



Remote Learning Plan

September 2020

Remote learning, also referred to as distance learning, is learning that happens outside of the traditional classroom. It gives students who are not in school for in-person education, access to online learning materials and instruction.

It is the intention of the District that all students in Pre-K-12 will have been issued a Chromebook with internet access prior to the opening of schools for students. This affords teachers the opportunity to instruct students with new content. Google's "G-Suite for Education" and Google Classroom is the platform utilized by all of PPS staff and students. All students will have the opportunity to access online lessons and complete assignments, projects, and assessments just as they would in the classroom.

Chromebook Distributions will take place at the schools as devices are received from our vendor. It is expected that all students will have devices by October.

During remote instruction, it is imperative that all staff maintain communication with students (via phone calls, emails and Google Meets) to ensure they are completing assignments, are actively engaged and maintain their social and emotional wellness. **Should staff not have access to resources (i.e., devices, internet access or phone) to communicate with parents or provide remote instruction, the District will make provisions to open designated buildings for staff members to report to so that they have access to tools and resources necessary for remote learning. All PPE will be provided to staff in the event they need to go to the buildings.**

Student/Staff Safety Screening:

Students/employees must answer a series of health screening questions daily before walking into the building each day. Questions will be posted near building entrances and on the District's website, as an online survey. A security guard or other staff member will be stationed at the door. Before entering, students must show their online survey score and may enter if they scored 6 out of 6. If results are unavailable, students may enter only after having their temperature checked. Similarly, employees will be required to answer whether they successfully completed their self-assessment that day. Employees who answer "no" will not be allowed to enter until they take the self-assessment online or get their temperature taken. Students/employees who are experiencing symptoms of illness, or recently travelled to a restricted state/country, or are COVID-positive or awaiting test results must return and notify their principal immediately. Students/employees awaiting transportation home will be placed in the school's designated isolation area.

The electronic version of the Health Screening can be accessed at <https://forms.gle/siKLF5jJcf9PMEsGA>. The survey consists of six (6) questions. After completing the survey, click "View Score". A score of "6/6" means all 6 questions were answered correctly. Any person who scores less than 6/6 must stay or return home to self-quarantine and notify their Principal immediately.

Central Offices Schedules

- **September 1- 18th (September 4th the District will be closed)**
 - Regular contractual Hours
 - Monday - Friday
- **September 21st**
 - Regular contractual hours
 - Monday - Thursday in person
 - Fridays remote

****All staff members are expected to fulfill their job responsibilities as per their job description***

September 1st, all staff will report to their assigned schools/location for the following but not limited to:

- Preparing rooms for opening of schools for in-person instruction (tentative November 2nd)
- Retrieving supplies and materials needed for remote instruction
- Preparing any materials ordered for students (i.e., books, journals, etc.)
- Retrieving classroom rosters and student contact information
- Partaking in Principal Meetings

September 2nd and 3rd, staff* will participate in:

- Remote Professional Development (schedule will be provided by Principals)
*Principals, Vice Principals, Supervisors, Registrars, Schedulers, School Secretaries, Child Study Teams, Guidance Counselors and Nurses will be on site

September 4th (Closed):

- The district will be closed. This day will be made up the day before we are slated to reopen for full day in person staff professional development. In the event the district remains remote the entire school year, this day shall be added to the end of the school year.

September 2nd - 18th:

The following personnel shall report to their assigned buildings Monday through Friday as per contractual hours to complete essential work that cannot be done remotely:

- Child Study Team Members must be on site to schedule and continue Special Education testing
- Guidance Counselors need to be on site to separate PCTI and incoming freshmen student information for high schools and transfer I&RS/504 files. Once on-site responsibilities have been fulfilled, then Guidance Counselors can work remotely.
- Nurses need to be on site to review incoming student files and file them. Review current students that are missing immunizations and physicals. Once on-site responsibilities have been fulfilled, then Nurses can work remotely.

- Schedulers must be on site to ensure that High School students' schedules are completed and to address any student concerns.
- Principals, Vice Principals, Supervisors, Registrars and School Secretaries need to be on site for the following but not limited to:
 - Parent concerns
 - Student and staff attendance
 - Instructional packet submission and distribution
 - Household surveys
 - Parent portal sign up
 - Student transfer in/out
 - Student transcripts
 - New enrollments
 - October 15th count (ASSA State report-funding)
 - Distribution of teacher/student supplies
 - Chromebook distribution
 - Facility readiness
 - Travel plan for the building in preparation for in person instruction
 - Work with Principals on daily operations

September 2nd - 18th:

- As per staff requests, apart from the titles noted above, staff may go into their school buildings to work. All safety precautions must be followed. Requests should be made to the Principal.

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September 21st - October 30th:

Mondays - Thursdays:

Principals, Vice Principals, Supervisors, Registrars and School Secretaries will report to one of the 6 satellite locations: (Dr. Hani, School 16, Dr. Martin L. King, School 2, School 27 or School 9) to work their contractual hours. Building assignment shall be forthcoming. According to their developed schedule, Child Study Team will be on site for student testing.

If Nurses and Guidance Counselors have not completed their on-site work, they must report to their satellite location to complete unfinished work.

Principals will have access to their buildings by appointment (Tuesday and Thursday). To schedule building access please call your Sector Supervisor.

Fridays:

Principals, Vice Principals, Supervisors, Registrars, Nurses, CST, Guidance Counselors and School Secretaries will work remotely as per their contractual time.

School Staff and students will follow a Monday-Friday instructional week utilizing the schedules below:

Elementary and High School Teacher Schedule (for those without a zero period)

| Period | Times |
|--|---------------------|
| Prep period | 8:15 am – 8:45 am |
| Homeroom | 8:45 am - 9:00 am |
| 1 | 9:00 am - 9:30 am |
| 2 | 9:30 am - 10:00 am |
| 3 | 10:00 am -10:30 am |
| 4 | 10:30 am - 11:00 am |
| 5 | 11:00 am -11:30 am |
| 6 | 11:30 am - 12:00 pm |
| 7 | 12:00 pm - 12:30 pm |
| 8 | 12:30 pm - 1:00 pm |
| 9 | 1:00 pm - 1:30 pm |
| Building/District Activities | 1:30 pm - 2:30 pm |
| Additional time for teachers (duty free) | 2:30 pm - 3:00 pm |

High School Teacher Schedule (for those with a zero period)

| Period | Times |
|--|---------------------|
| Prep period | 7:45 am - 8:15 am |
| 0 Period | 8:15 am – 8:45 am |
| Homeroom | 8:45 am - 9:00 am |
| 1 | 9:00 am - 9:30 am |
| 2 | 9:30 am - 10:00 am |
| 3 | 10:00 am -10:30 am |
| 4 | 10:30 am - 11:00 am |
| 5 | 11:00 am -11:30 am |
| 6 | 11:30 am - 12:00 pm |
| 7 | 12:00 pm - 12:30 pm |
| 8 | 12:30 pm - 1:00 pm |
| Additional time for teachers (duty free) | 1:00 pm - 1:30 pm |
| Building/District Activities | 1:30 pm - 2:30 pm |

From 1:30 pm – 2:30 pm, school staff will participate in or more of the following activities in a five-day window:

| | |
|-----------|--|
| Monday | Common Planning Time/Parent Outreach |
| Tuesday | PLC/Parent Outreach |
| Wednesday | Common Planning Time/Parent Outreach |
| Thursday | VAM/GLM /Parent Outreach |
| Friday* | PD (School-based or District) or Parent Outreach |

These activities are recommendations for Principals; Principals can alter the activities in the afternoon, except for Fridays. Fridays will be utilized for PD or parent outreach.

Elementary and High School Student Schedule (without a zero period)

| Period | Times |
|--|---------------------|
| Homeroom (mindfulness, SEL activities) | 8:45 am - 9:00 am |
| 1 | 9:00 am - 9:30 am |
| 2 | 9:30 am - 10:00 am |
| 3 | 10:00 am - 10:30 am |
| 4 | 10:30 am - 11:00 am |
| 5 | 11:00 am - 11:30 am |
| 6 | 11:30 am - 12:00 pm |
| 7 | 12:00 pm -12:30 pm |
| 8 | 12:30 pm - 1:00 pm |
| 9 | 1:00 pm - 1:30 pm |

Students would work on their assignments and intervention from 1:30 pm – 3:00 pm daily.

High School Student Schedule (with a zero period)

| Period | Times |
|--|---------------------|
| 0 | 8:15 am - 8:45 am |
| Homeroom (mindfulness, SEL activities) | 8:45 am - 9:00 am |
| 1 | 9:00 am - 9:30 am |
| 2 | 9:30 am - 10:00 am |
| 3 | 10:00 am - 10:30 am |
| 4 | 10:30 am - 11:00 am |
| 5 | 11:00 am - 11:30 am |
| 6 | 11:30 am - 12:00 pm |
| 7 | 12:00 pm -12:30 pm |
| 8 | 12:30 pm - 1:00 pm |
| 9 | 1:00 pm - 1:30 pm |

Students would work on their assignments and intervention from 1:30 pm – 3:00 pm daily.

Staff Attendance:

- **Daily Logs must be completed by all Paterson Public School Staff and submitted to their Principal/Vice Principal or Direct Supervisor at the end of each day.**
- **If a log is not submitted, it will be documented as an absence.**
- **AESOP shall be used to account for daily attendance when KRONOS is unavailable for use.**

Teacher Expectations: inclusive of Reading Specialists, Intervention Teachers, Math/ELA Coaches, Special Education Resource Teachers, Bilingual/ESL Teachers, Related Services, Child Study Team

All teachers must create a Google Classroom for each class they teach. Classrooms should be named using the following convention:

School Name, Grade Level/Content Area, Period(s), Teacher's Name

Example: School 18, Grade 4 ELA, Periods 5 & 6, Mrs. Brown

If you are a self-contained teacher, teaching all content areas:

School Name, Grade Level, Teacher's Name

Example: School 1, Kindergarten, Mrs. Brown

Homeroom will be dedicated to attendance and for students to participate in mindfulness and SEL activities provided by the teachers. Professional development on SEL and mindfulness will be shared with teachers September 1st.

Teachers who work with small groups (ie, Reading Specialists, Intervention, Coaches, Coordinators, Resource, Related Services) must have their own Google Classroom and schedule Google Meets daily for the students they provide services to. Principals will monitor the Google Classroom/Meets.

Respond to all student/parent emails/outreach within 24 hours for assignments. All other inquiries may take up to 48 hours for a response. Inquiries sent on the weekend will be answered on the next workday. Principals will monitor parent outreach to ensure all students are engaged.

New material will be taught via the Google platform utilizing Google Meet/Google Hangouts, with live streaming for synchronous (real-time; live) learning, focusing on the curriculum for the course:

- To make instruction accessible to those students who may not be able to participate at the normally scheduled period, teachers must record the session, or provide an alternate recording of the instruction, and post it in Google Classroom for asynchronous learning (not occurring in real-time; recorded) or for students to

access if additional support is needed. Participants should be notified that the session is being recorded.

- Synchronous learning will take place for each subject daily. Teachers are expected to set up Google Meets with their students every day for a minimum of 20 minutes per course that is normally scheduled for 40 minutes and a minimum of 40 minutes per course that is normally scheduled for 80-90 minutes. The duration of the block will be used for students to work on their assignments, with the ability for students to ask questions through the Meet as needed.

Lesson plans will be submitted as per their School Building's Schedule to their Direct Administrator.

All teachers must have substitute lesson plans developed for 10 instructional days that afford students the ability to learn through an asynchronous (recorded) lesson. These plans should be labeled by day (i.e. Sub plans - Day 1, Sub plans - Day 2, etc.) and posted in the Google Classroom by September 18th for students to access should there be an absence.

Any educational videos posted to a teacher's Google Classroom or Google Meet must be viewed in its entirety by the teacher prior to posting to ensure that the material is grade-appropriate and educationally sound.

It is recommended/encouraged that teachers add different media, such as short videos or audio, to lecture slides or documents rather than just having text.

Principals/VPs/Supervisors must be invited to the Google Classroom. Teachers should designate the Admin, as "Google Classroom Instructors" for courses. This will allow Administrators to view submissions and monitor the instruction for students.

Google Meets should be posted in the stream by 8:30am every Monday that way all students/Principals/VPs/Supervisors are aware when the synchronous instruction will take place for the week.

Google Meets must be scheduled through Google Classroom so that students can access the Meets easily.

Post work/assignments for students each day by 9:00am in Google Classroom (unless there's an ongoing assignment)

Independent assignments should not be due the same day assigned. This will allow time for students who were not able to participate in the Google Meet on that day.

Reach out to students/parents consistently to answer any questions or concerns they have (via email, phone call, Google Meet/Hangout). Staff can use *67 to block their number or obtain a free phone number through Google Voice if uncomfortable using a personal phone number.

Maintain contact with all students and complete a daily log, provided by the building principal. Keep record of students who have not participated in Google Classroom or Google Meets for at least two days. See Appendix 1

If a student does something inappropriate during a Google Meet/Hangout or through a post in Google Classroom, please complete a student incident report and forward it to the Principal.

Objectives and DOL's must be posted daily in Google Classroom and Google Meets. In Google Meets it can be posted in the notes or chat section.

All students must have assigned Intervention(s) to address learning loss in the content areas. Students must work on intervention(s) daily from 1:30 pm - 3:00 pm. District digital platforms (ie, Achieve 3000, ALEKS, Imagine Learning, etc) must be utilized by students. Principals and teachers must monitor progress and usage data.

In your physical classroom in your school, no wall hangings, inclusive of Anchor Charts, below 6 feet will be allowed. Anything 6 feet and below will be damaged when disinfecting. Remove clutter from classrooms, so all space can be maximized.

Notifications that are created in Google Classroom should be timed to occur during the school day for students.

Teacher Etiquette:

- Prepare for technical difficulties; Always check that your technology is working prior to starting the session. Call or email the Help Desk (973-321-0905) helpdesk@paterson.k12.nj.us for assistance if needed.
- When working remotely, utilize a quiet space that has minimal distractions and be mindful of the background viewed on your screen
- Dress professionally
- Communicate effectively
- Avoid eating during the session
- Set norms at the beginning of the session (ie, ask participants to mute themselves, speak one at a time); Ask students to refrain from using their cellphones unless it is part of the lesson
- Active engagement should be displayed
- Provide time for students to ask questions, pause periodically to encourage participation
- Students working remotely may be encouraged to post their questions in the chat

Student Attendance

It is critical that we maintain regular contact with students and their families in order to support their social-emotional well-being and academic needs. The goal is to maintain regular contact with students to ensure participation and engagement.

Reporting Daily Attendance:

- A student will be expected to engage in synchronous and asynchronous lessons to receive credit for a full day of attendance.
- The homeroom teacher will post a Social Emotional Learning (SEL) question of the day. The student must have their post completed by 9:00pm to be considered present for the day. The homeroom teacher will record all nonresponses as absences in Infinite Campus on the next day. The school secretary will certify the attendance by 10:00 am.

Reporting Course Attendance:

- The content/program teacher will use the following to monitor daily attendance for their course: In order to be considered “in attendance,” students are expected to complete the “do now” relative to the content area. Additionally, students should interact and respond to their teachers every day. The following are examples of student interaction that can be used to account for attendance. Please be advised that schools are not limited to these examples:

Student submission of an assignment can be as follows:

- Student completion of an online assessment
- Student participation in an online forum, chat or discussion thread (directly with the teacher or as part of a teacher-facilitated group chat)
- Student-initiated phone call, email, and/or other digital communication or responses to teacher email
- Email or upload into Google Classroom, a photo or link showing the work they have done.
- Participation in Google Meet
- Google Form, question, survey
- Other evidence of participation as determined by the principal

Additional Information Regarding Attendance:

- A student experiencing technical difficulties and/or internet interruption will be considered present upon completing their SEL question and all class assignments due on that day.

- The Student Attendance Department will provide a Google sheet to school principals to document students if no contact has been made with either the student or the family for **two** or more consecutive days.
- Schools will be expected to submit daily attendance data.

Student Expectations

- Follow the schedule for your school. This will be posted on the school website.
- When working remotely, submit the response to the Attendance question posted daily before 9:00 pm. This will be used to track your daily attendance. Classroom attendance will be monitored through responses to the “do now” question posted in each course, as well as work submission.
- For students participating in athletics, when working remotely, submit the response to the Attendance question posted daily before 3:00 pm. This will be used to track your daily attendance as well as your participation in that day's scheduled event. Classroom attendance will be monitored through responses to the “do now” question posted in each course, as well as work submission.
- Participate in Google Meets established by your teachers and log off the Meet at the close of the lesson. The teacher should be the last person to log off the Meet.
- Complete and submit assignments as per the assignment’s due date.
- Respond to all teacher emails within 24 hours.
- Contact your teacher when having trouble completing an assignment or if extra support is needed, inclusive of tech support.

Student Etiquette:

- Prepare for technical difficulties; check that your technology is working prior to starting the session; email your teacher with any issues.
- Behave in a respectful manner during all virtual learning activities
- Dress appropriately
- Actively engage in the sessions; refrain from using your cell phone unless directed by the teacher to utilize as part of the session
- When working remotely, utilize a quiet space in your home that has minimal distractions
- Avoid eating during the session
- Communicate effectively and respectfully at all times
- Keep your microphone on mute unless told otherwise by your teacher

- During Google Meets your video camera must be on for the first 5-10 minutes; you cannot use an Avatar in place of your initials. Only your initials or a photo of yourself can be utilized. If you are using a photo it must be age appropriate.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meeting, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating in a Google Meeting should not be collected, discussed or shared.

Parent/Guardian Google Meet Behaviors

Parents/guardians are encouraged to assist their child through remote learning providing encouragement and supporting their children during asynchronous learning opportunities.

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during distance learning, all parents/guardians are asked to observe the following privacy guidelines:

- Google Meetings are designed for students to seamlessly transition to remote learning. To prevent disruptions to the learning environment, parents/guardians should not actively participate in sessions, although parents/guardians may assist their child with technology. Especially with synchronous learning, any support needed should be coming from the teacher in the moment.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meeting, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating in a Google Meeting should not be collected, discussed or shared.
- Parents/guardians should not engage with students during Google Meetings.
- If a parent/guardian has a question, please email your child's teacher.

Thank you for your support and cooperation in ensuring that distance learning is a positive, productive and enjoyable experience for all participants

Nurses:

- Direction will be provided by the Supervisor and/or Building Principal
- Conduct wellness checks via Google Meet
- Attend professional development opportunities that promote professional growth, use of technology and student support services

- Communicate with students & parents
- Active role with the School-based Crisis Intervention Team
- Attend departmental meetings
- Update nursing procedures and practices
- Add student Immunization Records into Infinite Campus
- Review student files for missing immunizations and physicals, follow up with families
- Obtain treatment plans for students that require medication
- Create student Individual Health Care Plans as applicable
- Collaborate with School Counseling Department as it relates to Student Support Services
- Provide mandatory/required health training to school community
- Active role in district I&RS & Section 504 Teams
- Produce Communicable Diseases reminders and updates as needed
- Maintain daily and monthly reports

School Counselors:

- Manage all aspects of your student caseload
- Maintain a departmental log consisting of daily activities and communication with students, parents and staff
- Maintain a Google Classroom with pertinent and relevant resources for students and staff
- Attend departmental meetings
- Identify at-risk students and contact them regularly
- Director & Supervisors will provide direction on additional tasks and responsibilities
- Respond and follow-up on emails within a timely manner (24-48 hrs.)
- Regular maintenance of all responsibilities including but not limited to:
 - Graduation Tracker

- Student Worksheets
 - Accurate Course Schedules
 - I&RS & 504 Accommodations
 - Post-Secondary Plans
 - New Registrations
 - College & Career Readiness
 - Financial Aid
 - Crisis Intervention
 - Credit Recovery, SAT & ACT registration
 - Transcript Review Conferences
- Facilitate individual counseling, small group & classroom-based guidance activities via Google Meets
 - Orient all grade levels to Naviance; execute the scope & sequence for all grade levels
 - Attend professional development opportunities that promote professional growth, use of technology and student support services
 - Serve on the Pandemic Response Team
 - Communicate to Seniors opportunities for scholarships
 - Meet with Principals to review graduation rates
 - Complete Recommendation Letters for High School Seniors
 - Provide assistance to students with completing financial aid and college applications
 - Active role with School-based & District Crisis Intervention Teams

Athletic Counselors:

- Communicate with all Guidance Supervisors and School Counselors regarding student-athletes
- Maintain a Google Classroom with pertinent & relevant resources
- Conduct transcript review conferences for all athletes in the 11th grade
- Manage & maintain college prospects for student-athletes
- Attend professional development opportunities that promote professional growth, use of technology and student support services
- Participate in I&RS & 504 meetings for student-athletes

- Attend departmental meetings
- Identify at-risk students and contact them regularly
- Directors & Supervisors will provide direction on additional tasks and responsibilities
- Respond and follow-up on emails within a timely manner (24-48 hrs.)
- Active role with School-based & District Crisis Intervention Teams
- Monitor, track and support all student-athletes
- Complete and ensure all NCAA requirements are met
- Complete all athletic eligibility lists
- Monitor student grades in and out of season
- Serve as primary lead on college athletic scholarships along with athletic supervisors, coach and building principal
- Complete all athletic accountability tasks as assigned by district administrators
- Maintain communication log for athletes and parents
- Serve on the Pandemic Response Team
- Provide counseling support to athletes and students assigned to Silk City Student Center
- Assist EHS & JFK operations unit with restorative practices and other social-emotional services as assigned by Principal of Operations

Student Assistance Counselors:

- Active role in district I&RS & Section 504 Teams
- Caseload management
- Maintain a Google Classroom with pertinent & relevant resources
- Coordinate preventative, individual counseling, small group and classroom-based activities via Google Meets
- Coordinate virtual lessons with Health Teachers and School Counselors

- Create age-appropriate PowerPoints relating to mental wellness and substance use
- Share Google Classroom with Supervisor
- Assist staff & administrators with substance related inquiries as needed
- Assist Building Administrators with respective school-wide activities
- Maintain monthly reports and daily log
- Active role with School-based Crisis Intervention Team
- Active role with district-wide Mental Health Initiatives
- Participate in Professional Development opportunities that promote professional growth, use of technology and student support services
- Respond and follow-up on emails within a timely manner (24-48 hrs)
- Attend department meetings
- Director will also provide direction and guidance

Teacher Coordinators:

- Direction will be provided by the Principal or Supervisor/Director
- Coach, provide feedback, model exemplary best practices, remotely, and maintain regular communication with classroom teachers to support learning experience
- Participate in Professional Development opportunities
- Assist with parent outreach (specific to school positions)

Master Teachers/PIRT:

- Coach, provide feedback, model exemplary early childhood best practices and maintain regular communication with classroom teachers to support on-going developmentally appropriate learning experiences
- Discuss and provide resources to support classroom teachers with blended learning experiences
- Facilitate virtual grade level meetings or PLC meetings (where applicable)

- Collaborate to support teachers with social-emotional development
- Collaborate with the Community Parent Involvement Specialist (CPIS) for supports for parents and families with developmentally appropriate learning experiences
- Plan and facilitate teachers' learning by organizing peer groups where teachers can share and discuss
- Reflect and participate in own professional development needs
- Provide continuous professional development to teachers based on The Fidelity Tool, Early Childhood Environment Rating Scale (ECERS) and Teaching Pyramid Observation Tool (TPOT)
- Attend virtual meetings with the Division of Early Childhood Education (DECE)
- Director/Supervisor will provide direction

Child Study Team Members and Related Service Providers:

- Check in with the students/families on their caseload via email, phone calls, Google Meet/Hangout
- Maintain a log for the students that are contacted
- Supervisors will also be providing specific directions to the above members
- Participate in Professional Development opportunities
- Develop a schedule to support students and communicate with students & parents
- Complete evaluations & IEPs as deemed necessary
- Refer to responsibilities provided by the Chief Special Education Officer
- Provide related services; Speech, Occupational Therapy, Physical Therapy, Nursing, and Audiological

Instructional Assistants:

- Work with the teacher who will provide direction
- Participate in Professional Development opportunities
- Participate in Teacher's Google Classroom and Google Meets daily
- Provide support with outreach to students

- Assist teacher with communications to parents
- Create Google Meets to work with small groups of students daily

Personal Assistants:

- Work with the teacher who will provide direction
- Work with the student you support via Google Meets
- Participate in Teacher's Google Classroom and Google Meets daily
- Participate in Professional Development opportunities
- Collaborate with the teacher you work with so that you are aware of the work assigned to the student you assist
- Assist Principal with parent outreach
- Refer to responsibilities provided by the Chief Special Education Officer and Director of Guidance

Secretaries:

- Principal will provide directions
- Submit reports as needed
- Participate in Professional Development opportunities
- Provide support with outreach to students
- Certify daily attendance by 10:00 am
- Complete transfers
- Assist with home surveys
- Update emergency contact forms
- Ensure information in Infinite Campus is accurate and updated
- Respond to parent inquiries
- Ensure student folders are updated in the office
- Identify students who have security flags in Infinite Campus

- Assist parents with registering for parent portals

Food Distribution

- Breakfast and lunch distribution will continue at the eight existing distribution sites, on Mondays and Wednesdays from 10:00 AM -1:00 PM.

| If the student goes to... | Then pick up student meals at... |
|--|---|
| Public Schools 2, 3, 8, International High School, Garrett Morgan Academy | School 3, 448 Main Street |
| Public School 9, Hani Awadallah School | School 9, 6 Timothy Street |
| Public School 4, 12, 28, Norman S. Weir, Young Men’s Leadership Academy | School 28, 200 Presidential Boulevard |
| Public School 6 or Edward Kilpatrick School | Edward Kilpatrick School, 295 Ellison Street |
| Public Schools 16, 20, 24, 25, Dr. Martin Luther King Jr. School, STARS Academy, Early Learning Center, Rosa Parks High School | Dr. Martin Luther King Jr. School, 851 E 28 th Street |
| Public Schools 1, 10 13, 18, 21, 26 | School 21, 322 10 th Ave |
| Public Schools 5, 7, 19, 27, 29, Dale Avenue School, Don Bosco Technology Academy, JFK Educational Complex | John F. Kennedy Educational Complex 61-127 Preakness Ave |
| Public School 15, Roberto Clemente School, The New Roberto Clemente School, HARP Academy, Alexander Hamilton Academy, PANTHER Academy Eastside High School Educational Campus, Great Falls Academy, Adult High School, Newcomers Program | The Madison Avenue Full Service Community Center, 512 Market Street |

Appendix 1

**Paterson Public Schools
Department of Student Attendance
Daily Student Communication Log**

School: _____

Teacher Name: _____

| Date | Student ID | Student Name | Grade/Course | Number of Days Missed | Method of Contact | Outcome | Follow-Up |
|------|------------|--------------|--------------|-----------------------|-------------------|---------|-----------|
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***This is a working document that will be revised periodically based on what is working and what needs to be enhanced. Therefore, assignments shall be added, deleted and revised.**