



Paterson-ASCS Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year

General Description

Based on Governor Phil Murphy's executive order that became [P.L. 2020, c. 27](#), in the event of a public-health-related disclosure, Paterson Arts and Science Charter School will utilize virtual or remote instruction to satisfy the 180-day requirement pursuant N.J.S.A 18A: 7F-9. In order to provide transparency and ensure that our students continue to receive high-quality, standards-based instruction, we will annually submit our proposed program for virtual or remote instruction (plan) to the Commissioner of Education.

In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2.

This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. Under this plan, staff and students meet through synchronous classes remotely. The day will follow a half-day schedule (8:00am-01:00pm).

Logistics, Technology, and Meal Distribution

- As was our practice during the 2020-2021 school year, all students enrolled in grades K-12 will be provided a Chromebook to participate in live-streamed lessons and complete the relevant coursework.
- In the unlikely cases of student loss of access to technology, teachers will provide paper versions of the digital assignments until the issues are resolved by the school's IT officers.
- Similar to our practice during the 2020-2021 school year, Paterson Arts and Science Charter School will provide meals to eligible students. This will be coordinated by the school director and assistant director of operations.

Instructional Plans for Grades K-8

Students in grades K-8 will be expected to follow their synchronous half-day schedule Monday-Friday digitally submitting all assignments by 3:30 pm. This will allow students to participate in all scheduled lessons in the morning, while receiving individualized support as needed in the afternoon. Teachers will schedule individualized support in the afternoons Monday-Thursday.

On Fridays from 1:30pm-3:05pm, school administrations will schedule structured professional development to support the teachers with multiple elements of remote instruction. These activities will include themes such as increasing student engagement, supporting instructional task completion, analyzing student achievement data,



providing support for social-emotional learning, and more as deemed appropriate by school administrators to meet the needs of individual campuses (See sample schedule in the Appendix).

Instructional Plans Grades 9-12

Students in grades 9-12 will be expected to follow their synchronous half-day schedule Monday-Friday digitally submitting all assignments by 3:30 pm. This will allow students to participate in all scheduled lessons in the morning, while receiving individualized support as needed in the afternoon. Teachers will schedule individualized support in the afternoons Monday-Thursday.

On Fridays from 1:30pm-3:05pm, school administrations will schedule structured professional development to support the teachers with multiple elements of remote instruction. These activities will include themes such as increasing student engagement, supporting instructional task completion, analyzing student achievement data, providing support for social-emotional learning, and more as deemed appropriate by school administrators to meet the needs of individual campuses (See sample schedule in the Appendix).

Equitable Access and Opportunity to Instruction

1. Is the LEA ensuring equitable access and opportunity to instruction for all students?
 - a. Yes. As stated above, all students will be attending synchronous instruction each day and submitting assignments digitally. This includes the general education populations as well as English Language Learners and students with special needs.
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?
 - a. Our curriculum is carefully designed in the light of New Jersey Students Learning Standards (NJSLS) and continuously revised by teachers and administrators to reflect the changes imposed by NJDOE. We will provide our staff virtual and in-person training for effective implementation of the curricula to maximize student learning.
3. Is the program designed to maximize student growth and learning to the greatest extent possible?

Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.

 - a. We believe that students need real time interaction with their teachers and peers since learning is a social and interactive process. As a result, we designed our virtual learning program to include both synchronous and asynchronous components.
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?
 - a. Student growth in Reading and Mathematics will be measured by the criterion-referenced iReady Assessments three times a year; Fall (September), Winter (December), and Spring (May). The data from these assessments will analyzed by teachers, school administrators, and



instructional coaches. Teachers then will create action plans and provide additional targeted support to students that are struggling to meet grade level benchmarks.

- b. Core content area teachers will use common assessments throughout the year and discuss student performance during professional learning community (PLC) meetings and other professional development events. These include skill assessments, unit exams, and writing benchmarks.
 - c. Specials teachers will assess student performance via technology-enhanced platforms during livestreamed lessons and also via asynchronous assignments.
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?
 - a. We will provide chromebooks to each student enrolled in grades K-12 and they participate in the synchronous and asynchronous instructional activities using those devices.
 - b. iLearn schools has provided families Emergency WIFI Access during the Covid-19 pandemic. In case of an emergency school closure, we will be extending the automatic WIFI access program for students to if requested by parents. The school would simply provide the MAC ID of the device to Lightpath, and Lightpath would sync their Wifi Network and provide connectivity.
 - c. In the unlikely cases of student loss of access to technology, teachers will provide paper versions of the digital assignments until the issues are resolved.

Addressing Special Education Needs

1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?
 - a. All teachers are aware of their students' IEPs and the accommodations and modifications necessary. In the situation where we would be remote, students would be expected to join classes virtually. Students would have access to the materials necessary, whether those materials are virtual or physical materials. If the student is in a pull out session, then the student would join the virtual class of the Special Education teacher. If the student is in the general education classroom, then the student would join the general education teacher's classroom, and if an aide is assigned to the student, the aide would join the virtual class as well. Through breakout rooms and the chat feature, the aide would support the student.
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?
 - a. Case Managers have digital documents to track student services, included in their IEPs, in addition to one-on-one sessions to offer students additional support. Case Managers will stay up-to-date with student attendance and assignment submission. Any concerns will be addressed with school administration, the student, and the student's family.
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?
 - a. Case Managers will use digital platforms to communicate with families. Some of these platforms are: Class Dojo, Schoology, Zoom, and the school email. Additionally, phone calls will be made to keep families informed of progress.
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?
 - a. All timelines will remain in place, even if virtual or remote instruction is in place. If the school is fully virtual, then all meetings will be held virtually. Parents will be notified of the meetings with enough time, and the link for the meeting will be shared. If the parents are unable to join through the virtual platform, they may call in to the meeting so that they can be active participants.

Addressing English Language Learners (ELL) Plan Needs

1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?
 - a. The ESL program is aligned to the National Geographic ESL curriculum, taking into account WIDA levels of the students, and designed around the CAN DO statements. As this program has both print and digital materials, the lessons are designed including both mediums. In a virtual learning environment, students will join the ESL teacher's digital classroom to complete the expected lessons.

2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?
 - a. Communication with families occurs through digital platforms, including: Class Dojo, Schoology, Zoom, and the school email. These different platforms have easy access to translating the written information into multiple languages. When a translator is needed, one is secured, to support the family. Many school documents are shared, through email and social media, in multiple languages.
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?
 - a. As a school, all our units are designed through Understanding by Design, including Big Ideas and Essential Questions. This continues in our ESL classrooms. Additionally, our daily lesson plans ask for differentiation to be implemented in each lesson. Students are to be given assignments that are tailored to their needs, while pushing them to reach farther. All our students have technology devices, provided by the school, to support their completion of lessons and assignments.
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?
 - a. Counselors, Social Workers, School Psychologists, and School Administrators complete culturally responsive professional development, along with social-emotional learning and trauma-informed teaching professional development. The focus this year is to support teachers and staff in social-emotional learning and trauma-informed teaching.

Attendance Plan

1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?
 - a. Paterson-ASCS feel confident that all students, whether attending remotely or with our virtual model, will have the same education through our live streaming lessons. When lessons are scheduled to be delivered through virtual means, attendance is still required. Teachers track virtual attendance in a variety of ways, and technology tools facilitate the confirmation of a student's participation in virtual learning. To strengthen the remote learning days, each lesson will be live-streamed to students. Students will log into their assigned classes to view the lesson. The live streaming lessons enhance remote learning days by allowing students to follow along to live lessons, whether in the classroom or at home. Virtual/Remote attendance policy will factor into promotion, retention and graduation requirements.
 - b. Attendance Guidelines
 - i. Grades K-3: Students will be required to submit a total of three (3) daily assignments on ClassDojo/Seesaw each day by midnight. Teachers will review submissions the following morning and update their attendance on the Database by 12 pm (noon) each day. (This means attendance will be retroactive by one (1) day.) School secretaries will double check to make sure that daily attendance has been taken for each class.
 - ii. Grades 4-8: Students will be required to submit a total of four (4) daily assignments on the communication platform/LMS (Schoology or Google Classroom) each day by midnight. Teachers will review submissions the following morning and update their attendance on the Database by 12 pm (noon) each day. (This means attendance will be retroactive by one (1) day.) School secretaries will update daily attendance on the Database based on period attendance recorded by teachers.
 - iii. Grades 9-12: Students will be required to submit a total of four (4) assignments on Schoology each day by midnight. Teachers will review submissions the following morning and update their attendance on the Database by 12pm (noon) each day. (This means attendance will be retroactive by one day). School secretaries will update daily attendance on the Database based on period attendance recorded by teachers.
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?
 - a. School administration will ensure that students' attendance is closely monitored. Parents will be contacted by the assistant director of operations if a child's cumulative absences exceed 5 days.
 - b. If a student is inactive for two consecutive days without a notice, parents/guardians will be notified.



Safe Delivery of Meals Plan

- Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?
 - Yes, similar to our practice during the 2020-2021 school year, Paterson Arts and Science Charter School will provide meals to eligible students. This will be coordinated by the school director and assistant director of operations.

Facilities Plan

- Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?
 - Yes, in the event of an emergency, iLearn Schools' Facilities Department will continue to maintain the school buildings and grounds creating a routine work schedule among custodial, maintenance, supervisory and managerial crew taking into consideration the guidance, rules and regulations to be provided by the respective government offices and agencies. The Facilities Department will ensure that the grounds and buildings remain in operationally good, working and sound condition ready to resume the operations as soon as it is allowed by such agencies and authorities.



Other Considerations

a. Accelerated learning opportunities

During any emergency school closure, the programs we have in place at normal times for advanced learners will continue virtually. In-class differentiation will be provided by teachers via synchronous and asynchronous instructional activities. In addition, iLearn Schools' signature programs for gifted and talented students will continue remotely. These include the iStellar program for advanced learners, science olympiad, robotics, and other enrichment programs. Students will continue to attend these programs remotely and

b. Social and emotional health of staff and students

Understanding the importance of social and emotional health of students and staff, we have strengthened our School Counseling Department to include school counselors in K-12. The School Counselors are the foundation of our SEL implementation, conducting monthly class meetings on topics aligned to social emotional health. Additionally, School Counselors have a bulletin board in the school building that is updated monthly, with resources and ideas for Social Emotional health. With the support of the Administrative Team, school assemblies will be organized to bring in outside resources to support Social Emotional Learning.

In regards to staff SEL, School Administrators received Social Emotional Learning training prior to the start of the school year. The purpose of this training was to educate administrators on the importance of Social Emotional Learning, but also on how to support staff members throughout the school year. From this training, administrators developed campus specific ways to motivate staff members and support their social emotional growth throughout the year.

SEL for students and adults will remain in effect in a virtual or remote program, as it is an important focus for us. Students will have virtual access to our School Counselors, including virtual lunch groups, and staff members will continue to receive support and motivation from their school administrators.

c. Title I Extended Learning Programs

Grades 4-8 have an additional support teacher in their ELA and Math classes. The purpose of this teacher is to support students who are in need of additional help, and who may be struggling a little with the coursework. These teachers are meant to help close the gap created by the previous school closures. If we move into a virtual or remote program, the support teachers will have breakout rooms in the digital platform to continue to support students and address their needs.

To continue to support our students, we have an iRise Summer Program, in which students who have been identified as having a greater need, are invited to participate in our four week summer program that offers support in ELA, math, science, and social studies. Students are able to be taught necessary skills and standards, and are able to catch up before the start of the next school year. This program is in person, which also supports the need for student socialization, and supports students in that regard as well.



d. 21st Century Community Learning Center Programs

iLearn Academy-an after school supplemental program will follow school's plan that would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. Under this plan, staff and students meet through synchronous classes remotely from 3:00 pm until 5:00pm via Google Meet during school days.

Daily schedule will include classes such as tutoring, homework support and enrichment activities including SEL and STEM projects.

Google Meet Schedule and Links					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Period	ELA TUTORING	MATH TUTORING	ELA TUTORING	MATH TUTORING	ELA TUTORING
2nd Period	HOMEWORK SUPPORT	HOMEWORK SUPPORT	HOMEWORK SUPPORT	HOMEWORK SUPPORT	HOMEWORK SUPPORT
3rd Period	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT

e. Credit recovery

Students' academic records are closely monitored by school counselors. During remote operation, this will still be the counselors' responsibility. As such, students will be expected to attend virtual credit recovery programs organized by the school and/or outside providers such as Educere.

f. Other extended student learning opportunities

Through our partnership with the neighboring community colleges, our high school students will be attending college-level classes as those institutions deem appropriate during emergency closures.



g. Transportation

Transportation services will be on hold during the duration of a closure period due to remote instruction. The transportation department will make sure that the services will be resumed as soon as the emergency situation is lifted.

h. Extra-curricular programs

During the school closures related to the Covid-19 pandemic, our goal was to provide our students the best education possible while considering the amount of time students spend on screens. As a result, we used all virtual platforms for students' academic, social, and emotional development and eliminated the club programs (that might have required additional screen time). In case of an emergency closure, we are still standing by this decision. However, we will encourage our teachers to enrich their daily lessons to provide students opportunities to experience real-world, interdisciplinary concepts. These will include inviting guest speakers from a variety of backgrounds, attending virtual museum visits, and other events.

i. Childcare

We are unable to provide childcare during regular operation and thus we will not be able to do it during an emergency school closure.

j. Community programming

In response to the COVID-19 crisis, iLearn Schools has committed to support its families and the community overcome their struggles through its iCare initiative by providing:

- Meals to families who cannot access it;
- Technology and education needs to support students' distance learning experience;
- Social and emotional well-being boost; and
- Government assistance resources.

At the completion of the family check-in surveys, we identified families who are in need and areas they need assistance with. We will continue reaching out to our families via phone and providing the above mentioned supports to our families in case of a public emergency school closure.

Essential Employees

The list of essential employees will be provided to the county office at the time of Bergen Arts and Science Charter School's transition to remote or virtual instruction.

Appendix: Sample Remote Instruction Schedules

Sample K-8 Schedule

Zoom Schedule & Links MP 2 4A					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1 8:05am - 8:35am	MATH	ELA	ELA	ELA	SCIENCE
PERIOD 2 8:37am - 9:07am	MATH	ELA	ELA	ELA	PE
ENRICHMENT 9:09am - 9:41am	CHOICE BOARD	CHOICE BOARD	CHOICE BOARD	CHOICE BOARD	CHOICE BOARD
PERIOD 3 9:43am - 10:13am	SCIENCE	ART	SOCIAL STUDIES	SOCIAL STUDIES	MUSIC
PERIOD 4 10:15am - 10:45am	LUNCH BREAK				
PERIOD 5 10:47am - 11:17am	SOCIAL STUDIES	SCIENCE	SCIENCE	MATH	ELA
PERIOD 6 11:20am - 11:50am	MUSIC	MUSIC	MUSIC	MATH	SOCIAL STUDIES
PERIOD 7 11:52am - 12:22pm	ELA	MATH	ART	ART	MATH
PERIOD 8 12:25pm - 12:55pm	ART	MATH	PE	SCIENCE	MATH

Sample High School (9-12) Schedule

CODE RED LEARNING EXPECTATIONS

Minimum Day 35-min period	
Homeroom	8:10 - 8:15
1st Period	8:15 - 8:50
2nd Period	8:53 - 9:28
3rd Period	9:31 - 10:06
4th Period	10:09 - 10:44
5th Period	10:47 - 11:22
6th Period	11:25 - 12:00
7th Period	12:03 - 12:38
G&G Lunch	12:40 - 1:00

- Each day will follow a minimum day schedule
- ALL REMOTE LEARNING EXPECTATIONS REMAIN
- 1:00pm-3:45pm will be office hours
 - *See teachers' pages for individual availability