The Princeton Public Schools

Remote-Schooling

Plans and Procedures, PK-12

The Administrative & Supervisory Team
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INTRODUCTION

With the challenges we face concerning the potential impacts of the covid-19 pandemic on our 2020-21 school year, the Princeton Public Schools has developed a plan for remote schooling in the event that we must close our buildings. The P.P.S. will implement this plan, if necessary, to help mitigate the possible spread of covid-19 to protect the health and safety of our students, their families, and our staff.

GOALS

Here are the goals that this plan, which may continue to evolve as circumstances change, will address:

- Minimize disruption to our students' learning if we must close our schools.

- Provide clear, consistent expectations for our students, their families, and our staff members.

- Provide robust remote instruction that reflects our values of academic rigor and student engagement.

- Allow for flexibility between our remote and in-person learning environments.

- Support our students and their families through ongoing communication and equitable access to instruction, including assistance to meet the needs of all our stakeholders.

OVERVIEW

Our mission is to prepare all our students to lead lives of joy and purpose as knowledgeable, creative, and compassionate citizens of a global society.

To achieve our mission, we strive to stay true to our values of partnership, innovation, and care.

- Our schools are places of partnership, where educators work closely with one another, where we forge relationships with families, and where collaborations with individuals and organizations across our community and throughout the world support the highest levels of teaching and learning.

- Our schools are places of innovation where we seek to spark curiosity, encourage risk-taking, and view problems as opportunities for deeper understanding and creative solutions.

- Our schools are places of care where we know every child, value every culture, and model kindness and courage

We believe that we can effectively carry out our mission in a remote-schooling environment as we continue to collaborate with one another and with partners in our community to meet the academic, physical, and social-emotional needs of our students. We've designed our plan to align our students' education as closely as possible to that which they'd experience in our in-person schooling environment.

EXPECTATIONS FOR TEACHERS

With regard to students, teachers shall

- Introduce new, standards-based curricular topics to their students.

- Strive to ensure that their students acquire this new learning through well-planned, rigorous instruction.

- Ensure that they engage their students in critical-thinking and problem-solving activities.

- Provide engaging learning experiences that promote their students' skill acquisition and application.

- Ensure their instruction is culturally responsive.

- Through ongoing assessment and feedback, apprise students regarding their learning.

- Interact daily with their students.

- Be mindful of the equity gap that exists in our community and provide appropriate academic, social, and emotional support to our students.

- Maintain ongoing communication with parents about the progress their children are making.

With regard to online instruction, teachers shall

- Use only *Canvas*, our districtwide Learning Management System, as the site from which to launch all educational activities and manage all education-related administrative tasks.

- Align their instruction to the scope and sequence of our school-board-approved curricula.

- Address the power standards that we've identified for each subject and follow the stated objectives for each course.

- Ensure their lesson content has sufficient breadth and depth and is culturally diverse and bias-free.

- To the extent possible, record their synchronous lessons and post them on Canvas for students to review asynchronously.

- Avoid structuring lessons that require students to be passive learners. Teachers shall enhance student engagement by utilizing the range of approved online tools that our board of education, upon the recommendation of our subject-area supervisors, has made available through *Canvas*.

- Limit students' screen time to the extent possible. Please note that, while we seek to limit students' daily screen time, we're not limiting the amount of time that teachers shall engage their students in daily, standards-based instruction. Teachers shall engage students in such instruction, on screen and off, for the following minimum amounts of time:

- Gr. PK   Six hours per day (per grant, inclusive of lunch and rest time).

- Grs. K-5   Five hours and 15 min. per day, exclusive of lunch.

- Grs. 6-12   Five hours and 30 min. per day, exclusive of lunch.

When developing engaging learning experiences, teachers shall

- Use the online-lesson templates that administrative and supervisory staff members have developed, included in *Canvas* training, and posted in *Canvas*, to provide an overview of each day's or each lesson's activities and relevant resources and, in our elementary schools, links to the days' other classes, such as to specials classes.

- Design activities that are student-centered, with the teachers facilitating their students' experiences rather than merely serving as the "sage on the stage." Stated differently, teachers shall design activities that require their students to engage interactively with the content rather than only receiving it via watching videos or reading a selection.

- Ensure the experiences are manageable yet challenging. This shall require differentiating and/or personalizing the teachers' instruction.

- Include group work as frequently as possible. Teachers shall accomplish this by using the breakout-room feature of *Zoom* or other platforms during synchronous learning or by assigning to students asynchronous work that requires them to collaborate with their peers. Besides being a best practice, implementing groupwork helps teachers avoid students feeling isolated or alone in their learning.

- Start all *Zoom* or other such meetings with the following settings or their equivalents. Teachers, after beginning their class, may alter the settings, as they see fit.

  - Enable "Waiting Room."

  - Disable "Join before Host."

  - Disable "Private Chat."

  - Enable "Host Only" can share.

  - Disable "Allow Participants to Rename Themselves."

  - Enable "Breakout Room."

- Embed assessment and feedback opportunities within the learning experiences they create. Teachers shall then adapt or plan subsequent instructional activities based on the results of these assessments.

In holding students accountable, teachers shall

- Assess students' acquisition of knowledge using a range of measures and approaches.

- Communicate to students their grading policies.

- Be flexible, within reason, regarding deadlines.

- Require students to demonstrate or apply their learning via formal and informal assessments.

- Embrace a range of traditional and less traditional assessments, which can be quizzes and tests, projects, essays, performances, work samples, videos, and portfolios.

- In recognizing the unique environment that online learning entails—for example, there's no way to prevent students from consulting resources—design assessments that allow for open books and notes, require students to respond to prompts that invite subjective or opinionable responses, and seek replies to higher-order-thinking queries rather than to basic-recall questions.

- Maintain accurate attendance records according to procedures that their school or department sets.

- Reach out to students and parents when a student's performance begins to decline significantly or the student fails to engage regularly in online learning.

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EXPECTATIONS FOR STUDENTS

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Attendance

- To be marked present, **students shall** participate in their remote-schooling program every day they are well and have access to electricity.

- **Students shall** record their attendance each day according to the procedures that their teachers will provide.

  - In gr. PK, students shall report their attendance once per day, typically with the help of a parent, guardian, or caregiver or of an instructor. (Hereinafter, *parent* refers to *parent guardian*, or *caregiver*.)

- In grs. K-5, students shall report their attendance twice per day: first, at the start of the day; subsequently, upon returning from their lunch break.

- In grs. 6-12, students shall report their attendance for each class, based on the particular day's schedule.

- **Parents shall** report the reason for their children's absences to a school secretary on the day of the absence or, in extenuating circumstances, by the following day. Parents shall do so via e-mail. In addition to the acceptable reasons for an excused absence as listed in our Board of Education's policy, we'll note as "verified" (the State Education Department's term) absences that include a covid-related illness within a student's household and parental work-schedule or childcare issues.

- **School counselors and/or other school officials whom the principal may assign shall** reach out to families when students have accumulated unverified absences of four full days or the equivalent (such as three full days and two half days). Upon students having accumulated unverified absences of six full days or the equivalent, school counselors shall, in partnership with the students' parents (and, in the case of students in grs. 4-12, with the students as well), develop a *Student Attendance Improvement Plan*.

Participation

- **Students shall**, via *Canvas*, check their class agendas daily so they'll know what their school day entails.

- **Students shall** remain in ongoing communication with their teachers. For students in grs. 6-12, **students shall** know their teachers' contact information and "office hours."

- **Students shall** take part in all on- and offline classroom-related activities. **Students shall** engage in all instructional experiences, complete all academic tasks and assignments, actively listen to all discussions, and submit required work products as directed and on time.

- **Students shall** be proactive, attending to due dates and other relevant matters and telling their parents, teachers, counselors, or other trusted adults if they are struggling.

- **Students in grs. 3-12 shall** retain digital copies of their work until their teachers acknowledge receipt of the material.

- **Students shall** follow appropriate norms for all online meetings via *Zoom* or other platforms. These norms include

  - Arrive on time.

- Keep your camera on so that everyone can see your face, although, if your parent prefers, you may use a blackout screen or a screen with a still photograph or an avatar (the latter only with your teacher's permission).

- When you arrive, if your class isn't in session, you may greet your friends. Then, mute your microphone ("mic") unless your teacher tells you otherwise.

- Use your real name so your teacher and classmates know who you are.

- Be aware of your background; make sure it's appropriate for school and you're comfortable with what your teacher and classmates may see.

- Participate according to the directions your teacher provides. Refrain from using "Reactions" or other such options unless your teach has invited you to do so.

- Understand that school rules apply even though you're not in your school building.

- In breakout rooms, work only on the task that your teacher has assigned and only with classmates.

EXPECTATIONS FOR PARENTS

Parents', guardians', or caregivers' (hereinafter, *parents)* primary role is to ensure that their children are safe and successful during remote schooling. To those ends, **parents shall**

- Recognize that our educators are available to support our students and their families, so they should reach out to school officials for whatever help they may need.

- Create and maintain for their children an environment conducive to online learning: quiet, comfortable, well-lit, void of distracting elements.

- Learn how to use *Canvas*, our school district's Learning Management System. We've provided videos and online tutorials to support parents [link to be available as of Fri., Aug. 21st]; we also have in-person support through our Tech Office, https://www.princetonk12.org/offices/technology or 609-806-4299.

- As students will participate in whole-class or small-group video sessions, ensure that there are no errant noises (nearby telephones or t.v.'s, traffic, construction) and that the area behind students is appropriate and not distracting to others.

- Understand and respect that the only voices and images that should be present on the screen during instructional sessions are those of the students in the class. Online lessons and the activities related thereto help create a classroom community. Parents and others who are present change the dynamics of our classroom experiences, including affecting

who among our students may or may not participate; their presence also violates students' rights to privacy.

- Check *Canvas* daily for

    - Parent updates.

    - A view of students' learning agenda.

- Ensure that students arrive on time for all their classes and that they verify their attendance daily; when students are unable to join, send an e-mail message to the school secretary with the reasons for the students' absences.

- Help students establish a routine for working on each of their subjects for the day.

- Communicate frequently with their children's teachers.

- Ensure students complete assignments and turn in their work.

- Notify teachers when their children are struggling, whether they're experiencing academic challenges or social-emotional crises. Don't wait!

TYPICAL REMOTE-SCHOOLING DAYS FOR STUDENTS

Remote Schooling in Our Elementary Schools

All-Remote Schooling

Our elementary-school schedules, as they embrace children from ages 3 through 11 or 12, represent a wide range of developmental abilities across four buildings and multiple programs. On the next page is a table showing the overall time allocations for our elementary-school youngsters in a 100%-remote model.

These time allocations are for Mon., Tue., Thu., and Fri., which will be full-time days, 8:30-3:00. For Wed., schooling will follow an early-dismissal schedule, 8:30-1:00, so teachers can engage in collaborative planning and preparation, in review of pupil-progress data, and in professional-development activities to enhance the opportunities they can provide for our students through remote schooling. Students will continue their schoolwork beyond 1:00, albeit without direct instruction from their teachers.

Each day, students will follow a formal schedule, although each class's schedule will differ from that of other classes. Daily, we'll start with a morning meeting as a time for our teachers to build community among our pupils, address social-emotional learning (SEL), and enhance our youngsters' planning and organizational (executive-function, or E.F.)

skills. Focus will offer opportunities for pedagogical specialists to focus on children's individual needs, such as English-as-a-second-language (E.S.L.) instruction, accelerated-intervention skills (remedial reading, writing, and math), occupational therapy, and speech-and-language support.

Subject	Gr. K-2	Gr. 3-5		Specials	
Morning Meeting (SEL; E.F.)	30	30		Art	60 x 1
Language Arts / Social Studies	120	120		Health	30 x 1
Math	45	60		Library	30 x 1
Science (3x/wk) / World Language (2x/wk)		30		Music	30 x 2
Science (5x/wk)	30			Phys. Ed	30 x 2
Specials (A; H; Li; Mu; P.E.; SEL; STEAM; W.L.)	60	60		SEL (gr. K-1)	30 x 1
Focus	30	30		STEAM	30 x 1
Total Minutes/Day	315	330		W.L. (gr. 2-5)	30 x 1
Hours:Minutes/Day	5:15	5:30			

Remote Schooling in a Hybrid Model

In our hybrid-schooling model, we'll divide pupils into two cohorts, A and B. Cohort A will participate in in-person schooling on Mon. and Tue. and in remote schooling on Wed.-Fri., whereas Cohort B will participate in in-person schooling on Thu. and Fri. and in remote schooling on Mon.-Wed. Cohort C—those students who participate in remote schooling Mon.-Fri.—will parallel the remote-schooling schedules of Cohorts A and B on the latters' remote-schooling days.

All pupils will attend remote schooling on Wed. Teachers' direct remote-instruction will end at 1:00, although students will continue to work beyond that time. Meanwhile, teachers will engage in collaborative planning and preparation, in review of pupil-progress data, and in professional-development activities to enhance the opportunities they can provide for our students through remote schooling.

For children participating in remote schooling, our student-support specialists will provide direct instruction in groups from 1:30 to 3:00. During the earlier part of the day, such specialists will *Zoom* with pupils to support them as they complete their online work.

[We have intentionally left this space blank.]

Event	Time		Models			Comments
	Time		**Models**			
			Hybrid		**All-Virtual**	
	From	**To**	**In-Person A or B**	**Remote A or B**	**Remote C**	**Comments**
Transition	8:00	8:30	Arrival	Log In, Socialize		Interaction between remotes; hybrids can join.
Morning Meeting	8:30	8:50	Community-Building, Social-Emotional Learn'g, ReadAloud			All cohorts participate together.
Pd 1	8:50	9:20	E.L.A.	E.L.A.		May begin lesson with all cohorts if objectives, structure, and strategies allow. Then, move to hybrid instruction.
Pd 2	9:20	9:50				
Pd 3/Break	9:50	10:30				Integrate science and social studies.
Pd 4	10:30	11:00	Special			May be able to combine all cohorts.
Pd 5	11:00	11:30	Math	Math		May begin lesson with all cohorts. Then, move to hybrid instruction.
Pd 6	11:30	12:00				
Pd 7	12:00	12:30	Lun/Rec	Lunch/Socialize		Interaction between remotes; hybrids can join.
Pd 8	12:30	12:50	Review Day's Work / Assign H.W. / Set Up Next Day			All cohorts participate together.
Pd 9	12:50	1:00	Dismissal	Screen Break		
Transition	1:00	1:30	Travel			
			All-Remote Integrated Small Groups A/B/C			
Pd 10	1:30	2:00	Travel	Small Groups		May combine kids from across cohorts. May offer another special during Period 11 or Period 12.
Pd 11	2:00	2:30	Small Groups			
Pd 12	2:30	3:00	Small Groups			

in-person	
remote	
integrated	

Remote Schooling in Our Middle School

All-Remote Schooling

Our middle school, in seeking to maximize student learning, will provide extended blocks of instructional time on each school day, reflecting the scheduling model that our high school has implemented for the past few years. Thus, students will participate daily in four one-hour classroom lessons (eight one-hour classroom lessons over a two-day cycle), in addition to their homeroom/advisory period and their WIN (What I Need) class to address their unique academic or other requirements; they'll also be able to participate in extracurricular activities and clubs.   Here is an overview of a typical student's schedule for Mon. through Thu.

Time Span	Min.	Schedule
7:40- 8:25	45	Block 0 - Mandarin
8:25- 8:50	25	Homeroom/Advisory
9:00-10:00	60	Block 1
10:00-11:00	60	Block 2
11:00-11:30	30	WIN: independent reading, instrumental-music lessons, extra physical activity, time away from computer, nutrition break
11:30-12:30	60	Block 3
12:30- 1:30	60	Block 4
3:00- 4:00	60	Extracurricular Activities & Clubs

On Fri., students will follow an abbreviated schedule wherein they'll have direct interaction with all their core teachers for lesson follow-up and feedback. A typical student schedule appears on the next page.

When following the all-remote schedule on Fri., students will complete their synchronous work with teachers by 12 noon. Teachers will have assigned students additional independent work to complete during the early afternoon.

This independent work shouldn't exceed the official end of the school day. If students have difficulty completing their work within that amount of time, such students or their parents should contact their classroom teachers, their school counselors, or one of the school administrators, in that order.

Please see a sample Fri. schedule on the next page. Note that students, during their Exploratory Period (E.P.), will participate in wellness offerings to support their physical and social-emotional learning, initiatives that our guidance department will support.

Teachers, on Fri. afternoons, will engage in collaborative planning and preparation, in review of student-progress data, and in professional-development activities to enhance the opportunities they can provide for our youngsters through remote schooling. When necessary, they'll use the time to follow up on the week's lessons with individual children.

Time Span	Min.	Schedule
7:40- 8:25	45	Block 0 - Mandarin
8:25- 8:40	15	Homeroom/Advisory
8:40- 9:20	20	Block 1A (Cohort A's Block 1)
9:00- 9:20	20	Block 1B (Cohort B's Block 1)
9:20- 9:40	20	Block 2A; *E.P., gr.6
9:40-10:00	20	Block 2B; *E.P., gr.6
10:00-10:40	40	WIN: independent reading, instrumental-music lessons, extra physical activity, time away from computer, nutrition break
10:40-11:00	20	Block 3A; *E.P., gr.7
11:00-11:20	20	Block 3B; *E.P., gr.7
11:20-11:40	20	Block 4A; *E.P., gr.8
11:40-12:00	20	Block 4B; *E.P., gr.8
12:00-12:30	30	End of Direct-Instruction Day: Student & Teacher Lunch
12:30- 3:00		Student Independent Work; Teacher Planning and Collaboration

Remote Schooling in a Hybrid Model

In the hybrid model, teachers and students will follow the same Mon.-Thu. schedule as noted above. While the in-person cohort receives direct instruction from their teachers, the remote cohort will work independently on assignments they'll access via their *Canvas* accounts from 8:30 to 1:30 (with time out for lunch, wellness breaks, and so forth). From 1:30 to 3:00, teachers will reach out to remote-cohort students and remote-cohort students may initiate communication with their teachers.

Remote Schooling in Our High School

All-Remote Schooling

P.H.S., in seeking to maximize student learning, will continue to provide extended (60-min.) blocks of instructional time on each school day, reflecting the scheduling model that our high-school educators have implemented for the past few years. Thus, students will participate over each two-day cycle in eight one-hour classroom lessons.

P.H.S., to support research with regard to student wellness, will begin classes at 9:25 on Mon-Thu. and at 10:00 on Fri. Here's an overview of a typical student's schedule for Mon.-Thu.; schedules will be only for E and F Days.

E Day		F Day	
Period 3	9:25-10:25	**Period 4**	9:25-10:25
Period 1	10:45-11:45	**Period 2**	10:45-11:45
Lunch	11:45-12:15	**Lunch**	11:45-12:15
Period 7	12:15- 1:15	**Period 8**	12:15- 1:15
Period 5	1:35- 2:35	**Period 6**	1:35- 2:35
Teacher Planning / Remote Office Hours 2:45-4:35		**Teacher Planning / Remote Office Hours** 2:45-4:35	

- Students participating in all-remote schooling will follow the same guidelines and expectations as for those students participating in hybrid schooling. Students will login in real time with their teachers via *Canvas* to document their attendance.

- Students may engage in learning synchronously and asynchronously. For example, in the *flipped mastery-instructional model*, students will learn asynchronously.

- Students will be able to access their teachers through scheduled office hours (please see the schedule, below) and e-mail. They will also be able to communicate with their teachers and receive feedback through *Canvas*.

- Staff members will use *Canvas* exclusively. They'll use the apps that integrate with *Canvas* and, if they choose apps not yet so integrated, they'll provide links from *Canvas* to those resources.

- Teachers will frame every lesson around the framework presented in their *Canvas* training: Watch, Do, Assess, Confer. The components **watch** (which may mean also *read*, *listen*, *observe a teacher modeling*, or *gain content information via other means*), **do** (which may include *guided practice*), **assess**,

and *confer* (which requires teachers' direct engagement with students about their prog-ress) will be included in the plan for each lesson. Overarching each lesson will be one or more explicit learning objectives (to which the *watching*, *doing*, *assessing*, and *conferring* will connect).

- Teachers and staff will login to zoom at the start of each period to take attendance and check in on students. To promote student wellness, teachers will be mindful of the amount of homework they assign.

- In situations (*e.g.*, late work, absences, failing grades, etc.) that may require intervention, teachers will reach out fist to the specific students. If the students fail to demonstrate improvement, teachers will communicate with the students' parents. If the student's performance continues to lack improvement, teachers will confer with the school counselors or child-study-team members; at this point, teachers may also consider referring such students to the Intervention & Referral Services Team. Teachers may also bring such instances to the attention of the high school's administrators.

- Staff members will maintain "office hours" after 1:00 on a rotating basis by department, Mon.-Fri. according to the following schedules.

	Days 1 & 6 (E)	Days 2 & 7 (F)	Days 3 & 8 (E)	Days 4 & 9 (F)	Days 5 & 10
2:45-3:15	Science	Visual & Performing Arts / P.E.	World Languages	English	Please see below.
3:25-3:55	English	World Languages	Math/Business	Social Studies	Please see below.
4:05-4:35	Social Studies	Math/Business	Visual & Performing Arts	Science	Please see below.

Remote Day / Reading Day Office Hours	Day 5 (Fri.)	Day 10 (Fri.)
10:00-11:00	Peer Group / Community Service	Peer Group / Community Service
11:30-12:30	World Languages /English Visual & Performing Arts	Science / Phys. Ed Health
12:45- 1:45	Social Studies / Math Business	World Languages / English Visual & Performing Arts
2:00- 3:00	Science / Phys. Ed / Health	Social Studies / Math / Business

- In addition to the assigned departmental office hours, teachers will identify an additional 30-minute block of time during the Mon.-Thu. span in which they will

be available to students. Please note that the foregoing schedules reflect a two-week cycle that will allow for a smooth transition in the event of our eventual return to a hybrid-schooling model.

- Teachers will use their office hours to focus primarily on planning and preparation and on meeting their professional responsibilities. More specifically, such activities include professional development, giving feedback to students, developing content for *Canvas*, as well as communication and collaboration with families, school counselors, and child-study-team members. Teachers will team up based on departments and/or subjects to manage their workflow with respect to face time with students during office hours.

- Students will use their Fri. "reading day" for homework, reading and writing, group work, and collaboration; in addition, our guidance department will implement events to support our students' social-emotional well-being. Teachers and staff may use time outside of designated office hours for co-planning, department meetings, feedback, prep, and outreach to students and families.

Remote Schooling in a Hybrid Model

P.H.S.'s all-remote model is directly transferable to the hybrid model. The major change will be a revision to the starting and end-of-day times.

SPECIAL-EDUCATION SUPPORTS

Overview

We'll provide special-education services to students according to the requirements noted in their individualized educational plans (I.E.P.s). When in-person instruction and support are unavailable, child-study-team (C.S.T.) members, in consultation with relevant colleagues and parents will develop online schedules for synchronous and asynchronous instruction as may be appropriate to address students' areas of need and at the frequency noted in the students' I.E.P.s. Online sessions will take place through appropriate electronic platforms.

- Case managers will ensure that scheduled sessions are consistent from week to week.

- Paraprofessionals will participate in relevant instructional sessions to support teachers and students; aides, who'll receive appropriate training before the start of our school year, will meet virtually with students to provide additional assistance.

- Related-services professionals will provide services virtually in accordance with students' I.E.P.s.

- Case managers will ensure that students' I.E.P.s are available to all staff members who qualify for access.

- Teachers and C.S.T. members will monitor students' progress using the methods and frequency outlined in students' I.E.P.s.

- Parents who have questions or concerns should reach out to their children's case managers.

Individualized Educational Plans (I.E.P.s)

- Case managers will convene virtual I.E.P. meetings according to students' annual I.E.P. dates.

- To determine parental availability, case managers will send invitations electronically to seek parents' responses.

- C.S.T. members will meet virtually via telephone conference calls or through virtual-meeting sites.
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- Case managers will note that participants took part virtually.

- Case managers will ensure that parents receive drafts and final documents electronically and in a timely manner. Case managers and parents will agree on how parents will indicate their formal consent (or lack thereof).

- Parents may request meetings at any time by reaching out to their children's case managers.

Evaluations

Case managers and their team members will complete evaluations and re-evaluations virtually to the extent possible. If necessary, they may conduct limited in-person testing on a 1:1 basis with the following guidelines in place:

- Parents will check their students for possible covid-19 symptoms prior to attending an appointment. Parents should check for fever, cough, shortness of breath, loss of sense of smell or taste, or headache. If children present with any symptoms, parents will cancel their appointment and reach out to their students' healthcare provider.

- Hand sanitizers for both students and evaluators will be available during assessment sessions.

- Evaluators will sanitize all manipulatives before and after each testing session.

- When evaluators and students need to be in close proximity, school officials will provide transparent table partitions.

- Evaluators will have face masks and face shields that may be used for certain assessments or in addition to partitions.

- Evaluators will maintain a distance of six feet when the student is engaged in independent tasks.

ENGLISH-LANGUAGE LEARNERS

Our English-language learners will continue to receive support from their English-as-a-second-language (E.S.L.) teachers during appropriate times. These will include during focus periods in our elementary schools, during WIN periods in our middle school, and through their coursework in our high school. As well, E.S.L. instructors will support teachers by helping them to modify instruction and assignments for our E.L.L.s.

At the start of the school year and ongoing as students enroll, parents will complete a home-language survey. In addition, E.S.L. teachers will administer the *Remote W.I.D.A. Screener* to our E.L.L.s. All teachers will learn how to use the Canvas translation function and will apply it to support students who may need such help.

SOCIAL-EMOTIONAL SUPPORTS

All staff members are responsible for the social and emotional well-being of our students and colleagues. School counselors and other mental-health specialists shall communicate on an ongoing basis with youngsters through virtual meetings and counseling supports during online schooling.

School counselors shall

- Hold individual and group meetings regularly and virtually.

- Provide resources and tips asynchronously by posting them on *Canvas*.

- Connect regularly with students and families who may be at risk.

- Provide support and guidance for families facing crisis.

DEVICES AND INTERNET ACCESS

Our Board of Education has provided a device to all students in grs. PK-12.

- PK-1   iPads

- Grs. 2-5   Chromebooks

- Grs. 6-12   Macs

We have configured these devices to include the systems, software, and applications to which students will need access for their ongoing online instruction. We can "push" remote updates to all P.P.S. devices as necessary.

CONCLUSION

Remote learning should mirror live instructional methodology on a daily basis. Teachers will be required to follow the evaluation standards set in the Danielson Model and provide instruction that is both synchronous and asynchronous on a daily basis.

Higher-ordered assessments including scenario responses will be used to determine student knowledge and mastery where applicable.