



County	Essex
District	Pride Academy Charter School
Chief School Administrator/Lead Person	Fiona Thomas
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Plan Component 1: Equitable Access to Instruction Plan

Does the plan include equitable access to instruction for all students?

Pride Academy has implemented a plan designed to service and support all of our students as equitably as possible given the range of different circumstances represented in our community. The following components are examples of access:

- Distance learning can be accessed via Google Classroom and a suite of programs, websites and applications that are regularly used in our daily instruction or via hard-copy packets of materials;
- We provide families who do not have access to a reliable device with a loaner laptop;
- Special Education and 504 accommodations and modifications are incorporated in both the online programs and hard copy learning materials;
- Families are provided with the opportunity to participate in daily meal service
- Communication, information and social-emotional outreach in English and Creole and Spanish, if necessary, are provided using a range of different pathways including Robo-Alert Calls, emails, texts, and phone calls, video chats/hangouts, and postings on our school website.

Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?

Pride Academy serves students in grades 5-8 and our current demographic profile includes the following:

- Free and Reduced Lunch: 80%
- African American student population: 96%
- Hispanic student population: 2%
- Special Education student population: 11%

Our instructional plan reflects decisions that are intended to support a range of our family's' situations and availability of resources. For example, students without a device to access online learning are provided with a loaner laptop; families who require translation services are provided information via our Robo-Calls, emails and texts in their home-language; students who require Special Education and 504 accommodations and modifications will receive them both in the on-line learning platform and in the hard copy material packets.

Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?

Academic Components:

Platforms for daily use:

- 5th-8th grade will use Google Classroom for their daily learning engagements and enable the guardian access to Google Classroom.
- Email, Google Chat groups, and Zoom will be used for communications between staff, students and parents.
- These platforms should already be familiar to students and will be considered the home base. Students will continue to use these platforms for all daily lessons.

Expectations for Teaching and Learning:

- Teachers will follow their teaching schedule and post assignments accordingly
 - ELA/ Math + Co-curricular post a 20 minute assignment per day
 - Social Studies and Science post a 20 minute assignment 4 times a week based upon the team schedules
- Daily Assignments / reminders will be posted on Google Classroom by 8:30AM each day.
 - Ex: Good morning, this is Mrs. Wilson. I hope you are doing well. Let's review the plans for today:
 - 1. Complete the Bellringer Prompt
 - 2. Read the Powerpoint and complete the notes guide
 - 3. Submit your exit ticket via email to Mrs. Wilson
- Lessons will capitalize on the home environment and incorporate ways to reduce screen time and include physical activity as much as possible.
- Online Lesson plans will be submitted Monday mornings by 8:30 am using the *Weekly Online Lesson Plan Format Tracker*.
- Homeroom advisors will check in with advisees at minimum of 2 times a week and document all contact with parents and students using the *Weekly Advisory Check-In Tracker*.
- Teachers will complete the *Weekly Online Assignment Overview* by 8:30 Monday mornings.
- All teachers will update the *Assignment List* google document daily in the shared folder.
- Teachers will track and document student progress to ensure participation and check-in with students to assess if they are struggling or non-participatory. Grace and understanding will always govern decisions.
- Feedback to students will be given on every assignment, even if it is just a thumbs up. Voice and video feedback will be provided to students when possible.
- Teachers will email or text parents a general update at least once a week.
- Teachers will include one video a day that students can look forward to. This may be a "Good morning!" video or an instructional video. Video lectures will not exceed the length of a mini lesson (5 minutes).
- Teachers will monitor the morale of their classes and the workload of the students carefully and they will regularly check in with their grade level colleagues to monitor cross-curriculum opportunities and trends. Teachers will have the latitude to make good decisions for the well-being of their students.
- Student concerns will be documented on Student Progress trackers and shared with administration, social workers and the nurse as needed and appropriate.
- Teachers will maintain lesson plans and Powerschool throughout this period.
- Teachers will be supported in and encouraged to maintain a healthy work/life balance, keep lines of communication open between all departments and administration if difficulty and challenges are encountered with the online platform or personal family situations.

On-Line Menu of Options

- Google Classroom
- All teachers can use Zoom to provide a video conference opportunity for up to 20min - If students do not log on that is ok.
- Think outside of the box with lessons ideas
- Khan Academy for Math (Beta version available for ELA)
- Edulastic
- MobyMax
- LinkIt
- Hapara

- Math Light Videos + Resources
- MobyMax to supplement online instruction (Math, ELA, Science, SS)
- [7th-9th Grade Math Video Lessons](#)
- Iteachalgebra Youtube Videos
- Common Lit ELA

Hard Copy Materials Work Packets:

Every effort will be made by Pride Academy to provide students with access to On-Line Learning opportunities. Students who do not have access to a reliable device will be provided with a loaner device. Students who do not have access to a reliable internet source will be provided with Hard Copy Materials Work Packets with lessons and activities that will be both beneficial in strengthening and practicing target skills and curriculum standards as well as engaging. Teachers will maintain frequent and regular phone/text/email contact with students who are not able to participate in the On-Line Learning platform.

Social Emotional Components:

The following strategies and actions to support the well-being of our students during our weeks of distance learning will include but not be limited to:

- Homeroom advisors will perform regular check-ins and wellness checks with their designated group of students and alert Administrators, Social Workers and the Nurse if concerns arise.
- Teachers will incorporate wellness/mindfulness activities into their lessons and encourage work/play/ sleep balance, disconnect times from technology, physical activity, and reinforce healthy and safety practices that have been shared as ways to mitigate the exposure to and spread of COVID-19.

The following strategies and actions to support the well-being of our teachers during our weeks of distance learning will include but not be limited to:

- Regular online check-ins with our teachers and delivery of immediate support with regard to dealing with technical difficulties related to the online learning experience; personal phone calls from administration; administering weekly or bi-weekly Wellness Surveys and timely follow up with any concerns noticed in the responses; scheduling virtual “fun” team building activities and Faculty Meetings during which we can maintain our rituals of Staff Shout Outs and Passing the Djembe; providing resources and tips related to managing stress and ways to boost physical and emotional/mental health in response to the heightened anxiety, fear and trauma associated with the current pandemic.

The following strategies and actions to support the well-being of our parents during our weeks of distance learning will include but not be limited to:

- Regular personal phone calls to parents by administrators and delivery of immediate support with regard to dealing with any technical difficulties related to the online learning experience or needs for referral for mental health or other community based resources and support; scheduling virtual grade level meetings to provide information and assess needs for adjustments or changes that we can make to strengthen the online learning experience for their children; providing resources and tips related to supporting their children and themselves in managing stress and ways to boost physical and emotional/mental health in response to the heightened anxiety, fear and trauma associated with the current pandemic.

Communication:

Pride Academy recognizes the importance of frequent and regular communication with all stakeholders with regard to maintaining human connection, staying informed, sharing resources,

and being responsive to concerns, problems and questions. We will use the following communication systems: Postings on our school website (www.prideacs.org); phone, email and text messages; Robo-School-wide alert system; Google Classroom; and virtual meeting platforms such as Zoom and Google Hangouts.

Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?

Our instructional plan will be delivered to students in grades 5-8 primarily through online platforms. The Director of Technology surveyed families and students using a variety of methods including short online google form surveys and a written survey that was distributed via student delivery and Robo Call email attachments. 129 parents (out of 288) responded. 167 (out of 216 total) 6th, 7th and 8th grade students responded.

1. Do you have access to reliable internet?

10 families/11 students responded that they do not have access to the internet in their homes. Of the 10 families without internet: 1 has no cell phone or data; 7 have cell phones with unlimited data which can be used as an internet hub; 2 have cell phones without unlimited data which cannot be used as an internet hub.

2. Do you have a reliable computer at home?

22 families and students responded that they do not have a reliable computer at home.

We have provided families without internet information and who are eligible (free and reduced lunch) to sign up for Internet Essentials with Comcast.

Our distance learning program involves the integration of online platforms that our teachers have been regularly incorporating as tools for instructional delivery and are comfortable with. Almost all teachers have used Google classroom before. All students, other than some 5th grade students who are in their first year at Pride Academy, are familiar and comfortable with the Google Classroom suite. Other online "platforms" include services used regularly by students in their classes and with which they are comfortable, including, but not limited to: Google Classroom, Hapara, Zoom, Google Hangouts, Google Duo, commonlit, khanacademy, mobymax, ck12, youtube, iReady, Zearn, everfi, wizerm, prodigy, kahoot, and learn.kqed.org.

Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?

Over the course of the last 8 weeks of distance learning, staff have continued to address our students' network access and device needs in the following ways:

Measurement:

- Staff are in constant communication with our scholars through monitoring and documenting daily student attendance, activity in their Google Classrooms per subject, and through our advisory system that involves weekly outreach by teachers to all 12 scholars assigned to their advisory group. Teachers, social workers, and administrators assigned to each grade level will reach out to students/families where we note inconsistent attendance and online activity to find out the root causes. The question of network access and device is explored to determine if they are challenges that are interfering with their learning.
- Parents and students will self-report their needs to staff and administrators through email, phone calls and texts.

Response:

- When a need is reported, the Director of Technology will reach out to the family to determine the nature of the need and explore if it can be resolved remotely.
- If the need involves a device, then the Principal will set up day/time frame for a parent to come to the building to sign out a loaner school laptop, charger etc. Social distancing, wearing of masks, and safe protocols for pick up are implemented.

**Plan Component Question 2:
Delivery of Special Education and Related Services for Students with Disabilities**

Does the plan include adapted materials and assignments to meet student needs?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan consider the needs of students who are medically fragile?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Yes: please see the Special Education/ Social Workers Distant Learning Plan below
Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?	N/A
Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?	N/A

Special Education/Social Worker Support Plan

Action Focus	Action Plan Steps
Special Education Services such as IEP and/or 504 meeting preparation and meetings will be maintained via conference calls. All timelines and deadlines must	<ul style="list-style-type: none"> • IEP Teacher Input Forms will be shared out and completed as normal by date indicated. • In the event of and during a school closure, all attempts will be made to keep the originally scheduled IEP or 504 meeting date and time. • For all upcoming IEP/504 Meetings, 5th-8th Grade Social

<p>be adhered to including the Initial review, Annual Review and Reevaluations.</p> <p>*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible? *Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?</p>	<p>Workers will create the meeting and share the information with participating staff and families via email/google calendars/phone calls.</p> <ul style="list-style-type: none"> • In the event of and during a school closure, Child Study Team members will be responsible for sending/ mailing draft documents needed to parents ahead of time. • The federal government has not communicated the suspension of any timelines; therefore, timelines are being followed to the extent possible including, but not limited to, new referrals, evaluations, and re-evaluations. Meetings are being held via conference calls. Case Managers are managing meeting participants and receiving email confirmations from parents and all signatures will be obtained once school resumes. • Evaluations that require face- to- face contact will be suspended until Governor Murphy lifts his executive order. Everything else that can be conducted via virtual means are being completed in the time constraints detailed in N.J.A.C. 6A:14. • Case Managers and Director of Special Education are managing timelines and documenting all communication with families. • Staff/Faculty will participate in Special Education Department Meetings held on Zoom to ensure delivery of instruction, have discussion around IEP goal progress, and allow for staff to complete scholar IEP Input forms
<p>Related Service: Counseling --Social Workers will maintain and provide usual counseling services as per listed in students' school IEPs and will keep documentation.</p>	<p>NJDOE Memo: Delivery of Related Services to Students with Disabilities Through Telepractice (reference for guidance)</p> <ul style="list-style-type: none"> • Social Workers will create a proposed schedule that indicates a meeting time with scholars. • Social Worker will document their call Google Voice phone calls on the call log.
<p>Related Service: Counseling Social workers will provide social and emotional wellness checks with students on their IEP caseload</p>	<ul style="list-style-type: none"> • Social Workers will create a schedule • Social Workers will document attempts to contact students Google Voice phone calls • Social Workers will reach out a minimum of 3 times a week Google Voice phone calls
<p>Related Service: Counseling Social workers will check in weekly with students on non-IEP counseling schedule</p>	<ul style="list-style-type: none"> • Social Workers create schedule based on referrals from staff and direct outreach • Social Workers will document attempts to contact students via Google Voice phone calls • Social Workers will document attempts to contact students a minimum of 2-3 times a week via Google Voice phone calls
<p>Related Service: Counseling Social workers will be prepared to provide families in need with community services re: mental health and crisis response and follow up.</p>	<ul style="list-style-type: none"> • Social Workers create schedule based on referrals from staff and direct outreach • Social Workers will document attempts to contact students via Google Voice phone calls • Social Workers will document attempts to contact students a minimum of 3 times a week via Google Voice phone calls
<p>Related Service: Speech</p>	<ul style="list-style-type: none"> • In accordance with the April 1, 2020 temporary ruling,

	<p>related service providers are permitted to provide tele-health services to students with disabilities during Governor Murphy's executive order. Speech Services are being delivered utilizing video conferencing on the Zoom platform</p> <ul style="list-style-type: none"> • Director of Special Education will keep track of the speech services missed prior to April 1 2020 and work with the Essex Regional Commission to outline compensatory services for scholars.
<p>List of Resources for Staff</p>	<ul style="list-style-type: none"> • Social Workers will use a google classroom account to post information/resources for teachers • Social Workers will provide immediate next steps for teachers in the event that a check-in, a student is in crisis • Staff should keep Social workers in the loop about scholar progress and concerns as they arise • The following <i>Online Social Worker/Response to Crisis</i> protocol: <p>Distant Learning Social Work and Crisis Protocols</p> <p>To the extent possible, teachers and staff should follow the regular threat to life/ self-injury policy. This can be referenced in the protocol in the <i>Online Learning 2020 Shared Drive</i> located in a folder named: <i>Social Work</i> folder. In the event that a staff member is concerned that a student may be in crisis, the following steps should be followed:</p> <ul style="list-style-type: none"> • Contact one of the school Social Workers and a member of the Senior Administration. • Complete a crisis incident report within 24 hours and send via email to the grade level Social Worker (also located in the drive). • After contact with the student is made, the Social Worker(s) will provide the families with next steps, which may include an immediate mental health, psychological, or psychiatric evaluation at an emergency room. • Please note if a student makes an active attempt at suicide during online instruction and/or a virtual advisory check-in, 911 should be called immediately and steps 1-3 above followed. • For reference, below are a list of local emergency/crisis services: <p>New Jersey Children's System of Care (Mobile Response): 1-877-652-7624 East Orange General Hospital Psychiatric Hotline: 973-672-9685 Mountainside Hospital Psychiatric Hotline: 973-429-6969 Clara Mass Medical Center Psychiatric Emergency Services: 973-844-4357 Newark Crisis Intervention Hotline: 973-623-2323 National Suicide Prevention Hotline: 1-800-273-8255 Essex County Domestic Violence Hotline 24-hrs (The Safehouse): 973-759-2154 The Rachel Coalition (Domestic Violence):973-740-1234</p>

<p>FERPA</p>	<p>A survey will be made to determine as much as possible to the extent to which scholars with an IEP or 504 do not have access to a device and reliable internet source to use during distance learning.</p> <ul style="list-style-type: none"> • Devices will be located that can be loaned to scholars • Information will be shared about pathways to access free Internet resources <p>“IDEA mandates that all eligible students have a right to a free and appropriate public education (i.e., FAPE as articulated in an IEP) even in times of crisis.</p> <ul style="list-style-type: none"> • Schools/districts that close and/or move to remote instruction may need to: a) provide appropriate technology and access to all students, keeping the principles of Universal Design for Learning in mind; b) provide wifi access/pay for it for Title I eligible families; c) ensure students have required assistive technology needs met/provided by the school; and d) provide [certain] services at home where appropriate. • Accommodations, modifications, or other supports guaranteed under Section 504 must also be provided. <p>(Information extracted from Email Harry Lee https://www.ncsecs.org/news/covid-19-and-students-with-disabilities/)</p>
<p>Special Education Modifications</p>	<ul style="list-style-type: none"> • A Google Classroom training was conducted by a staff who modeled how to upload modified assignments on google classroom by selecting specific scholars at upload. • The Dean of Academics will be shared on all teacher google classroom accounts and regularly reviewed. • All Special Education/504 Accommodations will continue to be outlined and documented on teacher Lesson Plans and Activity trackers and reviewed on a weekly basis during the School Closure period. • All hard copies of assignments for scholars that do not have internet will include appropriate Special Education supports. • All online assignments posted will be modified for Special Education /504 supports. • Teachers are responsible for grading and monitoring the progress of their special education students in their content areas. If a scholar needs assistance the teacher will be available during office hours for check in. Teachers will then notify their grade level leader and case managers to discuss an action plan with the scholar and their family.
<p>Paraprofessionals</p>	<ul style="list-style-type: none"> • Paraprofessionals will be added as co-teachers on google classroom. • Paraprofessionals will be provided with hard copies of assignments. • One-on-one aides will have to keep in contact with both content teachers and scholars/families to ensure their work is getting completed. • Daily phone calls/check ins with zoom will be conducted. • A letter to parents will be created and sent outlining

	<p>resources and ways to support their scholar at home.</p> <ul style="list-style-type: none"> • A video will be created and posted on the School Website to show parents how to access Google Classrooms.
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Plan Component Question 3: Addressing ELL and Bilingual Needs
At this time, our school does not have ELL and Bilingual Needs.

Plan Component Question 4: Delivery of Meal Services	
Does the plan address the provision of school nutrition benefits or services for eligible students?	
Pride Academy has followed the guidance shared by the NJDOE over the course of the last few weeks and submitted a waiver in order to move forward with the Public Health School Closure mandate. As long as we are able to access the school building and have healthy staff to supervise the program we will provide school nutrition services for all eligible students as described below.	
SFA Name:	Pride Academy Charter School
Agreement #:	08006020
Date Meal Distribution will begin:	Monday March 16 th 2020
Date Meal Distribution will end:	Friday April 3rd 2020 (Subject to Change)
Schools/Site where distribution of meals will take place:	Pride Academy Charter School (Alternate Locations include Madonna St Parking Lot and Imani Baptist Church)
Meals to be claimed for reimbursement per day:	Breakfast and Lunch
Outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.	
<p>Food Safety: staff will ensure food safety by maintaining the following standards that are implemented in our SOP that are not limited to but include:</p> <ul style="list-style-type: none"> • checking refrigerator temperatures to ensure that the temperatures comply with the safe range for storage of milk and breakfasts that include ingredients that may spoil without refrigeration; • ensure a high level of cleanliness and sanitation of the serving tables and food distribution area; • food supervisors will maintain rigorous hand-washing hygiene and wear gloves for distribution of the grab and go meals; • custodial staff will make sure that all food is received and stored according to our Food Safety and Bio-Security Plan guidelines; • all meals are <i>Grab-and-Go</i> and will be pre-wrapped to limit food handling by the staff; • All equipment will be sanitized and wiped down before service and after service. 	
Meal Claiming and Counting:	
Pride Academy has arranged with our vendor, Karson Foods, to provide meals over the entire closure period or for as long as we are able to remain open. Meals will be delivered on a daily basis in the morning. Student/Families will have a window of time every day from 10:45AM until 12PM to come to the school building to pick up their breakfast and lunch for the day.	
We will be serving Grab-and-Go breakfast and lunch for the entire program period. Grab-and-Go breakfast will be a continental breakfast (eg: muffins, croissants, bagels, cereal) and will include a fruit component and milk. Grab-and-Go lunch will consist of a different type of sandwich daily (eg: turkey and cheese, beef bologna and cheese, sliced chicken and cheese, etc.) and contain a	

different fruit and a different vegetable every day. Milk will also be served. Our site will have two to three staff members who will be in charge of delivery, distribution and meal counting. Students will come into our building and take their breakfast, lunch, or both. We currently have one POS machine. We will have the POS machine set up for lunch counting and in order to reduce cross-contamination, the Food Supervisor will enter each student's pin number to record their meal pickup. We will have another separate line for breakfast counting where we will use a coded roster. As the students take their breakfast, a staff member will check off on a list that the student received the breakfast. The breakfast count will then be entered into the meal system manually at the end of service.

Does the plan contain how the district will provide continued safe delivery of meals to students?

At around the end of the 5th week of distance learning, Pride Academy reached out to its 3 districts of residence to explore the possibility of Pride students utilizing the meal service distributions at sites within their resident districts. Each of the Superintendents of the 3 districts agreed after sharing our list of students residing in their given district. We moved to this option due to the small numbers of families able to access meal distribution at Pride due to location, convenience and social distancing/safety confidence traveling so far from their homes to pick up meals.

If and when we resume meal distribution at Pride, we will ensure that we continue safe delivery of meals by following these steps:

- The principal has attended School Safety and Security webinars that have been broadcast over the school closure period and is informed about the updated guidance of best and safe practices and will supervise and/or implement them with regard to delivery, location and social distancing requirements of meal pick-up.

Plan Component Question 5: Length of Virtual or Remote Instructional Day

***Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? • Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.**

Pride Academy Charter School began the transition from traditional classroom instruction to Remote Learning Instruction on March 16, 2020. In the weeks leading up to this transition, the School Leadership Team took steps to establish a plan that would meet the needs of all stakeholders in the school community- parents, students, teachers and staff, in accordance with State guidelines and expectations. Surveys were distributed to families to determine the number of households that were equipped with technology and internet access for Remote Learning to take place. Additionally, teachers and staff were provided with planning time to design lessons that could fulfill the initial timeline for Remote Learning Instruction. Based on the technology survey feedback, it was determined that we could facilitate assignments online. Students who were identified to need a technological device were loaned a school computer to take home. In our efforts to fulfill accommodations and modifications as outlined in student IEPs, teachers provided paper-based assignments for students as well. All assignments were aligned to the NJSLAS standards, as well as the outlined grade level curriculum pacing according to the school curriculum map for the 2019-2020 academic year. Each week, teachers posted assignments and virtual lesson plans that detailed assignments, activities, and at home learning (homework) assignments that scholars would be engaged in throughout the week. The school continued to provide support for scholars in regard to SEL through weekly Advisory meetings, daily attendance check-ins, school counseling from our Social Workers if needed, and individual teacher check-ins with students via phone and email.

As time passed and Remote Learning became the "new normal" for educators and students, all teachers transitioned to posting all assignments via Google Classroom. The School Leadership Team provided online workshops for teachers in the areas of lesson planning, teaching through

trauma, supporting students virtually, staff wellness, and meeting the needs of exceptional learners. Teachers also shared turnkeys on various educational platforms that could be utilized to effectively differentiate and deliver instruction to students based on learning needs in the areas of content, process, product and learning environment. These platforms include and are not limited to ZOOM, Google Meet, apps within the Google Suite, Kahoot, Edpuzzle, CK12, Moby Max, LinkIt, Flipgrid, etc. Another important factor to consider was that of time. Considering the effects of prolonged screen time on learners in middle school, student investment and motivation, live online lessons were designed to take place in 30 minute increments. The lessons follow the basic blueprint for online classes with an opener/engagement, I Do, We Do, You Do portion and time to check for understanding. Teachers are also available to support students via Office Hours, phone or email at designated times.

All Administrators were granted access to individual Google Classroom pages and parents were also given accessibility to the classroom pages so that they could support scholars at home. As a school, we implemented schedules for each grade level to reflect Live Classes and Office Hours offered by teachers. In keeping with our consideration and interest of the wellness of our faculty, we created an opportunity for teachers to meet online in grade levels and design the schedules. We also dedicated each Friday as our school CARE Day in an effort to foster a healthier work life balance for our community. On this day, we encourage everyone to engage in diverse self-care and wellness activities that lead them to reflect, honor themselves and each other, and be fully present and mindful. Advisory meetings with learners continue to be maintained, and teachers and members of the School Leadership Team reach out to scholars individually as needed. Through the implementation of these practices, we recognize even more the importance of routines and consistency for the students and teachers. Each content area re-visited their curriculums and selected areas of focus that could realistically be delivered to the students during this period of instruction.

It is our strong desire to maximize student growth and learning in all areas during this unprecedented time. Therefore, teachers are encouraged to provide timely feedback to scholars upon completion of assignments, uphold the modifications and accommodations as outlined in the IEPs, provide speech and counseling services remotely, confer with parents and guardians as necessary to support student achievement, and focus on target areas for instruction that will best prepare the learners for the next grade level. As an incentive, teachers recognize students in their classes for dynamic work, perseverance, improvement and growth with awards, shout-outs, calls/notes home, etc. We understand that now more than ever, Remote Learning instruction needs to reflect high expectations, rigor, establish routines and consistency, be responsive, understanding and informed about the challenging circumstances in our students' and families lives, and be relevant to the learners in our care.

Plan Component Question 6: Attendance

Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?

On April 13th, NJSMART shared the following announcement: *"As NJDOE has done in previous years, a new **Guidance on Reporting Student Absences and Calculating Chronic Absenteeism** will be issued in May, 2020 with additional instructions and updates on the attendance data submission for 2019-2020."* Pride Academy still awaits this guidance from the NJDOE to support our final decisions with regard to we will be required to address absence, promotion, retention, and graduation. Starting from the first day of our School Closure on March 16th, the follow practices and mindsets were implemented and have been maintained over the past 9 weeks:

- Teachers/staff mark students as absent if they did not check in with their homeroom teacher via their Homeroom Google Classroom portal during the day or if they did not produce/submit any online assignments or attend virtual lessons for that day.
- Promotion, retention and graduation decisions will be based on the first two- trimesters of academic grades and attendance data informed by a mindset of grace and understanding for our students and families in terms of what is best for them academically and socially and how the extraordinary circumstances and challenges that the COVID-19 pandemic and school closure effects have caused.

Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?

The plan to address students' lack of participation in online instruction and/or assignment submission is a collaborative and strategic effort involving the following outreach:

- Students are expected to log into their Homeroom/Advisory Google Classroom every day and their attendance is recorded on a daily basis through Powerschool. All students and parents/guardians have access to Powerschool. All subject teachers are expected to reach out to students and their parents/guardians that repeatedly either submit incomplete assignments, do not appear online, or where assignments are missing. Staff use a range of agreed upon communication methods that work best for both the teacher and family, including text, email, phone and google chat.
- In addition, at least once a week, all students have a virtual or phone/text check-in with their assigned teacher-advisor.
- If the teacher/advisor outreach and follow up are unsuccessful in connecting with a student or family and/or the inconsistent online participation and production pattern continues, the teachers will notify their grade level leadership member who will then reach out to families and set up virtual or tele-conferencing meets to explore the underlying challenges and the development of an action plan for improvement.
- Depending on what is either self-reported by students, shared by parents or shared by teachers/advisors, outreach will involve the school's Principal, Social Workers, Dean of Students and school nurse.

In our experience, there have been extraordinary circumstances that have led to students not participating online which include the effects of trauma, fear, anxiety, and isolation related to serious illness and/or loss in their near family, unemployment of principal carers, and the lack of a consistent adult presence due to circumstances that include but are not limited to the need to self-isolate within the home due to COVID-related illness, the inability to work from home, and their roles in essential worker jobs.

Plan Component Question 7: Facilities

***Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?**

- During the first week of closure, the custodians and a cleaning service thoroughly cleaned and sanitized the school building. In order to ensure the safety of our staff, over the course of the first 4 weeks of the School Closure, the custodian and the Principal were the only essential staff who attended the school on a bi-weekly basis to support the *Grab and Go* meal service and distribution of technology devices. For the past 6 weeks, the Principal has attended the school on an as-need basis to attend to technology device distribution and other emergency situations, such as Fire Alarm activations etc.
- During the first week of closure, the boiler and HVAC systems were turned off or placed on a hold pattern. The dumpster waste disposal was emptied on an as-need basis over the course of the school closure. Other than the occasional visits by the Principal and custodian to the school building, the staff members have not returned to the school and have observed the city of East Orange's lockdown limitations.
- Administration is in the process of developing a work plan for the custodians and facility

contractors to complete floor polishing, touch up paint needs and repairs.

- Administration will monitor the school closure restrictions and risk of exposure to COVID-19 to determine if and when staff will come onsite to pack up belongings and/or students are provided access to clean out lockers.

Plan Component Question 8: Summer Programming

<p>Extended School Year for Students with Disabilities</p>	<p>The ESY services for students with disabilities will be offered via online learning. At this time, all students in the population have access to online tools which will enable our ESY teacher to address student needs remotely.</p>
<p>Assessments of learning loss and an initial plan for potentially addressing learning loss</p>	<p>In order to increase the reliability and validity of assessment result data, on our return to school, teachers will administer and use the following assessments to establish a baseline of needs:</p> <ul style="list-style-type: none"> • LinkIt assessments in mathematics and language arts, • NWEA assessments in Science • Teacher-created grade-level assessments in Social Studies. <p>An initial plan to address learning loss will include the following elements:</p> <ul style="list-style-type: none"> • Assessment of on-line tools and programs that are currently being used and exploration of new online programs and platforms that can most effectively support the design and delivery of tiered learning and remediation; • Design and delivery of Professional Development related to leveraging the co-teacher model in ELA and Math classes to ensure targeted differentiated and tiered instruction; • Design and delivery of an On-Line handbook of best practices to be implemented/reinforced in school and in the event that distance learning is continued or re-instated in the following school year to try to limit the amount of learning loss caused by any limitations in providing access to differentiated instruction and assignments; • Examine the fiscal feasibility of increasing the number of mobile laptop labs for in-school use and loaner laptop supplies and internet access for distance learning purposes; • Examine the feasibility of creating flexible groupings across grade level teams to more strategically meet the learning loss needs;

	<ul style="list-style-type: none"> • Re-examine the use of Period 9 Study Hall/Learning labs to leverage targeted and sustained remediation for identified groups; • Re-examine the use of the Co-curricular Computer class time and schedule for on-line personalized practice in specific reading skills and strategies per trimester; • Schedule Department Meetings in core content areas to determine adjustments to curriculum maps and sequencing of skills and content to inform the development of units for the start of the year; • Continue to seek hiring Special Education qualified candidates to fill positions that may be currently open or become open during the summer months.
STEM or other programs using reallocated grant funds	The Algebra 1 summer program is offered to incoming 8th graders that have qualified to take Algebra 1 in the 8th-grade year. This program will also be offered remotely by the 8th-grade Algebra 1 teachers,
Title 1 extended learning programs	We plan to design a program to address the needs of scholars that were in a vulnerable position prior to the stay at home order and that have continued to exhibit signs of learning loss over the course of the school closure period. These scholars will be offered summer school classes in ELA, Math Science and Social Studies via the same online platform that we are currently using.
Any preliminary plans for Class of 2020 graduation ceremonies	<p>Pride Academy leaders and teachers are currently in the process of planning an 8th grade virtual graduation event according to the requirements stipulated in Executive Order No.107 and Administrative Order No.2020-4 and the guidance that was disseminated by the Commissioner of Education on Friday May 8th. Next steps will involve the following steps:</p> <ul style="list-style-type: none"> • Administrators and staff members will explore the feasibility of the virtual and remote options available and that meet our budgetary parameters and State requirements; • Administrators will conduct a Zoom meeting with 8th grade parents to discuss the virtual and remote options that we are able to consider and develop an implementation plan; • Consideration will be given to planning other additional ways to celebrate our graduates that meet the State

	requirements and that may involve the potential plan for an alumni event or late summer/early fall event pending re-opening of schools and further guidance from the State and CDC.
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Plan Component Question 9: Board Approval	
Board Approval Date	Meeting date: Wednesday May 20th 2020

Plan Component Question 10: Website Posting of the Plan	
Website Link	www.prideacs.org
Date of posting	Wednesday May 20 th 2020

Plan Component Question 11: List of Essential Employees		
Name	Title	Onsite &Remote or Remote Only
Fiona Thomas	Principal	Onsite &Remote
Jnanendra Ray	School Business Administrator	Remote only
Rose Mary Dumenigo & Asgeir Ofstad	Assistant Principals	Remote only
LaShonda Dockery	Office Manager	Remote only
Braime Mane	Custodian	Onsite as needed
Ginsun Guaman	Custodian	Onsite as needed
Mary Evans	School Nurse	Remote only
Sue Becker	Director of Technology	Remote only
Colleen Marash	Director of Special Education	Remote only
Tiffany Walker	Social Worker	Remote only
Jumoke Charles	Social Worker	Remote only
Instructional & Support Staff	All others	Remote only