



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 Schoology/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 as needed and appropriate;
- We provide families who do not have access to a reliable device or internet access with a loaner hotspot;
- We provide each student with a school loaner laptop for exclusive use at home;
- 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 served from the school and if possible dropped off to families' houses;
- Communication, information and social-emotional outreach in English and Spanish/Creole, if necessary, are provided using a range of different pathways including Robo-Alert Calls, emails, texts, and phone calls, Zoom meetings, 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 (2023-2024):234
- African American student population: 273
- Hispanic student population:17
- Hispanic/Black: 4
- American Indian: 1
- White: 1
- Special Education student population: 46

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, Zoom meetings, 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: Please view our Parent/Guardian Online Learning Handbook 2021-2022 for detailed information about all aspect of our Virtual Instruction Plan: <https://docs.google.com/document/d/1XjwwtfZPW4cdfkZ9gy52DIG4aeLy9fpMKW2RHkApZR4/edit?usp=sharing>

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 loaner hotspot devices.

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 as needed and contingent upon the level of School Closure and health and safety of using shared items and access to the school building. 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 online 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/other health related risks.

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

- Regular online Zoom 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 Zoom 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. In addition, Zoom Parent workshops and meetings will continue to be scheduled.

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 will continue to survey families and students using a variety of methods including short online google form surveys and a written survey that can be distributed via student delivery and Robocall email attachments. Annually, Pride Academy will administer a technology need survey and will review and respond accordingly to answers to the following target questions:

1. Do you have access to reliable internet?

2. Do you have a reliable computer at home?

Since our families' technology needs may change as their circumstances change, we continue to send out regular surveys to gather timely information and respond promptly to parent/family requests for support received by teachers and administrators. Additionally, we received approximately 300 Chromebooks through E-Rate federal funding that will be used for distribution of chromebooks to our families for home-based technology use.

Our online learning program involves the integration of online platforms that our teachers have been trained on and are regularly incorporating as tools for instructional delivery in the in-person setting. 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, Schoology, Hapara, Zoom, Google Hangouts, Google Duo, commonlit, khanacademy, mobymax, ck12, youtube, iReady, Zearn, everfi, wizerme, 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?

Staff are prepared to continue 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 12-13 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 devices is explored to determine if there 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 a 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 will be 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
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Special Education/Social Worker Support Plan

Action Focus	Action Plan Steps
<p>Special Education Services such as IEP and/or 504 meeting preparation and meetings will be maintained via conference calls. All timelines and deadlines must 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>	<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 IEP/504 Meetings, 5th-8th Grade Social Workers will create the Zoom meeting event and share the information with participating staff and families via email/google calendars/phone calls. ● 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. ● Timelines will be followed to the extent possible including, but not limited to, new referrals, evaluations, and re-evaluations. Meetings will be held via conference calls. Case Managers will manage meeting participants and receipt of email confirmations from parents and all signatures will be obtained once school resumes. ● Evaluations that require face-to-face contact will be continued contingent upon the level of the State mandated school closure. Everything else that can be conducted via virtual means will be completed in the time constraints detailed in N.J.A.C. 6A:14. ● Case Managers and Director of Special Education will manage timelines and document 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 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 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</p>	<ul style="list-style-type: none"> ● Social Workers will create a schedule based on referrals from staff and direct outreach

<p>Social workers will check in weekly with students on non-IEP counseling schedule</p>	<ul style="list-style-type: none"> • 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 will create a 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"> • Contingent upon the State permission that related service providers can provide tele-health services to students with disabilities, Speech Services will be delivered utilizing video conferencing on the Zoom platform • The Director of Special Education will keep track of any speech services missed 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 will keep Social workers informed about scholar progress and concerns as they arise • The following <i>Online Social Worker/Response to Crisis</i> protocol will be utilized as needed: <p>Distant Learning Social Work and Crisis Protocols To the extent possible, teachers and staff will follow the regular threat to life/ self-injury policy. 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 will 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</p>

	<p>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 if available or the school will provide a mobile hotspot loaner <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 member 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 access will include appropriate Special Education support. ● All online assignments posted will be modified for Special Education /504 support. ● Teachers are responsible for grading and monitoring the progress of their special education students in their content

	<p>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	<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 keep in contact with both content teachers and scholars/families to ensure their work is getting completed. ● Daily phone calls/check ins and Zoom meetings will be conducted. ● A letter to parents will be created and sent outlining resources and ways to support their scholars at home. ● A video will be created and posted on the School Website to show parents how to access Google Classrooms.

Plan Component Question 3: Addressing ELL and Bilingual Needs
<p>In the event of ELL and Bilingual needs, Pride Academy maintains a 3-year ELL plan that includes procedures for identifying and servicing students who require ELL and bilingual instruction and support.</p>

Plan Component Question 4: Delivery of Meal Services	
Does the plan address the provision of school nutrition benefits or services for eligible students?	
<p>Contingent on the level of School Closure with regard to the capability for access to the school building and safety of staff to supervise the program, we will continue to provide school nutrition services for all eligible students as described below.</p>	
SFA Name:	Pride Academy Charter School
Agreement #:	08006020
Date Grab and Go Meal Distribution will begin:	ASAP after the announcement of a School Closing
Date Grab and Go Meal Distribution will end:	First day of reopening
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.	
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:	

- 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 Biosecurity Plan guidelines;
- all meals are *Grab-and-Go* 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 will arrange with our vendor, Karson Foods, to provide meals over the entire closure period or for as long as our school facility remains open. Meals will be delivered on a daily basis in the morning. Students/Families will have a window of time every day from 10:45 AM until 1:00PM to come to the school building to pick up their Grab and Go breakfast and lunch for the day.

We will be serving Grab-and-Go breakfast and lunch for the School Closure 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 at least two to three staff members who will supervise delivery, distribution and meal counting. Students/family members will enter our building/outdoor location and pick up their breakfast, lunch, or both. Contingent upon State guidelines, we will ensure that we maintain daily and weekly records either through our POS or another acceptable method in order to reduce cross-contamination and comply with State mandated guidelines.

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

If staff are unable to deliver site based meals to families due to the level of School Closure and high risk for health and safety, Pride Academy will reach 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. 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/Main Office Coordinator will continue to attend School Safety and Security webinars that NJDOE broadcast during school closure periods and will be 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.**

Contingent upon the nature and length of the State Mandated School Closure, Pride Academy will use the following models and ensure that the minimum hours of instruction for a virtual or remote day is four hours excluding lunch and recess.

- If the School Closure period is less than 2 weeks in length, staff and students will follow our current in-person full-day schedule and deliver all classes virtually
- If the School Closure period extends to more than 2 weeks in length, staff and students will pivot to our 100% Remote Online Learning Schedule that was used during the 2020-2021 school year. Synchronous and asynchronous online learning comprises 285 minutes (4 hours/45 minutes) per day plus an additional 1-2 hours of Teacher Office Hours (tutoring/support) and Study Hall that may be mandated for scholars on scheduled days, and the choice of an additional hour of online late afternoon extracurricular activities (optional).

A Staff and Teacher Online Learning Handbook has been created and updated that addresses differentiation and design of plans to maximize student growth and learning to the greatest extent possible. This handbook can be accessed using the following link:

<https://docs.google.com/document/d/1HvNtOPI3IRJeLWpoKsV9WHnRSYaeGzXpJ6M1tmOu34g/edit?usp=sharing>

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?

Online learning days will count as a day of attendance if the student attends their classes and is actively working on their assignments for the designated day. Pride will ensure a constant collaboration with the NJDOE and the Essex Charter School office to ensure that we are in compliance with all mandates and directives related to attendance reporting.

The following guidelines will be implemented:

- Attendance will be taken for each class period on PowerSchool.
- Parents will receive a notification when a student does not attend 3 of their online classes in a row.
- Teachers will communicate with the student to discuss absences.
- Teachers will communicate with the parent/guardian in regard to absences.
- Teachers will communicate with the scholar's advisor.
- Teachers will involve administrators for further intervention if repeated or necessary.

Promotion, retention and graduation decisions will be based on academic performance and attendance data informed by a mindset of grace and understanding for our students and families in contingent upon the circumstances and challenges around the impact on families of COVID-19/other health related illness and trauma, and State guidance and mandates related to School Closure attendance calculation and reporting.

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 will be expected to log into their Homeroom/Advisory Google Classroom or Schoology portal every day and their attendance is recorded on a daily basis through

Powerschool. All students and parents/guardians will have access to Powerschool. All subject teachers will be 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 will 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 will 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 principle 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/other health-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?**

For both short term 3 day to 2 week and extended State mandated school closures and contingent upon the health and safety risk level, the building will remain open and staffed with essential staff.

- Custodians will deep clean, sanitize all classrooms and Common Areas
- Custodians will check/clean all Air purifier and AC fi;ters and maintain the boiler at a reasonable level depending on the daily temperature to avoid pipes freezing etc.
- Custodians and administrators will be available and respond to emergencies related to Fire/Burglar alarms, leaks and flooding, power outages, snow/ice removal etc.
- Grab and Go meal service will be set up and provided for eligible families
- Staff will be available to distribute laptop and mobile hotspot devices as needed
- Staff will be available to supervise and host IEP related face-face evaluations
- Staff will be available to distribute hard copy materials as needed and appropriate
- Main Office staff will be available to receive school mail and deliveries

Plan Component Question 8: Summer Programming

Extended School Year for Students with Disabilities	The ESY services for students with disabilities will be offered via online learning and all students will be provided access to online tools, platforms and devices if needed.
Assessments of learning loss and an initial plan for potentially addressing learning loss	Summer school staff will use quantitative and qualitative assessment and evaluation data gathered from the following sources over the course of the year to determine Summer School

	<p>cohort groupings, differentiation needs, delivery options and curricula:</p> <ul style="list-style-type: none"> ● LinkIt Interim assessments in mathematics and language arts, ● NJSLA 2023-2024 Spring Assessment results ● NWEA MAP assessments in Science & Math ● Teacher-created grade-level assessments in Social Studies. ● Report Card data ● Student survey data ● Attendance data ● Parent survey data <p>Contingent upon COVID 19/ health and safety levels and State mandates, a summer program will be designed and delivered using a combination of in-person, remote and hybrid models.</p>
STEM or other programs using reallocated grant funds	The Algebra 1 summer program will be offered to incoming 8th graders that have qualified to take Algebra 1 in the 8th-grade year and a STEM program will be incorporated as a class within the school day. This program can be delivered remotely if necessary.
Title 1 extended learning programs	Title 1 extended learning programs will be designed during the summer and delivered during the 2024-2025 school using the Saturday learning model that will be implemented during the current school year and or providing tutoring in ELA and Math after school. These programs can be delivered remotely if necessary.

Other Considerations	
*Does the plan contain the following considerations	
<p>Transportation: over the course of the 2019-2020 lockdown, 2020-2021 remote only school year and 2021-2022 school year of in-person instruction with some extended periods of remote only instruction and other shorter periods of remote only instruction caused by quarantine and isolation requirements, our three districts of residence moved to providing eligible parents bus tickets/reimbursement. Parents who are uncomfortable with their children either walking to school or using public buses, are provided information about private companies or after school programs that provide transportation to and from school.</p>	
<p>Extra-Curricular Programs: during periods of remote only instruction, extracurricular programs such as choir, African dance, Student Council, Art and Music Appreciation can be continued and scheduled via Zoom meetings. Outdoor programs such as Track, Flag Football, Volleyball and Soccer and indoor programs such as basketball, Dance and Cheerleading will be programmed and maintained subject to the State determined level of COVID-19/health risk.</p>	

Community programs: involvement in community programs such as Philanthropy Day and Project Pride service projects will be maintained and adapted subject to the State determined level of COVID-19/health risk.

Plan Component Question 9: Board Approval	
Board Approval Date	Regular July Board Meeting 2024

Plan Component Question 10: Website Posting of the Plan	
Website Link	www.prideacs.org
Date of posting	July 2024 following Board Approval

Plan Component Question 11: List of Essential Employees for Onsite Presence during School Closures	
Title	Onsite Status
Principal	Onsite
School Business Administrator	Onsite as needed
Assistant Principals	Onsite as needed
Business Office Manager	Onsite as needed
Main Office Staff	Onsite as needed
Custodian	Onsite
Custodian	Onsite
School Nurse	Onsite as needed
Director of Technology	Onsite as needed
Director of Special Education	Onsite as needed
Social Worker	Onsite as needed
Social Worker	Onsite as needed
All others	Remote only