

**Emergency Virtual or Remote Instruction Programs**

Philip’s Academy Charter School of Paterson is committed to the growth and development of its students while also prioritizing student and community safety. With this, our emergency virtual plan seeks to provide students with continuity of instruction.

Section 1: Technology

Should the school need to enter a period of remote learning, the school will continue to provide students with access to grade level standards and curriculum. In order to achieve this, all students will be given a school-owned device to use in support of remote learning. The school purchased instructional hardware to provide Kindergarten students with 1-1 access to iPads and students in grades 1 - 5 with 1-1 access to Chromebooks. These school-issued devices are prepared with all of the virtual platforms being utilized from remote synchronous and asynchronous instruction including, but not limited to: Zoom, Google Classrooms, Lexia and Imagine Learning. The school has also procured 130 mobile hotspots with unlimited monthly data plans to ensure that any student who presently needs support with connectivity, or may come to need such support through the year, is able to be provided such access. Further, all students are provided with individual headphones to support the at home learning environment.

Section 2: Academic Plan

During remote instruction homeroom teachers will lead whole class lessons through Zoom and provide support throughout the day; in addition, students will have opportunities for small group instruction in math and ela. Students will be live on Zoom from 9:00-12:00 and will also be provided with one hour of asynchronous work grades K - 1 and two hours of asynchronous work in grades 2 - 5. Kindergarten students will use the Seesaw platform and 1 - 5 grade students will use the Google Classroom platform to access assignments and receive feedback from their teachers on their work. The school has also purchased Imagine Learning (math) and lexia (ELA) for differentiated asynchronous support and intervention. Further, in the afternoons, teachers will provide additional small group supports to students with a greater level of need. Special education teachers and ESL teachers will push into Zoom rooms and support students in a breakout room, as well as provide small group instruction to students in the afternoons.

Sample Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00 - 9:15 | Do Now | | | | |
| 9:15 - 10:15 | Math | | | | |
| 10:15 - 10:30 | Snack & Read Aloud | | | | |
| 10:30 - 11:30 | ELA Block | | | | |
| 11:30 - 12:00 | Science/Social Studies | | | | |
| 12:00 - 1:00 | Lunch Break | | | | |
| 1:00 - 3:00 | Async Work and Small Group Instruction | | | | |

Section 3: Access to Meals

Throughout the period of remote instruction students will have access to breakfast and lunch. Both meals will be provided by the school’s vendor, Red Rabbit, and families can receive the meals at the school through a contactless pickup. Additionally, families will receive weekly produce boxes. Red Rabbit is also prepared to deliver meals to families who are not able to travel to the school for meal pickup.