questions during school hours.

Teachers have been providing instruction in a variety of modalities, including Google Hangouts, flipped classrooms, Edpuzzle, and a variety of digital resources listed below. Teachers are continuing with their standards based curriculum, which are based off of New Jersey Student Learning Standards during this time. Virtual grade level and departmental PLC's are taking place weekly for collaboration, planning, and to discuss concerns. In the event that families do not have internet access at home, Paterson Charter School for Science and Technology has provided students with internet connection via optimum hotspots. In the event that students still do not have internet access at home for some reason, instructional packets have been created by teachers and left in the front office for parents to pick up until their internet issue is resolved.

Students at the 7-12 campus are following a delayed opening schedule each day. Instructional time is from 9:50 a.m.-3:21 p.m. daily. Students have until 10:00 p.m. to

respond to an attendance check on google classroom for each class on their daily schedule. Students who do not complete the attendance check are marked absent. As of now, students who pass all of their classes for the year will be promoted. Attendance will not be a factor. Teachers and counselors follow up regularly with students and parents. The parents of students who are not submitting assignments are contacted regularly. Virtual parent conferences to discuss student progress have been completed. DCP&P and the police have been contacted for wellness checks when guidance or the administration has not been able to reach students or the parents of students not submitting assignments.

The Extended learning program will run from June 17-July 2nd. This program will be for students who with additional time can pass a core class for the academic year. Students in grades 7 & 8 will be placed in the program if they are failing more than one core class for the year as a result of distance learning. Students in grades 9-12 will be placed in the program if they are failing a core class for the year as a result of distance learning. Students eligible for the program will be placed in small groups and receive virtual instruction and help with assignments from their teachers. The goal of this program is to assist students who are struggling as a result of distance learning avoid retention or loss of credit.

The Middle School Enrichment Program will run from July 6-24th. This program will be available for all students in grades 7-12, as an opportunity to close the achievement gap in ELA and mathematics. Students will participate in skills based instruction in a virtual setting. Using the NJSLs, instructors will reinforce the standards and skills necessary for students to be successful in the upcoming school year. Instructors will use a variety of digital resources and conduct live instruction when possible.

The tools below will be used for instructional purposes:

Digital Tools	Description	Grade Span
Google Classroom	Learning Management System	K-12
Class Dojo	Connects primary school teachers, students, and families through communication to share announcements and homework.	K-6

Google Hangouts	Allows live web conferencing and screen sharing with students.	K-12
Google Meet	Video Conference tool, similar to GoToMeeting	K-12
Khan Academy	Khan Academy provides short lessons in the form of videos. Its website also includes supplementary practice exercises and materials for educators.	K-12
IXL	IXL allows teachers and parents to monitor the progress of their students and motivate them through interactive games and practice questions.	K-12
Google Drive	Storing and sharing digital content	K-12
Brainpop/Brainpop Jr.	Provides videos on multiple subjects, as well as short quizzes.	K-6
A-Z(Raz Kids)	Raz Kids is an online leveled reading program that differentiates reading level and assessments according to students needs. There are hundreds of leveled books and 29 reading levels.	K-4
Flocabulary	Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.	K-12
MobyMax	On-line adaptive curriculum in ELA, Math, Science and Social Studies which allows students to work at their own pace and enables teachers to identify and assign specific skills and content.	4-6
Pearson – Math	Pearson enVision for middle school Math allows teachers to assign learning materials as well as assignments to students while monitoring progress. The platform offers teachers the flexibility to assign different materials (MathXL) to different learners (i.e. to differentiate) and it also has an adaptive component (Adaptive Practice powered by Knewton – per lesson) that changes	K-12

	the level of difficulty. Teachers can select current topics and/or allow students to review/practice older ones discussed earlier in the year.	
Membean	Membean provides guided, engaging, multimodal vocabulary instruction while our Adaptive Reinforcement Engine helps students retain what they learn.	7-12
Newsela	Allows teachers to assign informational text readings with pre-attached questions and quizzes https://newsela.com/	4-12

Continuity of Special Education Services

To ensure implementation of Individualized Education Plans (IEPs) to the greatest extent possible, the delivery of remote/virtual instruction is provided through various modalities that include accessible materials and platforms for all students with disabilities. Students with disabilities are given the same access to technology as well as provided with the same devices that general education students are using for virtual instruction.

At the K-1 campus, teachers are using platforms that include class dojo, zoom, and google hangout meet for live instruction sessions or for teacher-recorded lessons or for parent communication. Boom Cards is another platform used for interactive learning and self-assessment to reach students of different academic levels.

At the 2-6 campus and 7-12 campus special education teachers follow the same procedures as general education teachers for posting assignments on Google Classroom. Class DoJo, Zoom, Loom, flipped classroom, Edpuzzle, and Google hangout meet are used as platforms for live instruction sessions or for teacher-recorded lessons. Additional resources and websites such as reading A-Z(Raz kids), Pearson Realize, IXL, Khan Academy, MobyMax, Flocabulary, Membeam, NewsEla are used to enhance online instruction or for additional practice. Learning packets are made available at all campuses in case there is a technology/internet connectivity issue.

Instruction and assignments for students with disabilities are modified based on students' IEPs. Extended time for assignments is provided as needed. Additional live one- on- one or group instructional sessions take place via google meet or zoom during "reteach time" at the elementary campuses at the end of the day and during "teacher office hours" at the middle/high school level for students who need extra help.

Special education related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, are delivered to students with disabilities through the use of virtual communication and online platforms to the greatest extent practicable as required by the student's Individualized Education Program (IEP). Service providers are using zoom and google hangout meet as a platform to deliver virtual therapy services for group or individual sessions as per the frequency and duration written in the students' IEP. Additionally, speech therapists will be using Ultimate SLP as an additional resource which is an e-library that has thousands of speech therapy materials that include real life images, games, and activities to target every speech goals for articulation, language, social communication, and more(<https://www.ultimateslp.com/>).

In accordance with 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, our IEP team will meet and discuss what compensatory services, if any, services are necessary.

To document IEP implementation, tracking of services, student progress, and provision of accommodations and modifications, case managers make sure that students' IEP accommodations /modifications have been shared with all pertinent teachers and staff. Evidence that serves as proof that accommodations/modifications are being provided include but are not limited to lesson plans for virtual learning, modified assignments, use of varied materials that include videos, visuals, software, websites, lessons in PowerPoint format and so on. All students with special needs are given extended time for completing assignments. Paraprofessionals are assisting students who have one-on-one aides or shared aides by joining virtual classrooms or by working with students individually by phone or via meeting software.

Our case managers and teachers meet regularly to discuss individual learning plans for students who are struggling or for those who are in danger of failing during virtual learning. Our school compiles and maintains data for all instructional services and parent communication as well as individual student data that include grades, teacher comments, work samples etc. Discussions about student progress and services that might be needed for future are part of annual IEP meetings.

Furthermore, case managers follow up with families via phone calls, emails, and google hangout meets to ensure services are implemented in accordance with IEPs to the greatest extent possible. Documentation of all types of communication with families is kept and maintained in files.

An Extended School Year(ESY) for Students with Disabilities who have ESY written in their IEP will be held virtually during summer from July 6-July 24. Considerations for ESY are based on what is determined appropriate in a regression/recoupment analysis.

With respect to initial evaluations/reevaluations, our school is completing any parts of the initial evaluation/reevaluation that can feasibly be completed during the school closure such as social history assessments. Our CST will complete the remaining aspects of the evaluation/reevaluation when school reopens, including all necessary assessments/testing as agreed mutually with parents. In some cases, if it is determined that a reevaluation does not require assessments (if none are determined necessary by the IEP team and parent) the reevaluation will be completed during school closure. Alternatively, in some cases when it is

appropriate, the reevaluation may be waived with parent consent requested or obtained while schools are closed.

Our child study team will continue to hold virtual IEP meetings using google hangout meet platform. Meeting invites are created and sent to parents and all other required participants as per IEP meeting dates. Documentation of attendance is kept and documented. IEPs are updated accordingly on the EasyIEP system and a copy is sent to/shared with the parent. IEP accommodations/modifications are made accessible to all pertinent teachers and staff for IEP implementation.

Continuity of ESL Services

During distance learning, PCSST is using various means and strategies to meet the needs of ELLs. Collaboration between the ESL and general education teachers is taking place on a daily basis. ESL services are being provided via “pull-out” or “push-in” in a virtual learning environment. We have ESL sections where students meet with the ESL teacher virtually for ESL instruction which focuses on all language domains, and we also have “push in” sections for content areas where the ESL teacher and the content area teachers work and communicate together to support students in content areas.

Parents and students are guided and instructed on how to use google classroom for translations. Additionally our school uses human interpreters (our student alumni) to communicate orally or in writing with families who are not fluent in English. School makes sure that ELLs have access to meals, wifi hotspots, and chrome books just like all other students.

Teachers are differentiating instruction based on students' language proficiency levels. Visual supports are part of the daily instruction. Imagine Learning, NewsEla, Razkids, IXL, readworks, commonlit, brainpop, quizlet, and edpuzzle are some of the additional resources that are being used to support the learning of ELLs during distance learning. Flexible class meetings/office hours are also offered weekly to students who need additional support.

An ESL Summer program will be offered virtually to all ELLs in K-12 as a supplemental English language program during summer. The program will focus on all language domains: reading, writing, speaking, and listening instruction.

Attendance and Promotion to Next Grade

Students in **the lower elementary grades KG and 1st grade** are following a delayed opening schedule. Every homeroom teacher uses Class Dojo to communicate with parents. If parents have questions about any assignment parents may use Class Dojo during the hours of 9:50 am - 3:21 pm. Class Dojo continues to be used as attendance, once students/parents login and watch the videos. In the event a student appears absent two or more times in a week, the Guidance Counselor is notified by the teacher, and a call is made to the parent to check in. In the event that communication is not made with a parent/guardian, and/or emergency contact a Paterson Police Dept. Wellness check is held. Once PPD has reported the results of the check, and further action is needed a call will be placed to DCPS. Since attendance is closely monitored and reported to admin daily, students who meet PCSST's academic requirements will be promoted to the next grade.

Students in **the elementary grades 2nd-6th grade** are following a delayed opening schedule. Instructional time is scheduled from 9:50 am- 3:21pm daily. Students in 2nd grade are recorded as present in their classes through Class DoJo daily. Students in grades 3-6 are recorded as present through daily responses in Google Classroom. A student is marked absent after contact is attempted with parents to support class attendance and the student still does not respond. If multiple absences (2 or more) are recorded in one week, guidance counselors follow up with parental or student contact (grades 2-3 parental contact; grades 4-6 student contact and parental notification). Teachers are in daily communication with all parents via Class DoJo. For extreme attendance issues and inability to contact parents by multiple parties (teacher, guidance, admin), DCPD and/or local police are contacted to conduct a wellness check on the family. Promotion to the next grade level will be based on successful passing of current grade level and attendance will not be a factor at this time.

Students at **the 7-12 campus** are following a delayed opening schedule each day. Instructional time is from 9:50 a.m.-3:21 p.m. daily. Students have until 10:00 p.m. to respond to an attendance check on google classroom for each class on their daily schedule. Students who do not complete the attendance check are marked absent. As of now, students who meet PCSST academic requirements will be promoted. Attendance will not be a factor. Teachers and counselors follow up regularly with students and parents. The parents of students who are not submitting assignments are contacted regularly. Virtual

parent conferences to discuss student progress have been completed. DCP&P and the police have been contacted for wellness checks when guidance or the administration has not been able to reach students or the parents of students not submitting assignments.

Continuity of Food Service

All Students will be provided “*grab and go*” breakfast and lunch in the case of school closures. Distribution will be conducted in collaboration with the Paterson Public Schools and other Charter Schools along with service in our 7-12 campus twice a week. During distribution Social Distancing is implemented along with use of PPE.

Continuity of Counselling and Nursing services

School Counselors and Nurses will be available during school hours via email. There will be an available counselor and nurse in the main campus to respond to any inquiries from students and parents. They will be reaching out students as needed for follow up purposes. Additionally, the entire student population was provided with information regarding emergencies services and hotline #s via email or through classroom dojo.

Maintaining School Buildings

All PCSST Campuses were cleaned and sanitized and sealed immediately after the school closure on March 17th. Only 7-12 Campus will be kept open for food and instructional material distribution.

K-1 and 2-6 Campuses will continue to remain closed. Limited access will be given to teachers if they need instructional materials from their classroom.

Building and ground staff will continue sanitizing and maintaining buildings as needed.

Summer Programming Plan

An Extended School Year(ESY) for Students with Disabilities who have ESY written in their IEP will be held virtually during summer from July 6-July 24. Considerations for ESY are based on what is determined appropriate in a regression/recoupment analysis.

Students who have learning loss will be identified by school counselors. They will have a recovery period after the end of the school year by providing continuation of Distance Learning.

PCSST will continue the academic year for struggling elementary students through its Extended Learning Program which will take place from June 17 to July 2. This program is geared to our students who were passing the school prior to March 16th but due to the nature of virtual instruction and its unique challenges, found themselves failing two or more core subjects at the end of the year. This program will allow the student an extended period of time to complete missing work and receive virtual one on one and/or virtual small group instruction so that they are able to pass the needed core classes for promotion.

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Class of 2020 Graduation Ceremony

All seniors were surveyed to get their opinion on the format of graduation they would like to have. The majority of the students are willing to wait for a traditional graduation ceremony in the school at the permitted time by late summer or fall. Additionally, recognition of seniors will be conducted through social media displaying a slideshow of college acceptances. Furthermore, each senior will receive a bag containing the following items inside; Diploma, Cap/Gown, Lawn sign, Class Ring, Yearbook and some PCSST memorabilia to show our support for their accomplishments.

Essential Employees

The following essential employees are readily available in the school premises twice weekly during food distribution hours to conduct their essential job duties and parent/student/staff inquiries:

Lead Person,

Security personnel,

Building and Ground Personnel (Custodians, Maintenance)

Food Service Personnel,

IT Department Personnel,

Secretaries,

Executive Team Members (District and Building Administrators)

Guidance Counselors,

Nurses,

Business Office Personnel,

HR Department Personnel,

Registrar