

# Princeton Public Schools



Live to Learn, Learn to Live

## Health Related School Closure Preparedness Plan

Updated: May 22, 2020

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## **I. INTRODUCTION AND PURPOSE**

In response to the global and regional spread of the 2019 Novel Coronavirus (COVID -19), our District continues to educate our students remotely. Over the past few months, we have regularly reviewed and revised that response to best meet the physical, emotional, and educational needs of our students as well as our staff. The components outlined in this plan now reflect those revisions even as our District continues to adjust to changing needs and circumstances.

## **II. DEMOGRAPHIC DATA**

The District is committed to effectively meeting the needs of all of its students. Currently, the District has a total of 3879 students. The demographic breakdown of those students is as follows:

- Special Education – 670 or 17.3%
- English Language Learners – 197 or 5.0%
- Free or Reduced Lunch – 498 or 12.8%

## **III. PANDEMIC RESPONSE TEAM**

To help ensure that during a pandemic the District can respond appropriately to a variety of issues and rapidly changing circumstances, the Superintendent has established a response team comprised of the following members:

- Superintendent of Schools
- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for Human Resources
- Business Administrator
- Director of Student Services
- Director of Facilities
- Director of Technology
- Director of Transportation
- Director of Food Services
- Communications Coordinator
- Family Liaisons
- Nurse Coordinator
- High School Principal
- Elementary School Principal
- School Safety Specialist
- Teacher Association Co-Presidents
- Support Staff Association President
- Municipal Health Officer
- Municipal Board of Health Chairperson

## **IV. COMMUNICATION**

During the implementation of our school closure, the District will be in regular consult with local health officials and municipal leaders. We will be sharing information internally as needed with staff through our School Messenger System. We will also be pushing out information to our families through the School Messenger System in both English and Spanish as well as through our district website and social media platforms. Press conferences will be scheduled as needed with the Mayor and local health officials. Questions from the press will be directed to our Communications Coordinator and the Superintendent.

## **V. CONTINUITY**

Regardless of the duration of a pandemic outbreak, the school district will work to continue to educate our students. While all of our buildings are officially closed, we do make occasional accommodations so that staff can gain access to needed resources and so that we can receive deliveries of materials and food. All contracted staff will continue to be paid throughout the period of remote learning.

## **VI. CURRICULUM AND INSTRUCTION**

### **Goal of Remote Learning**

In the event of a necessary lengthy school closing, students will be provided with an alternate learning experience to continue to progress with the content and skills of the course or grade-level curriculum. This will be done either through virtual learning via the PowerSchool Learning (PSL) platform or through remote learning guided by paper lessons and assignments.

The Princeton Public School District is prepared to provide students with an authentic and engaging virtual learning experience in grades K – 12 using PowerSchool Learning as well as other digital resources, such as Google Classroom, Microsoft Teams, and various Web 2.0 Tools. Our virtual learning plan expands existing practices that ensure engagement, communication and collaboration, and continuity of instruction.

To ensure equity of learning opportunities, income eligible students are provided a school device, either a laptop or an iPad.

### **PK-5 Teacher Expectations**

Every certified staff member is responsible to support students assigned to them for the current school year:

- Maintain regular communication with the school principal and content supervisors throughout the school closing period
- Check and respond to parent and student emails
- Monitor student “attendance” using a Google Form
- Provide feedback to students, as appropriate
- Collaborate with other grade-level and subject-related teachers as needed for consistency and optimization
- Collaboratively develop a series of learning experiences for students for their grade

level. These lessons and activities, with some interactive components, should be posted on each teacher's PSL website for grades 3 – 5. Teachers of grades PK-2 will prepare work packets for students, with some online iPad enhancements.

- Prepare, in total, approximately four hours of instruction per day
- Take advantage of the district technology tutorials and resources to learn new ways to enhance e-teaching/learning
- Call families by phone 2-3 times/week to check the student's ability to access the learning experiences and other support
- Monitor student progress using work samples and formative assessments when possible
- Upon return to school, teachers will plan for a celebration of learning to share student products, review learning, measure growth, and provide teacher feedback

### **Middle and High School Teacher Expectations**

Every certified staff member is responsible to support students assigned to them for the current school year:

- Maintain regular communication with the school principal and content supervisors throughout the school closing period
- Check and respond to parent and student emails
- Monitor student "attendance" through a Google Form
- Provide timely feedback to students, as appropriate
- Collaborate with other grade-level and subject-related teachers as needed for consistency and optimization
- Collaboratively develop a series of learning experiences for students for each course taught. These lessons and activities, with interactive components, should be posted on each teacher's PSL website. Links to Google Classroom, Microsoft Teams, and other online platforms may be used to optimize learning
- Prepare, in total, approximately four hours of instruction per day
- Take advantage of the district technology tutorials and resources to learn new ways to enhance e-teaching/learning
- Post the days lessons, materials, activities, and assignments, etc. by 8:20 AM.
- Monitor student progress using work samples and a variety of assessments when possible; provide assessment feedback
- Provide flexible due dates
- Be available for daily "office hours" to answer questions and assist students
- If a student is not engaging in online discourse or submitting work, reach out to ask questions and support him/her
- Upon return to school, teachers will plan for a review of learning through the sharing of student products, reviewing assessments measuring student growth, and providing teacher feedback.

### **Guidelines for Students and Families: High School**

- Students should take all school-assigned and personal items home. Lockers should be cleaned out.
- A google form will be posted in the Grade Level class in PowerSchool Learning each day. Students MUST fill out this form by 1pm each day in order to be counted present. If a student has trouble accessing this form the student or parent must call the attendance line (609-806-4280 x3806) to report the student as present.
- If a child is ill, a parent can call in their absence to the attendance line to have the absence verified.

- Students will login to PowerSchool Learning each day and follow alternating E/F cycle day class schedules for accessing class content, activities and assignments. Students should login to their E day classes the first day of the closure, then their F day classes on the second day of the closure, etc.
- Students should follow expectations and deadlines set by teachers for completing activities and turning in assignments.
- Teachers will post that day's lesson, materials, activities, assignments, etc. by 8:20 am.
- Students should keep in contact with teachers via messaging features and/or email if they have any questions or concerns about content.
- A minimum of one grade per week will be inputted in PowerTeacher Pro. Students and families should continue to reach out to teachers with questions or concerns via PowerSchool Learning or email.
- The school building will be open for minimal use. This, of course, depends on the reason for closing school (social distancing vs. quarantine). Hours and availability of staff will be posted on the school website. Students and families may stop by to pick up materials or troubleshoot technology issues. Clubs will not meet, and students/families should only come to the building if they have an appointment or question. The cafeteria, Learning Commons, IDEAS Center, Fitness Center, etc. will not be available.

#### **Guidelines for Students and Families: Middle School**

- A google form will be posted in an Attendance Class that ALL students have in their PowerSchool Learning each day. Students MUST fill out this form by 1pm each day in order to be counted present. If you *cannot* fill out the form or are having difficulty, please have your parent /guardian call your child "in" to the attendance line. (609)-806-4266
- Students will login to PowerSchool Learning each day and follow the cycle day class schedules for accessing class content, activities and assignments.
- Students should follow the provided daily schedule.
- Teachers will post that day's lesson, materials, activities, assignments, etc. by 8:25 am.
- Students should follow expectations and deadlines set by teachers for completing activities and turning in assignments.
- Students will receive a minimum of one grade per week which will be inputted in PowerTeacher Pro.
- Students and families should continue to reach out to teachers with questions or concerns via PowerSchool Learning or email.
- As of Monday, March 13th, 2020, the building will remain open each day to teachers and staff. Currently, schools are closed because we are following social distancing protocols. At present, health officials continue to support small groups of people populating the building, while continuing to observe social distancing etiquette. If the situation changes, we will notify you as soon as possible. No afterschool activities, extracurricular activities or clubs will meet.
- Students/families should only come to the school building if they have an appointment or question. Students and families may be permitted to stop by to pick up materials or troubleshoot technology issues.

## **Guidelines for Students and Families: Elementary Schools**

- For grades K-5, an attendance poll will be posted on their teacher's website. Students should complete the form to indicate they have signed-in and are beginning the day's work. If you cannot fill out the form or are having difficulty, the parent/guardian should call your child "in" to the school attendance line.
- Be prepared for a call or email 2-4 times/week from your teacher to check in on your progress and verify that you are in attendance.
- Students in grades 3-5 will login to PowerSchool Learning each day for their lessons. Students in grades K-2 should continue each day with their learning packets. Teachers of grades K-2 will move toward more eLearning within a week or two once all students have a computer device at home.
- Grades 3-5 teachers will post that day's lesson, materials, activities, assignments, etc. by 8:25 am.
- Students should follow expectations and deadlines set by teachers for completing activities and turning in assignments.
- Students will receive feedback and grades as appropriate during the distance learning period.
- Students and families should continue to reach out to teachers with questions or concerns via PowerSchool Learning or email.
- As of Monday, March 13th, 2020, school and office buildings will remain open each day to teachers and staff. Currently, schools are closed because we are following social distancing protocols. At present, health officials continue to support small groups of people populating the building, while continuing to observe social distancing etiquette. If the situation changes, we will notify you as soon as possible. No afterschool activities, extracurricular activities or clubs will meet.
- Students/families may stop by the school building if they have an appointment, to pick up student work, or troubleshoot technology issues.

## **Delivery of Remote and Virtual Instruction**

Teachers are providing daily lessons to students through live Zoom sessions, Google Classroom tools, Microsoft Teams, and other platforms like Class DoJo and SeeSaw. Supervisors are meeting daily with grade-level and/or department teachers to identify key areas of focus by subject or course, grade-appropriate delivery of instruction, effective online assessment tools, and ways to ensure engagement. Principals and supervisors are at times attending live class sessions and supporting both teachers and students with online resources to enhance the learning.

Teachers continue to differentiate assignments and assessments as best as remote learning conditions allow. Whole class and small group lessons, frequent check-ins, and significant feedback are helping to keep students engaged and accountable. Accelerated Intervention Services (AIS), English as a Second Language (ESL), and Special Education teachers are also meeting regularly with students in small groups or in a classroom inclusion setting. Instructional assistants continue to support students in classes and, at the elementary level, are providing individual tutoring sessions. Also at the elementary level, special-area teachers (Phys Ed, Music, Art, Library, Health) provide instruction, learning activities, and check-ins to each class weekly. Across the District, school counselors and Child Study Team members continue to connect with students and families supporting their social, emotional, and academic health. Our Family Liaisons are in frequent communication with our families providing assistance not only in the academic realm but also with food, housing, and other living needs.

All staff are making effective use of our Learning Management System, district and school websites, district email, phone, and social media as appropriate to reach all PPS families.

Our Mobile Access Program (MAP) has provided computer devices (laptops or iPads) and HotSpots to all eligible students PK-12. In addition, a Chromebook loan program is supporting families who have expressed a need for an additional device to allow multiple children in the home to access their schoolwork at the same time. While we currently do not have a 1:1 device program, we are confident we have provided technology access to all of our families in need and will continue to do so as others are identified. We are aware of the increased financial and emotional burdens many more families are facing day by day who may now need support.

Connecting with students, of course, is our most important effort in maximizing student growth and learning, and we are doing that to identify and address individual needs. We are also employing a variety of online resources like IXL, Dreambox, iReady, LLI, and Learning A-Z along with digital components of textbooks to identify and support student needs. Accelerated Intervention Teachers (AIS), English as a Second Language (ESL), and Special Education teachers remain focused on individual goals, adjusting instruction and learning experiences to provide appropriate intervention and support. We are also encouraging all teachers to employ strategies that help foster executive functioning skills that help students organize their time and better focus their attention on their learning. In the fall, we are preparing to offer Executive Functioning training to staff who have not yet received it, to students to help them better understand themselves as learners, and to parents as its importance pertains to both remote and brick and mortar schooling.

Support will be provided to all students who need to fulfill assignments for course completion. Due dates and grading of key assignments are being handled with leniency and compassion, with participation, effort, and growth factoring in strongly. Remedial coursework will be provided in July. Our remote summer programming plans include a K-5 Jumpstart, K-5 Dual Language Immersion Jumpstart, LEAP (Learning English Across Programs) for ELL students, Grades 6-8 STARRS (Students Thinking for Academic Rigor, Readiness, and Success), Grades 9-12 Summer ELL, high school remedial and course completion classes, and individual and small group tutoring.

### **Parent Survey on Remote Schooling**

A Remote Learning Parent Survey asked parents to describe their child(ren)'s remote schooling experience. Across the schools and grades, responses were very positive regarding overall experience, appropriateness of the amount of schoolwork, ability to use district technology platforms, effectiveness of live lessons, and the amount and quality of communication. Suggestions that will inform our planning going forward include more live instruction with an expectation of live attendance, consistent use of a single district-wide technology platform, and a more clearly defined school master schedule. We are also looking at the possibility of a 1:1 device program which will solve for families any issues related to the sharing of devices in the home. It will also allow for children in the same home to attend live sessions at the same time, should there be scheduling conflicts across the school levels.

### **Attendance/Engagement**

Our expectation is that students be in attendance each day, participating in live instruction, and completing assigned work. Attendance is recorded in these ways:

High School students must fill out a google form in their grade level class in PowerSchool Learning (PSL) by 1:00 PM each day in order to be counted present. If a student has trouble accessing this form the student or parent should call the attendance line to report the student as present. If a child is ill, a parent can call in the absence to the attendance line to have the absence verified.

Middle school students also must fill out the google form for their Attendance Class in PSL



each day before 1:00 PM to be counted present. If a student has trouble accessing the form, a parent or guardian should call the attendance line to report their child in attendance or absent.

Teachers of grades PK-5 take attendance each day through an attendance poll on their PSL website page or through a parent email system. Teachers record attendance in PowerSchool at the end of each day.

Our overall attendance rate has been high throughout the remote schooling period, but teachers are acutely aware of disengaged students. Teachers call and email students and parents to identify reasons for the disengagement and support the student's ability to connect daily. If students are still resistant to participating, their names are sent to the school counselor, the school principal, and, if appropriate, the case manager and/or family liaison. If a parent cannot be reached by any of them and/or attendance is not improving, a plan is designed to help the family through the difficulty. This may include a drop in well-check to the student's home by school personnel and/or a request to the police for a house visit. We have not needed to employ either of these as our efforts to connect with students and parents have so far been successful.

## **English Language Learners**

### **Instructional Program**

The district has ensured that each English Language Learner (ELL) has a computer device (laptop or iPad) and a hot spot to join the zoom sessions that meet daily. At the elementary level, for example, the ESL teacher meets the whole class (3-7 children) for 30 minutes daily and then several times each week, meets one-on-one with students. For our youngest ELLs the teacher provided 15 weeks of differentiated activities and worksheets that were given to each family at the start of remote learning. Every elementary student has a subscription to online books with unlimited stories available. Instructional assistants Zoom with students to read to or with them on a regular basis. Additionally, technology support is provided to our Spanish-speaking families by a district technology assistant who is a native speaker.

At the middle school level, ELL students follow the school A/B schedule with a live ESL class on A day and an independent work time on B day. They meet in their co-taught English language arts class on one day and work independently on the other day of the cycle. Teachers and administrators reach out to students and families who miss classes to provide support and encourage engagement.

Princeton High School utilizes an E/F day block schedule with students either joining in live sessions or working independently. Teachers and administrators reach out to students and families who miss classes to provide support and encourage engagement.

Some ELL families returned to their home countries in mid-March and plan to return to Princeton in September. Quite amazingly, these students get up early or stay up late in order to participate in their zoom sessions.

### **Communication with Families**

The District ensures communication with every ELL family through translated letters and emails from teachers and school and district administration and through multilingual staff members and three parent liaisons who serve on the front line of communication. All messages are routinely translated into Spanish and Mandarin. We also reach into the community for assistance with translation of other languages, should we not have a staff member who speaks that language.

## **VII. SPECIAL EDUCATION**

The District will provide an appropriate education for Special Education throughout a school closing due to a pandemic outbreak. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress will be monitored, and feedback provided online by special education teachers when appropriate, with opportunities to communicate directly during scheduled times. With parent/guardian consent, IEP meetings will be held remotely while schools are closed. Upon returning to school, the CST will determine if additional services are required. At that time, IEP meetings will be held as appropriate to determine if compensatory education services are needed to address an individual student's progress toward learning goals and objectives.

### **Co-teaching**

Teachers will continue to plan instruction with their general education partners and provide individualized modifications through a combination of emails to students and parents (6th through 12th grade) or to parents (K – 5) and through the special education teacher's PSL page. Google Chat and Hangout are used to provide individualized supports. Instruction is provided through PowerSchool Learning (PSL) with links to online resources and Google Classroom and Zoom meetings. Teacher's post daily to-do lists and are available between 8:30 through 3:00 for any questions or guidance needed by students or by parents. Teachers address IEP goals and objectives and provide all accommodations and modifications to the best of their ability. Teachers check in with students weekly through phone calls or video calls to further support their students with explanations and to answer questions. At the elementary level, extension packets are being sent home to address individual learning needs and to address accommodation required in the IEP.

### **Resource**

Teachers plan instruction and provide individualized modifications through a combination of emails to students and parents (6th through 12th grade) and to parents (k-5) and through the special education teacher's PSL page. Instruction is provided through PowerSchool Learning (PSL) with links to online resources and Google classroom and Zoom meetings. In addition to providing core instruction, teachers are providing extension activities and links to online learning programs which will be monitored for use and progress. At the elementary level, extension packets are provided to address individual learning needs and to address accommodations required in the IEP. Teacher's post daily to-do lists and are available between 8:30 through 3:00 for any questions or guidance needed by students or by parents. Teachers are addressing IEP goals and objectives to the best of their ability. Teachers are checking in with students/parents weekly through phone calls or video calls to further support their students with explanations and to answer questions. Teachers are working closely with CST, supervisors and building administration to help track down and engage students who have been missing in their classes. All technology issues are addressed as they arise.

### **Autism, MD and LLD**

Teachers at the elementary and middle school level provide individual instructional sessions with students. At the middle school level, students also work in individual or small group sessions with paraprofessionals in break-out sessions set up by the teacher. The teacher then circulates through these sessions to monitor and work with the groups. All instruction is aligned to individual IEP goals and student need. Teachers post online resources on

PowerSchool Learning pages and send emails with daily schedules to parents. Teachers have worked to individualize how they support students based on feedback from families. Students work, with teacher guidance, on online learning platforms with additional resources available through PSL. In addition to academic learning, teachers provide lessons on daily living skills. Students are provided with daily to-do lists and teachers send individualized guidance and support to parents through email. Additionally, teachers are providing extension activities and links to online learning programs which will be monitored for use and progress. Teachers provide a great deal of instruction and support to families each day, with individual parent meetings on a weekly basis.

Students in the high school Adult Daily Living class receive access to instructional videos with follow-up instructional activities that are individualized for each student. Students in the School to Work transition program receive access to instructional videos with individualized assignments and instructional sessions with the teacher.

Teachers at the middle school and high school level continue to address IEP goals and objectives to the best of their ability during remote learning. Teachers check in with students/parents weekly through phone calls or video calls to further support their students with explanations, guidance for families, and to answer questions. Additionally, the district Behaviorist continues to provide support through collaboration with teachers through phone calls and video chats with parents. Home programming support (parent training) sessions are provided as per the IEP, but also on an as needed basis to assist with issues families are struggling with during remote learning.

### **Preschool Disability**

Teachers have put together materials that are being sent home with guidance and direction for parents. They include all materials and supplies that are needed, suggested schedules and extension activities. Teachers are providing links for online learning sites which will be monitored for engagement and progress. Teachers are working with students individually through virtual platforms. They bring students together for story time and social skills lessons.

### **Related Services**

Speech, OT and PT - Therapists posted links for online resources on PLS. Therapists are providing teletherapy for all students who benefit from instruction through a virtual platform as per their IEP goals and objectives. For students who cannot focus on a computer long enough to benefit from a teletherapy session even with parent prompts and support, therapists are working with families to guide and support instruction to address IEP goals. Therapists are making phone calls, emailing and working with parents in virtual meetings.

Additionally, they are providing individualized instruction and activities through emails sent to parents or sent in the mail. Therapists ensure that activities provided will engage students in activities for the amount of time required in the student's IEP, in addition to extension activities.

Counseling has continued in a format that is age appropriate and related to the IEP counseling goals. Social Workers and School Psychologists meet remotely with students through Google Chat or Hangout. Parents have received emails informing them of the plan before any sessions were scheduled. Younger students receive activities related to counseling goals. Parents are contacted by phone to check on their students and when appropriate counselors of younger students check in with them by phone.

### **IEP Implementation and Tracking of Services:**

All teachers have access to the current IEP through PowerSchool. Child Study Teams and Special Education Supervisors are working closely with teachers to ensure that all IEP services, accommodations and modifications are being provided during remote learning. Any questions or concerns by families are addressed quickly by CST members and supervisors. Teachers provide documentation of the provision of accommodations and modifications to their supervisors each week. Progress reports were provided to all families in March and will be sent to families again in June.

### **Plan for case manager follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible:**

All Child Study Team case managers are required to reach out to parents on a continual basis during remote learning by making phone calls, through email, and virtual meetings. They are required to keep a log of parent contacts throughout remote learning. CST members will continue to work extensively with families through the end of the school year and over the summer to ensure that student needs are being met and, as needed, they amend IEPs to add/revise services as appropriate and as approved by parents.

### **Description of district plan to conduct virtual IEP meetings, conduct evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities:**

From the first day of remote learning our Child Study Teams and Speech Therapists have conducted all IEP meetings using Zoom or phone conferencing. Initially, if parents requested to hold off until schools reopened, the case manager agreed and added to their tracking list. Once schools were closed for the rest of the school year, case managers circled back to those parents to schedule a meeting to ensure that their child's IEP needs for the new school year were planned and included in the scheduling of services. Parents who have asked to meet as soon as schools open will be offered a meeting at that time.

All students who require initial evaluations or re-evaluations are moving forward with all aspects of the evaluations that can be completed remotely including social history reports, rating scales, observations, collection of work samples, teacher reports, response to intervention data, parentally supplied reports, etc. Additionally, if the evaluation plan includes an outside evaluation that can be conducted through a telehealth session, those have been or will be conducted. We are using all available information including reports from Early Intervention to ensure that all eligibility decisions can be made as quickly as possible.

As soon as it is safe to bring students into schools for one-on-one testing sessions with all appropriate safety precautions in place, individual testing sessions will be scheduled. We are planning to start this over the summer and are looking to purchase tools to allow evaluators to maintain social distancing requirements while also ensuring that we provide a secure assessment environment and appropriate protocols. Parents were provided with written notice of this plan.

## VIII. TECHNOLOGY

During a lengthy distance learning period, technology will be required to ensure the continuity of instruction. The district will use PowerSchool Learning (PSL), the District's Learning Management System to connect with students and families. From PSL, teachers may link to Google Classroom, Microsoft Teams, and other online platforms to provide quality eLearning experiences for students.

### **How Students Will Access Content:**

Students will sign-in to PowerSchool Learning (PSL). All coursework will begin with PSL, and from there, teachers may link out to various online sites and resources, including Google Classroom and Microsoft Teams.

Through both Google Classroom and Microsoft Teams, teachers can distribute digital copies of assignments to each student, check-in to see how they are progressing, and provide feedback to support learning. They can then collect and grade work.

### **How Students Check-in with their Teacher and Classmates:**

- Email
- PowerSchool Learning Discussions
- Google Classroom Discussions
- Microsoft Teams Discussions
- Commenting in either Google or Microsoft Documents
- Commenting in Microsoft OneNote

### **How Students and Teachers will Collaborate:**

- PowerSchool Learning Wiki Projects
- Google Docs/Slides/Sheets
- Microsoft Teams
- Microsoft OneNote
- Other Web 2.0 Tools

### **How Students can Demonstrate Learning:**

Digital assignments (documents, slideshows, spreadsheets, movies, images, audio files) can be submitted through:

- PowerSchool Learning
- Google Classroom
- Microsoft Teams
- Microsoft OneNote
- Email

### **Access to Technology**

The District's Mobile Access program (MAP) currently supplies eligible students in grades 3 – 12 with computer devices and Hot Spots. This provides families and students with an additional means of receiving communication from the school district and allows students to access and complete assignments online. In the event of an extended closing beyond two weeks, we will be providing laptops or iPads to our eligible K-2 students; teachers of those grades will add technology enhancements to their work packets at that time.

The District currently uses SchoolMessenger (email, text, and phone) and social media platforms to reach all families. We currently have a 96.0% email receive rate and an 87.4% voicemail receive rate for messages sent via SchoolMessenger. District liaisons are aware of parents who may not have access to technology of any kind and provide verbal and written updates, translated as needed.

## **IX. FACILITIES**

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Custodians will continue to clean door handles, railings, and other frequently touched surfaces on a regular basis. The district technology department will continue to implement more frequent cleaning of computer keyboards. The inside of all buses will continue to be cleaned on a regular basis. In addition, each school and the transportation department has received a special electrostatic sprayer that covers a wide area with a mild disinfectant. Not only does the sprayer kill corona and other viruses on surfaces, but the mist it emits surrounds the surfaces making it more effective. Protocols are in alignment with the guidance provided by the CDC: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

## **X. SCHOOL NUTRITION**

### **Ensure Continuity of meal programs.**

The District has been fortunate to work with NutriServe, our food service provider, to develop a strategy for the provision of meals to our more than 500 students who qualify for Free and Reduced Lunch as well as other students who have need. NutriServe has subcontracted with Kremmer Community Kitchen to provide once a week to all of our students who express a need for food, five days of breakfasts and lunches that are compliant with USDA guidelines. The menus for the meals vary each day, and the District has received a waiver to substitute another dairy product for milk. The meals are freshly prepared, packaged and then placed in bags, one for each student. Every Tuesday, the 500 bags are placed on one of 15 district buses, which we then park in identified locations throughout our community. Our buses serve as mobile distribution sites, which are walkable for most families. The bags of meals are placed on a table in front of each bus, and families line up using social distancing protocols to receive their meals. Using this method of distribution, we are currently feeding more than 90% of our students who qualify for Free or Reduced Lunch. If families are quarantined because of sickness, we deliver the meals directly to the house.

During this period of school closure, the District has been generously supported by Send Hunger Packing Princeton (SHUPP). SHUPP provides shelf-stable items to serve as additional meals over the weekends. They are also funding the distribution of dinners to families. We are distributing the SHUPP meals using the same distribution protocol described above.

We are grateful for the care and collaboration of our community during this period of school closure, and we will continue to evaluate and refine our provision of high quality and varied meals to our students.

## **XI. ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Unless otherwise directed by the Department of Education/Department of Health, in the event of a health-related closure, all athletic events and extracurricular activities (including field trips) will be canceled.

## **XII. SUMMER PROGRAMMING**

The District will provide opportunities for enrichment, and remediation throughout the summer for all grade levels by leveraging multiple grants and other funding sources that addresses the unique needs of students vulnerable to learning loss such as English Language Learners, economically disadvantaged, and immigrant status.

At the elementary level, the District will provide a remote learning experience for students identified for Title I and ESL services. Teachers will work in multi-disciplinary pairs with a group of elementary students by providing individual and small group tutoring focused primarily on math and language arts. Lesson plans will be developed through work samples, formative assessment and student-teacher interaction and executed through PowerSchool Learning, Google Classroom or Microsoft Teams as determined by the teacher. The elementary program will run for four weeks and students will engage for approximately two hours daily. At the conclusion of the elementary summer program, teachers, students and families will engage in a celebration of learning to share student products and provide feedback to students and parents.

The middle school will also engage in a remote summer program for students vulnerable to learning loss and identified for Title I. Students will work with a team of 5 teachers, each with a different focus of instruction including math, language arts, reading, science and social studies. Students will work individually and in small groups with one teacher each day for approximately one hour through PowerSchool Learning, Google Classroom or Microsoft Teams. During this work time, teachers and students will interact, share ideas, provide feedback, ask questions and engage in discussion. Independent work may be assigned but will be choice-based and thematic in nature. Lesson plans will be developed through work samples, formative assessment and student-teacher interaction and executed through PowerSchool Learning, Google Classroom or Microsoft Teams as determined by the teacher. The middle school program will run for three weeks with student engagement totaling approximately two hours daily. Teachers will plan an end-of-program celebration to share student products and provide feedback to students and parents.

The high school will provide a tri-pronged remote learning experience that meets the needs of all our students. For those who are credit deficient or need more time to complete a course, including seniors, the District will offer Educere virtual education. Educere offers over 5000 courses that meet the requirements for credit. Students may engage with Educere independently or be provided support by our teachers and instructional assistants. Our Educere support program provides students with one to one or small group tutoring that assists students with the rigorous content.

For those students who elect to advance their learning, the high school will offer accelerated course work in Algebra II, Geometry and Pre-Calculus. These courses provide students with 120 hours of remote learning through video lessons, individual and small group tutoring and



independent work. Accelerated summer courses require a final assessment of skill developed by the District.

For immigrant students, the high school will offer a summer program that brings students together remotely to engage in conversation, learn from guest speakers, become familiar with our school and community and participate in virtual field trips. Our immigrant student program runs for approximately six weeks with students engaged for approximately 2 hours daily.

For STEM enrichment, the high school will offer a Biology Bridge program for rising ninth graders who have been traditionally under-represented in upper level STEM courses. Students will be provided with a kit of materials, engage remotely with their teacher in groups no larger than 15 students and engage in hands-on, independent experimentation. Students will come together in small groups to compare data, discuss conclusions and learn from one another while engaged in the scientific method.

### **Extended School Year Plan for Special Education Students:**

Throughout remote learning, the Child Study Teams and teachers have closely monitored student engagement and learning. We have expanded our ESY program to include students who did not make expected progress during remote learning but were not originally considered for ESY because of lack of regression during traditional breaks in the school year. ESY will be provided remotely.

### **Autism**

Students in our elementary Autism programs will continue to do individualized instructional sessions that have worked well throughout remote learning for students and families. Additionally, there will be small group meetings with instructional assistants involved in the sessions. Teachers will work together to develop motivational and fun activities to bring all classes together for social experiences. Teachers will use a team approach to morning meeting. All students will participate in sessions to develop communication and social skills, and social-emotional learning activities.

At the middle and high school levels teachers will run group sessions in addition to having students work individually or in small groups with a paraprofessional. The teacher will circulate between small group sessions using break-out session functions in remote platforms. All students will be involved in social-emotional learning, social skills and executive function sessions to build skills of independence.

### **Resource and LLD Programs**

Students will participate in large and small groups for LAL and math addressing IEP goals and objectives and areas of need based on progress during remote learning. Elementary teachers will infuse executive function lessons that also address organizational skills needed during remote learning. At the middle school and high school level, push in executive function sessions will be provided to all students. Push-in sessions will be provided to all students to address social skills and social-emotional learning.

### **Preschool Disability Programs**

Teachers will continue to work one on one with students. Additionally, they will work with students in small groups for story times and social skills activities. Push in sessions will be provided related to social-emotional learning.



**School to Work**

At the high school level, students involved in the School to Work transition program will have sessions each day related to transition topics and lessons to address skills needed in the community work environment. Older students will participate in online work experiences.

**Related Services**

All related services will be provided throughout the weeks of the ESY programming through teletherapy for all those who benefit from this format. For students who cannot attend to the computer to benefit from teletherapy sessions, related service providers provide services by working with parents, speaking to students by phone if appropriate and beneficial, providing packets, instructions and guidance to families to continue to address goals. Related service providers will continue to collaborate with parents of our younger and more challenged learners through platforms that work best for families including remote meetings.

**X. CONCLUSION**

Throughout a health-related closure, the learning for our students as well as the physical and emotional wellness of our students, staff, and families will remain our highest priorities. This plan provides for that learning and also supports our commitment to wellness for our entire school community. The plan will serve as a guide. We recognize that conditions during a pandemic will be fluid and that this written plan will need to be revisited and likely revised. We are grateful for the support we have received already from the NJ DOH and the NJ DOE, and we look forward to following their continued guidance.