



## **New Jersey Department of Education Checklist for School Health-Related Closure Plans (Updated 5.4.20)**

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

### **Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020**

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan**. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.



## Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

**\*Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.**

### Contact Information

County: Atlantic County

Name of District, Charter School, APSSD or Renaissance School Project: Principle Academy Charter

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Alvaro Cores

Phone Number of Contact: 609-498-6450

### Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	Yes	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Yes	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Yes	
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?	Yes	
*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?	Yes	



## Notes on Component 1

1. PAC provided community members with a technology access survey prior to the COVID-19 shutdown.
2. Based upon the survey results, PAC issued 431 Chromebooks to our families. Some families received multiple units based upon the number of students enrolled.
3. Additionally, PAC loaned out 60 hotspots to families who did not have Internet Service.
4. PAC has been a 1 to 1 device school since the beginning of the school year. Students were already accustomed to receiving blended, personalized learning through the following platforms:
  - a. iReady
  - b. MyONreader
  - c. Think Central
  - d. HMH textbooks online
  - e. Google Classroom
  - f. STAR & Accelerated Reader
5. A bell schedule for online learning was developed that allowed for the continuation of ESL services, special education services, and I&RS services (see attached).
6. The school's plan provides a demographic profile for students with disabilities, ESL students, and homeless students. We do not have preschool or migrant students.
7. Instruction was varied and appropriate according to grade level. Students in the K-4 grade spans received workbooks and packets in addition to their daily online instruction. Students in grades 5 and 6 were 100% digital.
8. Additionally, ESL and special education students received supplemental packets that were personalized according to ELPs and IEPs.



**Addressing Special Education Needs Plan Component 2**

Question	District Yes or No	County Yes or No
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	
*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	
*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	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Yes	

**Notes on Component 2**

1) All special needs students participate in virtual learning. Additionally, they receive individualized instructional materials.

2) Student progress monitoring comes from class grades, assessments on Vizzle and iReady. Accommodations and modifications documented in faculty lesson plans and in IEP Direct.

3) Speech services provided online and attendance and participation are monitored and recorded. Case managers conducting IEP re-evals and initials. Documented on calendar invites and IEP Direct. Attendance for Zoom classes taken daily. Case managers regularly contact and document students when they're absent.

4) IEP meetings and evals are conducted virtually via Zoom and are documented. All required NJDOE timelines are followed.

5) Annual reviews are underway remotely. All have been scheduled and will be completed by the end of the school year. Teachers have worked collaboratively with each student's case manager to complete the present levels of performance using diagnostics to address IEP goals. Students in need of an extended school year have been identified and this information has been included in their annual review.

**Addressing ELL and Bilingual Needs Plan Component 3**

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	Yes	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	Yes	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Yes	



### Notes on Component 3

- 1) ESL students continue to receive push in and pull out services from two ESL teachers in the building. The daily bell schedule for remote instruction has provisions for ESL services.
- 2) PAC's remote instruction plan provides translated materials via Class Dojo. Spanish speaking staff members regularly engage parents on the phone who do not speak English.
- 3) ESL faculty have equitable access for all online platforms provided by PAC. Additionally, there have been new digital platforms approved at the request of ESL faculty. ELL access challenges have been addressed with the loaning of hotspots to families and the addition of digital platforms for use by ESL students (e.g. Tumblebooks).



### Safe Delivery of Meals Plan Component 4

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Yes	

### Notes on Component 4

1) Arrangements have been made with each of our sending districts to feed our families through their food distribution programs. As a regional charter school, PAC does not personally deliver meals to all of our families.

2) PAC has provided a shelf stable food reserve at our facility and have invited families who are in need to take meals home with them. This is in addition to our families participating in their sending district's food distribution program. Parents had an open invitation to come to the school and pick up when in need.

3) PAC has made food deliveries to households on select occasions due to emergent circumstances.

### Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Yes.	

### Notes on Component 5

1) PAC's virtual instruction plan ensures that student growth is maximized.

2) Students are provided with whole group, small group, and 1 on 1 instruction through the I DO, WE DO, YOU Do model of scaffolding and release. Co-teaching and push-in instruction is evident in our program. PAC staff regularly take students into Zoom breakout rooms for targeted instruction.

3) I&RS Tier 2 and Tier 3 services are built into the bell schedule. Students continue to receive these services in an uninterrupted fashion since virtual instruction began. Special Education and ESL services were also built into the bell schedule.

4) Measures of student learning provided by weekly common assessments in all grade spans, and district benchmark assessments in iReady and STAR. Prior to the COVID 19 shutdown, PAC administered a fall and winter benchmark assessment for iReady and STAR for Grades K-6. Week of May 26<sup>th</sup> will mark the spring administration of these benchmark assessments. Students will take the assessment on their Chromebooks.

5) MyONreader provides additional data on student Lexile growth.

6) An analysis of Marking Period 3 and Marking Period 4 grades in all grade spans has revealed that there has not been a statistically significant drop of averages in the four core academic subject areas.

7) PAC instruction has been adaptive and dynamic during COVID instruction. The school has added new instructional supplements with great success. These are as follows: NearPod, Whiteboard Fox, Zoom Annotate, EdPuzzle, Deck Toys, Kahoot, BrainPop, XtraMath, Active Inspire, Kami, Freckle, TpT, Tumblebooks, and Vizzle to name a few.



**Attendance Plan Component 6**

Question	District Yes or No	County Yes or No
*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?	Yes	
*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?	Yes	

**Notes on Component 6**

Since the COVID-19 shutdown, Principle Academy Charter implemented its ICS protocol. The school’s director re-assigned a select group of paraprofessionals and office staff as Family Support Specialists (FSS). FSS Team members are each assigned to be a single point of contact for families and faculty. In addition to performing wellness checks over the phone, FSS Team members also have an integral part in the attendance process. The attendance process is as follows:

- 1) Teachers mark students present or absent from their live Zoom classes by 9:00 am daily and enter the attendance in Power School.
- 2) Each FSS Team member is assigned two homerooms to monitor.
- 3) The Director pulls the AM attendance report and posts the absences on the FSS Google Classroom by 10:00 am.
- 4) FSS Team members call the families of absent students and get them to login in.
- 5) The following day, FSS Team members contact their teachers and perform an attendance reconciliation. They find out which students logged into Zoom later in the day or completed assignments overnight in Google Classroom.
- 6) FSS Team members go into Power School and reconcile the previous day’s attendance based upon their conversations with faculty.
- 7) The Director pulls the reconciled attendance and lists the official attendance report on the FSS Google Classroom page. The FSS Team meets with the Director on a daily basis.
- 8) The FSS Team has a chronic absentee list. Those students receive home visits from FSS Team members to ascertain their status. The Director is involved in making home visits as well.
- 9) When warranted, technology is repaired or replaced. Chromebooks are brought in by families for repair. Likewise, PAC families come to the school to pick up hotspots. If no transportation is available, FSS Team members transport technology items to and from residences.
- 10) When non-IT root causes are identified for chronic absenteeism, the FSS Team tries other interventions. Parent training has been provided when identified as a root cause of absenteeism on a one to one basis. Additionally, PAC has held several parent meetings on Zoom whereby parents received training in a large group setting.
- 11) In some cases, where the household is under severe duress (e.g. essential workers), students are classified as “NO” or not online. These students are given packets and workbooks and parents send images of completed work to teachers via Class Dojo. The completed work is dated and counts as the student’s attendance for that day.
- 12) Students with persistent chronic absenteeism in spite of FSS Interventions are identified for our summer enrichment program. Students are not retained and do not lose credit due to COVID-19.



**Facilities Plan Component 7**

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Yes	

**Notes on Component 7**

1) Essential workers at Principle Academy Charter have been identified.  
2) Essential workers have been placed on a staggered, rotating schedule.  
3) Our school facility is cleaned, sanitized, and maintained on a daily basis.





**Summer Programming Plan Component 8**

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none"> <li>• Extended School Year (ESY) for students with disabilities including how ESY will be delivered</li> <li>• 21<sup>st</sup> Century programs</li> <li>• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery</li> <li>• Assessments of learning loss and an initial plan for potentially addressing learning loss</li> <li>• STEM or other programs using reallocated grant funds</li> <li>• Title 1 extended learning programs</li> <li>• Any preliminary plans for Class of 2020 graduation ceremonies</li> </ul>	Yes	

**Notes on Component 8**

1) Extended school year will be provided remotely for students with disabilities in accordance with their IEP. Parents have been informed at the annual review meeting that their child needs this service and consent has been obtained. Academic instruction and related services will be tied to specific goals and objectives of each student’s IEP. Instruction and related services will be implemented by certificated special education teachers and related service providers.

2) The ESY program is scheduled to begin on July 6th, 2020 and run until August 4th. It is 5 weeks long. Classes run 4 days per week (Monday-Thursday) from 8:00 am until 12:00 pm.

3) ESY classes will be conducted via Zoom and will follow PAC’s virtual learning plan.

4) PAC is offering a summer enrichment program that will follow the same schedule as the ESY program. ESY students will be included in the enrichment activities to the fullest extent possible using an in-class support model. The general education and special education teachers will co-teach the enrichment activities.

5) PAC’s ESY program will follow an enrichment model and provide our students with engaging and innovative content. Students will take assessments from HMH’s Go Math and Journeys programs for math and ELA. Special education students progress towards goals will also be measured by Vizzle.

6) Learning loss/gain will be assessed by the third administration of the iReady and STAR diagnostic benchmarks in late May 2020. This will inform students targeted for summer enrichment program in addition to their grades in PowerSchool.

7) Credit recovery and graduation not applicable to PAC as a K-6 school.

**Board Approval Component 9**

\*Is the plan board approved?  Yes  No      Enter Date (03/24/2020): \_\_\_\_\_

**Notes on Component 9**



[Empty text box for Component 10]

**Posted on Website Component 10**

\*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website?  Yes  No

Enter Date (03/24/2020, 5/22/20): \_\_\_\_\_

**Notes on Component 10**

[Empty text box for Component 10 notes]

**Posted on Website Component 11**

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	Yes	

**Notes on Component 11**

See Revised PAC emergency plan addendum.

**APSSD Applicable Only: Sharing Plans Component 12**

\*Was the plan shared with all sending districts?  Yes  No



**Notes on Component 12**

N/A



**New Jersey Department of Education (NJDOE)  
Checklist for Emergency Preparedness Plans**

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by [N.J.A.C. 6A:16-10.1](#) and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in [N.J.S.A. 18A:7F-9](#).

<b>County</b>	Atlantic
<b>District</b>	Principle Academy Charter
<b>Chief School Administrator/ Charter Lead Name</b>	Alvaro Cores
<b>Phone Contact</b>	609-498-6450

<b>Plan Component Question 1</b>	<b>Mark Yes or No</b>
Does the plan include equitable access to instruction for all students?	Yes
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)?	Yes
Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?	Yes
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?	Yes



## Notes on Question 1

Principle Academy Charter's Emergency Preparedness Plan meetings NJDOE Checklist Requirements in the following manner:

### Equitable Instructional Access for All

9. PAC provided community members with technology access survey prior to the COVID-19 shutdown.
10. Based upon the survey results, PAC issued families 431 Chromebooks to our families. Some families received multiple units based upon number of students enrolled.
11. Additionally, PAC loaned out 60 hotspots to families who did not have Internet Service.
12. PAC has been a 1 to 1 device school since the beginning of the school year. Students were already accustomed to receive blended, personalized learning through the following platforms:
  - a. iReady
  - b. MyONreader
  - c. Think Central
  - d. HMH textbooks online
  - e. Google Classroom
  - f. STAR & Accelerated Reader
13. A bell schedule for online learning was developed that allowed for the continuation of ESL services, special education services, and I&RS services (see attached).
14. All faculty members and students practiced on Zoom Meeting onsite prior to the shutdown.
15. All students were sent home with consumable workbooks.
16. Additionally, ESL and special education students received supplemental packets that were personalized according to ELPs and IEPs.
17. PAC Families with extreme duress due to essential worker status, have been given the NO option (not online) by the FSS Team and the school's administration. These select families have children complete packets/workbook pages and submit via Class Dojo images with the teacher. This also counts for attendance.

### Demographic Profile

1. PAC administration and Polymath management company ensured that all homeless students accounted for and provided with necessary Chromebooks, hotspots, workbooks, and, if applicable, supplemental materials.
2. Principle Academy Charter is Title I School wide. Our school is primarily comprised of low socioeconomic students (LSE). To better service all of our families, Principle Academy Charter repurposed select paraprofessionals and office staff as Family Support Specialists (FSS) under our ICS protocol. All FSS were assigned two homerooms to monitor closely. FSS are required to call/email/text/Class Dojo message all families on their list. They were given a telephone script that checked on each family's safety, medical/nutritional needs, student attendance for Zoom lessons, Chromebook and network connectivity, change in address/phone number/email, access to Class Dojo, and survey of needs.
3. Special needs students received access to all the support systems offered to all students. Additionally, special needs students received the following: customized packets, continuation of self-contained programs, continuation of pull out resources services, continuation of inclusion services. There are two dedicated administrators that oversee the special education department. One works for PAC and is the Dean of Special Services. The other is a retired Superintendent with expertise in special education and she works for Polymath Achievement Charter as their Director of Curriculum. The school holds daily faculty meetings and daily School Leadership Team meetings (SLT) to discuss equity and access issues for all of our subgroups.
4. Our plan has a working knowledge regarding student access to technology per grade level. PAC has been delivering blended learning throughout the academic year. Part of our core philosophy is to provide students with a personalized, blended learning experience. Therefore, the transition to online learning post COVID-19 occurred smoothly.



Does the plan address the provision of appropriate special education and related services for students with disabilities?

Yes

**Suggestions for consideration:**

- Does the plan include adapted materials and assignments to meet student needs?
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?
- 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?
- Does the plan consider the needs of students who are medically fragile?
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?
- 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?
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?



## Notes on Question 2

1. PAC distributed Chromebooks to families prior to shut down. All workbooks were sent home as well. For ESL and special needs students, packets were sent home as well. Additionally, PAC made a purchase for STAR/Accelerated early education module, due to the lower reading levels of special needs students. This was in addition to the school wide purchase of these programs.
2. A meeting calendar has been created by the special education departments. Initial eval and re-eval meetings have been scheduled until June of 2020. PAC employee a CST secretary, and LDTC, a contracted school psychologist, and a Dean of Special Education. Principle Academy Charter Our Dean of Special Education is also the school's social worker. As such, she completes social evals. PAC has made provisions to conduct these CST meetings via Zoom Meeting and/or phone conference. Documents signed as needed, primarily through scanning and emailing. Written parent notification via mail and parental phone calls are continuing as customary. Chief Academic Officer from the management company also assists with the oversight of this process.
3. All Class Dojo administrative communications are transmitted in English/Spanish. Currently 528 family members are on Class Dojo. Class Dojo features a digital translator for teacher based posts. Parents also receive emails and text blasts in both languages via Gradelink. Emergency personnel located at PAC's school facility consists of at least one bilingual individual on a daily basis.
4. PAC has one medically fragile student. The school's Director/CSA and Dean of Community are in regular contact with that parent. This student's services have been continued without interruption.
5. PAC has no out of district placements. Compensatory services for OT/PT and speech have been implemented via Zoom. Frequency and duration of services will be increased in order to compensate for lost time due to COVID-19 shut down.
6. PAC has no out of district placements. However, PAC families' food security has been obtained due to agreements made by PAC Director/CSA, Polymath, and the PAC Board of Trustees with CSAs from the following districts: Atlantic City Schools, Pleasantville Schools, Egg Harbor Township Schools, Somers Point Schools, Galloway Schools, and Absecon Schools. PAC families have received communication in English and Spanish regarding their home district's plans for food distribution. The Atlantic City Schools required student ID cards in order for our families to have access to food. The remaining districts required a list, which was emailed to their CSAs. In an effort to give our Atlantic City Families access to food post COVID-19 shut down, PAC sent staff to the Atlantic City School distribution sites and distributed ID cards to our families. Left over cards were left with cafeteria managers at these sits. In addition, PAC made a duplicate set of student IDs and have made them available for family pick up during the shutdown. Finally, PAC keeps an emergency supply of shelf stable food at our facility. Families are aware that our facility remains open with a small number of personnel. We are handling Chrome book / hotspot issues on a daily basis from our facility, in addition to food security requests.
7. Transport not applicable. PAC has no out of district placements. PAC has regular communication with the transportation heads of our three, main feeder districts of Atlantic City, Pleasantville, and Egg Harbor Township. PAC's Dean of Community maintains those relationships current and makes the Director/CSA aware of any changes in their calendars.



<b>Plan Component Question 3</b>	<b>Mark Yes or No</b>
Does the plan address the provision of school nutrition benefits or services for eligible students?	Yes





### Notes on Question 3

Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:

**SFA Name: Atlantic City Schools, Pleasantville Schools, Egg Harbor Township Schools, Somers Point Schools, Galloway Schools, and Absecon Schools, and Revolution Foods (source of emergency supply at PAC).**

**Agreement #: PAC has a contract with Revolution Foods and the Atlantic City Schools. All other agreements were based upon emergent emails and phone conversations with other districts. Our students are being serviced through sending districts via verbal agreements and email correspondence.**

Date Meal Distribution will begin: **3/18/20**

Date Meal Distribution will end: **6/18/20**

Schools/Site where distribution of meals will take place: **PAC open daily 9:00 am to 3:00 pm. Sending districts sites for food distribution, please refer to their preparedness checklist. Too numerous to list here.**

Meals to be claimed for reimbursement per day: **127 (Atlantic City numbers only per contract with Atlantic City Schools).**

Please 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.

**PAC is using sending district SFAs and meal distribution plans. These SFAs have our student rosters. Our families have been attending sending district sites; they are synced with sending district plans. PAC is open 9:00 am to 3:00 pm daily for families who may have missed a sending district SFA pick up.**



**PAC Essential Personnel List**

PAC COVID - 19 Building Essential Personnel List Revised 5-22-20

Last Name	First Name	School Position	ICS Role
Arango	Rafael	Comms Officer	Family Support / Comms Officer
Brathwiate	Antwone	Custodial/Maintenan	Custodial/Maintenance
Cores	Al	Director/CSA	Incident Commander / Family Support Leader/ Home Visitor
Dionne	James	IT Manager	IT Manager/Family Support/Home Visitor
Espinosa	Paula	School Ambassador	Family Support / Office
Gbayee	Eli	Paraprofessional	Family Support / Home Visitor
Harris	Tywan	Custodial/Maintenan	Custodial/Maintenance
Knox	Roderick	Asst to CSA	Human Resources & Maitenance Leader
Martin	Takeyna	Office Manager	Family Support / Office
Nurse	Camille	Registration	Family Support / Office
Phoenix	Cydnee	Dean of Community	Family Support Team Leader / Comms Leader
Simmons	Hollie	Security Guard	Securty / Family Support
Snead	Antwone	Paraprofessional	Family Support / Home Visitor
Snyder	Kelly	Food Manager	Food Manager
Utuk	Treasure	Counselor	Counselor / Family Support
Williams	Shatira	Attendance Officer	Family Support/Attendance Officer



## Revised PAC Daily Schedule Virtual Instruction 4/23/20

Period	Time	DAILY SCHEDULE PAC (M-F)	ESL SCHEDULE Pull-Out	I&RS Tier 2 Pull Out	Special Education
Period 0	8:00-8:15 AM	Students watch pre-recorded homeroom announcements on Mr. Cores's Google Classroom <a href="#">vxnb75b</a> . Click video by date ).			Check with your child's teacher.  This varies by student. Classes end at 1:45 PM daily for special education students.
Period 1	8:15-9:00 AM Attendance Check	ELA K-2 MATH 3-6	Students are encouraged to conduct mindfulness/movement exercises in between classes. Go to Mr. Cores's Google Classroom for daily breaks.		
Period 2	9:15-10:00 AM	ELA 3-6 MATH K-2			
Period 3	10:15-11:00 AM	Fundations K-2 Writing 3-6	K-1 ESL		
Period 4	11:15 AM-12:00 PM	Social Studies K-6	2-3 ESL		
LUNCH	12:00 to 1:00 PM	LUNCH (Speech lessons) ½ hr	LUNCH	LUNCH	
Period 5	1:00-1:45 PM	Science K-6 (End instructional day)	4-6 ESL	K-6 ELA&Math	
Period 6	2:00-2:30 PM	Staff Professional Development			
<b>Note: ESL is English as a second language. I&amp;RS is an academic support for general education students. Faculty Prep 7:40-8:15 and 1:45-2:00**iReady/myON will be completed for homework. Only I&amp;RS/ ESL teachers teach period 6***</b>					