

College Achieve Paterson Charter School

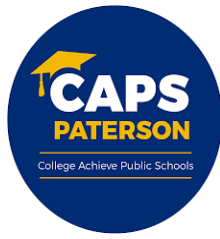
Virtual Instructional Plan 2025 - 2026

Announcement from the Executive Director:

In the event that a school district is provided a written directive to institute a public health-related closure by either the NJ Department of Health or the health officer of the jurisdiction, the school district may utilize home instruction to provide instructional services to enrolled students. N.J.A.C. 6A guides the provision of home instruction services: 16-10.1 and may include direct services, online instruction, or any other means developed by the district to meet the needs of its students. Days in which students impacted by a public health-related closure have access to home instruction services, consistent with the guidance provided by the State, will count as a school day in compliance with the 180-day requirement and accordance with N.J.S.A. 18A: 7F-9.

College Achieve Paterson Charter School is dedicated to the continuity of instruction, especially when emergent conditions require alternate plans. In the event of extenuating circumstances, CAPCS will adopt virtual learning platforms (e.g., Google Classroom and Class Dojo) and provide virtual learning resources to ensure the continuity of instruction when students cannot attend school due to district/school closure. In cases where digital access to the Internet and web resources is limited, printed instructional materials will be prepared and sent home. While the virtual platform is not intended to replace the traditional classroom environment, teachers can still deliver standards-based instruction to students online or in print until the regular school program can resume.

This document outlines how CAPCS will continue to provide instruction and access to school and district staff while a traditional classroom setting is otherwise not recommended. The plan outlines roles and responsibilities for all community stakeholders, as the virtual instructional model's success will depend upon the dedication of faculty/staff, students, parents, and district administration. This plan has been developed in accordance with the NJ Department of Education broadcast sent on June 4, 2025.



College Achieve Paterson Charter School

Below outlines the expected roles and responsibilities of school community stakeholders as related to virtual instruction for our scholars'

Roles and Responsibilities – Parents

It is necessary for parents and students accessing our various virtual learning sites to have consistency in the process. The process for navigating to a teacher's emergency **VIRTUAL PLANS** page (for at-home instruction) is as follows:

Visit the school website at—COLLEGEACHIEVEPATERSON.ORG. -- (select the teacher) – Extended Learning tab (or content is located directly on the teacher's homepage).

Support your child in their learning process by:

- ✓ Monitoring CAPCS updates sent via phone blasts, Class Dojo, Google Classroom, district website, etc.
- ✓ Checking in with your child daily about the At Home/Virtual Learning tasks, activities, and assessments that they are working on
- ✓ Encouraging adherence and attendance in the At-Home/Virtual Learning check-in times offered by each of your children's teachers
- ✓ Designating a place and time where your child will work independently on his/her assigned tasks
- ✓ Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content
- ✓ Asking your child about their deadlines and supporting them, as needed, in submitting assignments in accordance with the established deadlines
- ✓ Helping your child manage logs to document progress on assignments and lessons
- ✓ Reminding your child to contact/email his/her teachers if they have any questions

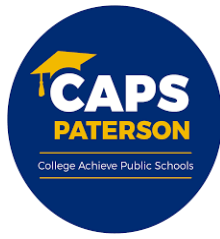
Additional Supports:

Contact the school Social Worker (Social Emotional Supports/Trauma), Nurse (Medical), and Special Education Services

- ✓ Social Worker – kroberts@collegeachieve.org
- ✓ Special Education grades K to 12 – jajohnson@collegeachieve.org

Office Hours/Virtual Support provides access to:

- ✓ Administrators
- ✓ Teachers/Paraprofessionals
- ✓ Technology Coordinators
- ✓ Child Study Team
- ✓ ESL Teams
- ✓ Guidance Counselors/Social Workers
- ✓ Nurses
- ✓ Secretaries



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Roles and Responsibilities – Students

Student responsibilities include:

- ✓ Identifying a comfortable and quiet space to study/learn
- ✓ Dedicating appropriate time to learning, as guided by your teachers
- ✓ Routinely checking appropriate Google Classrooms and emails for information on courses, assignments, and resources, on a daily basis
- ✓ Attending and participating in any check-in times offered by your teachers
- ✓ Engaging in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy
- ✓ Submitting all assignments in accordance with provided timelines and/or due dates

If you are having technical difficulty accessing the assignments, please contact the school's Technology Manager for support.

Tech Manager Email Address: virtualhelp@collegeachieve.org

Roles and Responsibilities – Schools/Teachers

- ✓ Creating a Google Classroom, Online assignment page or other digital platform and assigning your students
- ✓ Creating a Class Dojo that serves as the communication platform for parental contact
- ✓ Sharing Google Classroom codes with respective administrators, students and parents so they can view the site and accompanying assignments
- ✓ Uploading standards-based assignments/assessments into Google Classroom or Class Dojo or School Web Page
- ✓ Testing the virtual platform used
- ✓ Making print copies of activities for students who have limited access to devices or Internet
- ✓ Referencing the advanced training tutorials in the following: Google Meets, Google Classroom, Class Dojo and DeanList, if used
- ✓ Supporting peers that are new to the aforementioned platforms
- ✓ Setting up office hours (AM:2 hours; PM:2 hours) for Communication with students, parents, administrators • uploading/scoring/grading assignments
providing feedback

Essential Employees and Positions:

Dr. Gemar Mills - Executive Director / Sharon Cook - Director of Operations

Kiakoma Roberts - Director of Special Services

Adriana Verta Cespedes - Principal

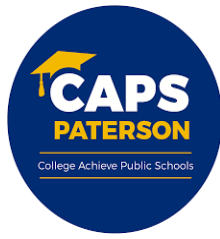
Dr. Jaimie Phillips - Director of Elementary Education

Dr. Kimberly Wright-White - Principal

Deyka Torres - Principal

Dr. Zatiti Moody - Principal

Leslie Cedeno - Assistant Director of Operations / Lakenya Sharpe - Assistant Director of Operations



College Achieve Paterson Charter School

Technology Personnel
Food Services
Facilities/Janitorial Workers

Guidance Documents – Emergency Virtual Learning Resources

✓ <https://drive.google.com/drive/folders/1mg7zT8nHpSozvaS9rgXiuYMUIx48A5no?usp=sharing>

Device Support & Deployment

All 6-12 scholars currently have access to a College Achieve-issued device at home.
The distribution days and times for K-5 will be established immediately after a closure has been established.
Our K-5 Scholars will be deployed throughout the technology department.
Distribution will take place on the day of closure and the days preceding until all scholars retrieve the devices.

The replacement fee for lost or damaged Chromebooks is \$100.00.

Equitable Access and Opportunity to Instruction

Our virtual instruction plan ensures equitable access to instruction for all students through school-wide communication methods and Chromebooks for all scholars and hotspots for those who present the need.

Below we have highlighted an itemized breakdown of minutes of instruction per day, per subject, and appropriateness by grade level.

Synchronous School Day

All students will follow a school similar to their current schedule. The first period of the day will be used as the significant period for attendance purposes.

Schedules will be posted and provided to families using blackboard, Class Dojo, and Deanslist if needed.



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Below is a copy of a sample schedule

Sample 100% Virtual Schedule:

Grade	8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-2:00
Kinder-4th	History	ELA	Math	Lunch/Recess	PE	Science	Art/Music/Spanish

Grade	8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-2:00
5th	Async PE	Async Spanish	Math	Lunch	History	ELA	Science
6th	Async PE	History	Math	ELA	Science	Lunch	Async Spanish
7th	ELA	Async PE	Async Spanish	Math	Science	Lunch	History
8th	Async Spanish	History	ELA	Math	Science	Lunch	Async PE
9th	Math	Science	History	Lunch	ELA	Async Spanish	Async PE

Grading and Notice of Student Progress

All classwork and assessments will be graded by the teacher and will follow our normal grading scale and policy. If the assigned activity is not completed after two class periods, teachers will contact the student and parents. Students will have an opportunity to make up missing work.

Students will receive progress reports 2x per cycle via email. Students will receive a report card via email at the end of every cycle. Parent conferences will be held in accordance with our district calendar via Google Meets. Parents and Staff can also schedule a parent conference during staff office hours or at a time convenient for both parties.

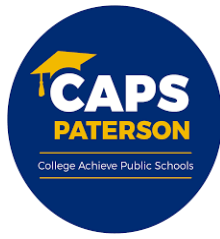
Interim Assessments and Progress Monitoring

To ensure continuous student growth and learning measurement in a virtual or remote instruction environment, College Achieve Paterson will still administer progress monitoring and interim assessments. These assessments already rely on a platform that can be accessed remotely. District administrators and staff will ensure that all necessary security measures are taken before assessing our scholars remotely. We also recognize that there may be a need to adjust and adapt the assessment for a virtual and/or remote setting.

Additional Programming

College Achieve Paterson is committed to our mission of preparing all students to attend and graduate from the top colleges in the world. To that end, our remote academic program will still provide opportunities for enrichment and acceleration through, but not limited to, additional help/acceleration via asynchronous assignments and projects, small synchronous groups, virtual field trips, performances, and concerts.

Our secondary program will continue to offer honors and advancement classes via the student's daily schedule. We will also offer acceleration and credit recovery for high school students using our digital platform, Edgenuity.



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Addressing Special Education Needs

Using Google Meets, we will provide virtual services according to each student's Individualized Education Program (IEP), inclusive of modifications and services, including specialized instruction, speech-language and other related services along with IEP meetings.

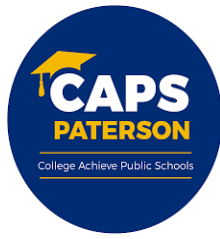
Additionally, our Special Education staff will regularly communicate with teachers and modify work for our scholars where needed. They are also participating in virtual grade-level meetings to be kept up to speed with unit and lesson plans.

Family and scholar communication is documented through our school-wide communication log in the form of family outreach through phone, virtual meetings, email, class dojo, and Deanslist messages, etc.

The case managers follow up with families via postage letter, email, phone call, and virtual meetings to ensure services are followed through with fidelity during a challenging time.

All IEP Meetings, evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities through the elaboration of meeting roles, Special Education Requirements, and unified protocols for Special Education meetings and school community stakeholder communication will be held virtually.

Our Special Services department will provide office hours to families and scholars to further support the transition to virtual or remote learning. Our Special education teachers will continue to provide virtual, in-class, and small group support via Google Meet breakout rooms.



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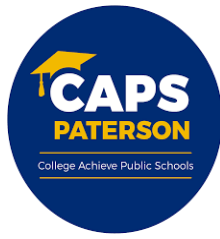
Addressing Multilingual Learners (ML) Plan Needs

College Achieve Paterson has continued to put a strong emphasis on our virtual ML programming. In addition to having an ML Supervisor, we have ensured that all of our ML scholars have access to a Chromebook and our Special Services team via the director, supervisor, and special education teachers, thus ensuring accessibility and a myriad of support to all of our ML learners. We will also reach out and have continuous and regular communication with our ML families to ensure that their scholars are meeting their needs academically, socially, and emotionally.

We have also directed several of our families to community resources, which they have indicated were also needed. Additionally, our ML staff regularly communicates with teachers and modifies work for ML scholars where needed. They also attend grade-level meetings to keep up to speed with unit and lesson plans.

We will use our ML teachers as additional support, by having them reach out to scholars and schedule additional time to assist not only academically, but also socially and emotionally. Additionally, our ML staff will regularly communicate with teachers and modify work for ML scholars where needed. They are also participating in virtual grade-level meetings to be keep speed with unit and lesson plans. We have also adopted a curricular resource (tier 1 and 2) for MLs that can be accessed at home as well as in school.

Our Special Services department will provide office hours to families and scholars to further support the transition to virtual or remote learning. Our Special education teachers will continue to provide virtual, in-class, and small group support via Google Meet breakout rooms.



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Attendance Plan:

If virtual/remote instruction is needed, each school leader will communicate the daily schedule to parents/guardians. This schedule will include Google Meet synchronous instructions, small group instruction, and independent/ asynchronous work time, where applicable.

Our scholar attendance will be tracked by taking attendance during each period of synchronous learning (as outlined in the plan). Attendance will be recorded daily. Attendance will be measured by the student attending virtual sessions. Attendance and completion of tasks will factor into promotion and retention.

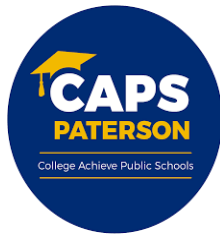
For students with excessive absences and/or students earning less than 70% on their average grade during marking periods five and six, parents must be contacted via phone call, class dojo, Google Classroom, email or virtual meetings, etc. Mandatory Virtual Conferences must be held to communicate academic and attendance policies and requirements. If students miss school due to illness, their absences will be excused with a notification from the parent/guardian via e-mail, class dojo message, and phone call. Just as it is in an in-person class, daily attendance is vital in an online learning environment.

Our school social worker (K-5) and School Counselors (6-12) will reach out via phone and postal mail, to families of scholars who may be unresponsive, frequently absent, or unable to access digital learning for unforeseen reasons and extraordinary circumstances. For scholars who fall into the latter category, asynchronous work will be assigned and collected by our Student Support Team will assign and collect asynchronous work weekly.

If synchronous classes aren't possible (extreme situations): For students to be considered “present,” they must complete learning activities for each class by the date identified by the teacher. For extended projects, teachers will track attendance by work completed. If the assigned activity is not completed after two class periods, teachers will contact the student and parents; after three periods, the student will be marked absent. Students will be able to make up missing assignments.

Staff Attendance and Working Location:

If conditions allow, staff may work from school or home. Staff who work from home must have sufficient internet access; otherwise, they may be required to work from the school building to ensure seamless instruction for our scholars. Staff attendance will be taken via a daily morning meeting, before the start of the academic day.



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Breakfast and Lunch Services

College Achieve Paterson Charter School will provide packaged 'Grab-and-Go' breakfast and lunch, effective immediately at no cost to families, at our 21 Market Street location for K-12.

Meals will be provided daily.

Serving times for lunch are organized by last name:

- A-I: 11:00 am – 11:20 am
- J-O: 11:20 am – 11:40 am
- P-Z: 11:40 am – 12:00 pm

In extreme circumstances, meals may be dropped off at some scholars' homes.

Facilities Plan

School officials will continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

College Achieve Paterson will

- create a schedule for increased routine cleaning and disinfection.
- routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- use of all cleaning products according to the directions on the label. For disinfection, the most common EPA-registered household disinfectants should be effective.
- We will also adhere to any new guidance or policies that may arise.

Social Emotional Support

Our counseling department will provide Virtual Parent Webinars and mindfulness tools and design a Virtual Calming room for families if need be.

Our counseling department and the dean will conduct wellness visits and provide virtual counseling as needed.