

Mastery Schools of Camden NJ Continuity of Education Plan

School District	Mastery Schools of Camden
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Demographic Profile

Total Population: 2,624

0.00% Preschool

0.50% Homeless

95.46% Low Socioeconomic (LSE)

21.72% Students with Disabilities

18.41% ELLs

Goal of Plan

The goal of Mastery’s continuity of education plan is to provide opportunities for all of our K-12 students to engage in academic enrichment and review as well as planned instruction during school closures due to COVID-19. At Mastery, we are calling our Continuity of Education Plan “Home Academic Practice” (HAP) and defining this as daily independent and parent-supported practice and review opportunities coupled with new lessons designed to keep students academically engaged during school closure.

1. Remote Instruction Plan

Mastery’s mission is that all students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams. Despite the unique and challenging circumstances presented by school closures due to COVID-19, our HAP plan aligns to our mission by providing students access to engaging learning materials and high-quality support from teachers and school leaders.

Mastery's home academic practice plan includes three primary components:

1. **Online learning:** Completion of ELA and math units of study via online learning platforms (Reading Eggs for K-2 ELA, CommonLit for 3-12 ELA, Zearn for K-5 Math, Khan Academy for 6-12 ELA). Starting April 27, we are adding K-12 Science (CK-12) and Social Studies (through Newsela and Scholastic) content to our online learning plan. For high school, teachers are creating course-specific units of study for students using these platforms and other resources for required core courses and for enrichment and elective courses in non-core subject areas.
2. **Student work packets:** Completion of K-12 ELA and math packets. General education students receive student work packets that align with on grade level content. Tier 3 students with IEPs and English language learners receive modified work packets that align with their functional level.
3. **Independent reading** (or read-alouds for K-2 students): Students read for at least 30 minutes/day using books they have available at home and/or free e-book resources provided by Mastery.

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Communication Tools and Strategies

Parents receive regular network-wide communication from our CEO at least 2 days a week with updates and guidance on how to support their children with home academic practice through our Parent Square online messaging platform. Home academic practice teachers also reach out via phone individually to parents and students two times per week to check in on progress and offer home academic practice support.

We've also built out our website to provide additional information and updates to parents, students and community members and have a page dedicated to home academic practice at <https://www.masterycharter.org/HAP> and a page dedicated to COVID-19 response at <https://www.masterycharter.org/COVID>. Each of our schools is using a virtual communication platform to communicate directly with parents and students (e.g. Google Classroom, Class Dojo, SeeSaw, etc.)

Access (Devices, Platforms, Handouts)

For students to fully participate in the continuity of education plan, they need access to a computer, tablet or smartphone and home Internet access for online learning. They also need access to student work packets; an individualized packet was mailed to each student by 4/6. We followed up with additional distribution of packets to families whose packets were returned by mail or who reported not receiving them.

We carefully considered access as a part of our continuity of education plan. For access to Internet, we have provided information on Comcast's Internet Essentials plan to all of our families. We also administered a technology access survey to identify families who do not currently have access to a computer/tablet or Internet to prioritize providing these families and students access to these tools. We have also communicated that families can focus on completing printed packet work who do not yet have access to devices and/or Internet. Additionally, we have launched a Laptop Library campaign where we have re-distributed Chromebooks currently in use across our schools to our students and families via our food distribution centers. We are also raising money to purchase additional Chromebooks with the goal of ensuring that all of our students in grades 3-12 have access to a laptop and Internet to fully engage with online learning.

Additionally, we use Clever as a tool that provides a user-friendly single login portal and dashboard for all of our online learning platforms to parents and students. We have provided how-to guides, resources and support to parents and families on how to log in to Clever and access online learning platforms.

Finally, we have provided training and resources to school leaders on these tools during Zoom virtual meetings, recorded video trainings for teachers and posted how-to guides to our Bloomfire internal knowledge sharing portal.

Staff General Expectations

Teachers are expected to:

- Keep students' skills sharp by supporting reading, writing, and math through lessons, tutoring and office hours
- Provide resources for families to use part of their day for academics
- Keep at home learning simple

For the duration of time that schools are closed, teachers are expected to reach out to the family of each student in their HAP classroom (approximately 20 students on average) twice a week to provide support on logging into and navigating online resources and providing instructional support to students.

Teachers are expected to work a modified, regular work schedule. This means that teachers are expected to complete a full work day virtually and be available via phone and email to their school team and families. However, we also recognize that many teachers are juggling home responsibilities with family, children and/or loved ones and are providing principals with flexibility to work with their teachers to make accommodations and modifications to their schedule as needed while ensuring that our students and families receive high-quality home academic practice support.

Final grades for the year for each course will be calculated using grades for report periods 1-3 (included the extended RP3 window through the rest of the school year that will include traditional in-school grades and HAP grades). Students with failing grades will be issued an incomplete and will be required to make up work in summer school aligned with Mastery's current grading policy. Seniors may still graduate with their class if they need to attend summer school. Each school shall cross reference each

student's transcript with state and Mastery graduation requirements to ensure that students have met graduation requirements. Graduation decisions for students with IEPs will be determined by the school IEP team after reviewing student performance and reviewing the IEP goals. The school principal will certify, with signature, that each graduate has met graduation requirements.

Good Faith Efforts for Access and Equity for All Students

Access and Equity efforts are described in detail in the Access (Devices, Platforms, Handouts) section above. Our central office Specialized Services team is working closely with school leaders and teachers to ensure that all students, including Tier 3 students with individualized education plans (IEPs) and English language learners have equitable access to instruction through our home academic practice plan. Please see additional details in the Special Education Supports and ELL Supports sections below.

Through Mastery's Home Mentoring Program, Deans, Social Workers and Anchor Staff will provide virtual support, through check-ins and support circles, for our most vulnerable students (e.g., Students who were on Tier I Support Plans when school closed, students on social worker and Anchor Clinician caseload, or students who are currently receiving anchor programming). Social Workers (McKinney-Vento homeless liaisons) are also reaching out to assess needs and provide support for students who are experiencing homelessness or housing insecurity. We will continue to provide post-secondary advising to all students – especially seniors. We will be holding family meetings virtually and continue to support students as they make their post-graduation plans.

2. Special Education Supports

Our central office Specialized Services team met with each of our schools' Assistant Principal of Specialized Services (APSS) to review all students with IEPs in grades K-12 to identify appropriate modified printed packets and resources that align with each student's functional levels. APSSs were also provided training and how-to guidance on modifying assignments and leveraging additional scaffolding tools (Ex. reading aloud audio versions of texts) provided through online learning platforms to ensure that the remote learning work for students with IEPs aligns with their functional level and targets their IEP goals when appropriate.

Related services are being provided directly to student through distance technology platforms when appropriate.

Special Education compliance requirements are being completed within timelines in a virtual format when possible and when agreed upon by parents/guardians. This includes Evaluation/Re-evaluation Reports and Individual Education Plan (IEP) meetings. When not possible, meetings will be reconvened once schools reopen.

Written Notice is provided to each parent/guardian regarding the IEP team's determination of services provided during the Closure. Additionally, special education teachers and case managers have been instructed to continue to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications as usual in student files.

Special Education services and programming outlined in the Written Notice may or may not enable full implementation of FAPE as provided in a student’s IEP during the school closure. Services provided will represent the best effort of Mastery to meet each student’s needs to the greatest extent possible during the closure.

Case managers follow up with families on a regular basis using phone calls, emails, and texts to ensure services are being implemented in accordance with IEPs to the greatest extent possible.

Parents/guardians who have questions or concerns about special education supports may contact their child’s Case Manager, APSS or Principal.

3. English Learner Supports

Our central office Specialized Services team met with each of our schools’ Assistant Principal of Specialized Services (APSS) to review the English Proficiency needs of all English language learners (ELLs). When identified as appropriate, modified printed packets that align with each student’s ELP were provided. APSSs were also provided training and how-to guidance on modifying assignments and leveraging additional scaffolding tools (Ex. reading aloud audio versions of texts) provided through online learning platforms to ensure that the remote learning work for English Learners aligns with their functional ELA level.

Schools continue to provide communications with ELL families in their home language as requested including translated materials and directions. Parents who have questions or concerns about ELL supports may contact their child’s Bilingual/ESL teacher, APSS or Principal.

4. Safe Delivery of Meals

Our central office Food Service team works directly with the Camden City School District (CCSD) on food service. CCSD manages food service for all Mastery Schools. During this timeframe two Mastery schools have been designated food sites (Mastery High School of Camden and Cramer Hill Elementary School). Below is our framework used to assist CCSD with managing these food distribution locations:

- Each campus is required to fulfill the following positions:

Role	Staff Member	Description	Remote/In-Person
Coordinator	APO	- Manages volunteer schedule utilizing current system: A) Solicit via school staff B) Contact Senior Director, Operations for staffing assistance when needed.	Remote

		<p>C) Ops and COO will work w/Central Office to identify substitutes when needed.</p> <ul style="list-style-type: none"> - Launches reminder messages to families - Coordinates with custodians and food service staff 	
Building Opener – ESSENTIAL	Building Engineer (Essential) or Designee (in emergency)	<ul style="list-style-type: none"> - Opens and closes facility daily for food service 	In-Person
On-Site Mastery Leader – ESSENTIAL	School Staff (Volunteer) or APO/Principal (if no volunteer available)	<ul style="list-style-type: none"> - Leader on-site to manage food service - Coordinate set-up and break-down of stations - Enforce social distancing protocols - Handles any questions/emergencies 	In-Person
Volunteers	Staff Members	<ul style="list-style-type: none"> - Central Office identify (2) total volunteers, an A team and a B team for substitute purposes where needed. Only one team attends each meal service - Volunteers support the food service team with distribution, visitor management 	In-Person
Vendor Food Service Staff	Vendor Staff (Essential)	<ul style="list-style-type: none"> - Make and package all meals - Support with distribution 	In-Person
Vendor Custodial Staff	Vendor Staff (Essential)	<ul style="list-style-type: none"> - Disinfect all equipment used in food distribution (tables, carts) after service - Disinfect kitchen and cafeteria - Routine cleaning and project work 	In-Person
Vendor Security	Vendor Staff (Essential)	<ul style="list-style-type: none"> - Support with visitor management and food distribution - Enforce social distancing protocols 	In-Person

5. Length of Virtual or Remote Instruction Day

Student Expectations

Throughout the entirety of our continuity of education plan, we have asked students to spend 3-4 hours per day on home academic practice.

During the initial phase of our home academic practice plan from 3/13-4/24, we positioned student work as enrichment and review by providing guidance and resources for independent reading, printed packets with high-quality standards-aligned K-12 math and ELA assignments and how-to guidance and units of study for K-12 ELA and math online learning platforms.

From 4/27-6/11, students will participate in planned regular instruction for K-12 ELA, math, science and social studies and all high school courses required for graduation through regularly scheduled instruction via Zoom, posted/recorded videos, Google classrooms and/or online learning platforms. Students receive individualized academic support from their HAP teacher through phone calls twice a week. Students will be graded based on the HAP work they complete with greater accountability for active daily engagement/participation and clear expectations for completing weekly assignments.

Expectations for Teaching and Learning

Our teachers are expected to be working daily and supporting a HAP class of about 20 students. Teachers make weekly calls home to check-in 1:1 with students and hold office hours to offer support and tutoring as students work through their lessons.

For online learning, we selected quality programs that our students were familiar with- we've been using Reading Eggs as a part of our K-2 reading centers, and Zearn has been used during a daily responsive math block in alignment with our Eureka math curriculum for grades K-5. Additionally, we selected CommonLit (3-12 ELA) and Khan Academy (6-12 math) because these online learning programs were free, user friendly, engaging and rigorous. Our central office ELA, math and Specialized Services academic team members curated engaging, rigorous, standards-aligned content for student work packets. We partnered with a vendor to print individual packets for each student and mail packets home to all of our individual students' home addresses. We followed up with additional distribution of packets to families whose packets were returned by mail or who reported not receiving them.

By 4/27, we also rolled out additional online learning content to support science, social studies and high school courses, including STEM and Humanities pacing guides for teachers and parents with guidance on new standards and content to cover through the end of the current school year. Additional online materials will be added to our platform as appropriate for different courses and student needs.

6. Attendance / Accountability

Mastery teachers keep records of student participation in remote learning to ensure that all students are participating in continuity of education programming. Students who are not participating will receive extra support and outreach from school HAP teachers, Social Workers and/or Deans.

For accountability, we have made the decision to extend our third report period (e.g. RP3, the third quarter of the academic school year) to the end of the school year on 6/11. We will weight student grades so that 75% of their RP3 grade is based on the completion of RP3 assignments and assessments completed prior to COVID-19 school closures, and 25% of their grade will be based on the completion of home academic practice assignments from 4/27 through the end of the school year in June. Students will be provided a grade of High Pass, Pass or Incomplete on home academic practice based on their use of HAP online learning platforms and completion of weekly assignments. We will make every effort to ensure students' grades, credit earning and/or graduation is not compromised due to extenuating circumstances caused by COVID-19 school closures.

7. Facilities Plan

Our central office Facilities team works directly with our schools and cleaning vendors to prevent possible viral or bacterial outbreak, Mastery has increased frequency and thoroughness of building cleaning.

Increased Frequency Protocol:

- Additional cleaning on a nightly basis is currently being conducted on the following key touchpoints for all Mastery buildings. Vendors have been instructed to thoroughly clean items on the list below.
- **APO should instruct BEs to ensure the following deep cleaning has been conducted daily with CDC-approved cleaning disinfectant:**
 - Taps/Faucets
 - Toilet flush handles
 - Counter tops
 - Door handles
 - Push/pull plates
 - Light switches
 - Toilet Seats
 - Soap dispensers
 - Paper dispensers
 - Desk tops
 - Panic bars

Closure Cleaning Protocol:

- *These protocols are based on CDC Guidelines around Outbreak Cleaning Guidelines*
- All of the above and **additional high-touch items such as**
 - Computers
 - Computer screens/mice/keyboards
 - Handrails
 - Walls/doors/partitions
 - Scrubbing Floors
- **Procedural Cleaning and disinfection of hard surfaces during outbreaks**
 - Pre-soak a disposable cloth with cleaner or disinfectant and remove gross soil (if necessary), then place in plastic bag for disposal.
 - Clean surface with a disposable cloth pre-soaked with a cleaner or disinfectant, then dispose in a plastic bag.
 - Spray the disinfectant liberally onto surface and spread with a disposable cloth making entire surface wet with the cleaner or disinfectant.
 - Dispose of cloth into plastic bag.
 - Allow the disinfectant to act for the necessary surface contact time. Rinse if required.
 - All soiled materials and protective clothing must be deposited into a yellow clinical waste bag and disposed as contaminated material.
 - Wash hands thoroughly for at least 20 seconds using hand soap.

Schools are inspected weekly by the Central Office Facilities team to ensure procedures are being adhered to.

8. Summer Programming Plan

Given our mission, we are taking action to support students over the summer, prepare them for school opening under new conditions, and transition them into and through reporting period one this fall (e.g. RP1, the first quarter of the school year) in a way that accelerates learning. Our summer learning plan prioritizes the most essential elements of “bridge” learning to support readiness for the upcoming school year. The plan includes 3 core elements:

1. **Academic Maintenance** (grades K-12): 4-week program in July that will include 30 minutes per day of independent reading and 30 minutes of independent math practice using online academic programs. To support summer reading, we plan to use existing grant funding to purchase a grade-appropriate summer reading book for each K-12 student and distribute to families by mid-June through our current food distribution sites. Independent math practice will continue the work that students have completed on online learning platforms to date; students in grades K-5 will use Zearn, and students in grades 6-12 will use Khan Academy. Students will be expected to bring artifacts of summer learning (e.g. summer reading book log, summer reading book report, etc.) back with them by the beginning of the school year in late August as a transition activity to their next grade level.
2. **Credit Recovery** (grades 9-12): We plan to offer a centrally organized virtual summer school credit recovery program for our high school students from July 7-24, 2020. Courses will be taught by a Mastery teacher using the Edgenuity online platform. New Teach for America corps members will support Mastery teachers by providing individualized tutoring and small group instructional support to students. All courses required for graduation will be offered to high school students. Students will be able to recover a full credit for each course taken. Students in grades 9-11 may take up to three courses through this credit recovery program, and seniors may take an unlimited number of courses to maximize this opportunity to receive credit for missing and/or previously failed courses to meet graduation requirements.
3. **Extended School Year** (grades K-12): Extended School Year (ESY) will be provided to students who meet criteria. ESY will serve as a continuation of special education services being provided at this time in alignment with student IEPs. This will be offered to students on the same timeline as the credit recovery program from July 7-24, 2020.

In addition, we made the difficult decision to cancel an in-person graduation ceremony for our first class of graduating seniors from the Mastery High School of Camden, but we plan to offer a virtual celebration for our students and families to celebrate our students’ accomplishments and wish them well as they make the transition to their post-secondary pathway.

Building/Grade Level Contacts

The following is a directory for the Principals of each Mastery school in Camden who are taking the lead on building-specific communication efforts and will provide answers to specific inquiries from students and parents:

Mastery School Campus	Principal Name	Principal Email Address
Cramer Hill Lower	Meredith Howell-Turner	Meredith.howell-turner@masterycharter.org
Cramer Hill Upper	Jessie Gismondi	Jessie.gismondi@masterycharter.org
Molina Lower	Kimberly Blake	Kimberly.blake@masterycharter.org
Molina Upper	Rickia Reid	Rickia.reid@masterycharter.org
McGraw	Charmaine Giles	Charmaine.giles@masterycharter.org
East Camden Middle School	Stephen Williams	Stephen.williams@masterycharter.org
Mastery High School of Camden	William Hayes	William.hayes@masterycharter.org

Resource Links

COVID-19 Response website page: <https://www.masterycharter.org/COVID>

- Includes FAQs, details on food distribution, an archive of all parent communication updates on COVID-19, health department resources, CDC COVID-19 information and COVID-19 facts and symptoms

Home Academic Practice website page: <https://www.masterycharter.org/HAP>

- Includes parent guidance and expectations on how to support children's learning at home
- Includes how-to guidance on how to access our Clever portal for parent/student login access to online learning platforms
- Includes an online resources guide
- Includes book resources and remote resources for parents/families

Parent Resources website page: <https://www.masterycharter.org/parentresources>

- Includes essential services guide
- Includes resources for navigating Philadelphia & Camden support during COVID-19

Remote Learning Resources website page: <https://www.masterycharter.org/remotesources>

Includes additional optional free optional/supplemental resources that for parents/families outside of their 3-4 daily hours of home academic practice time