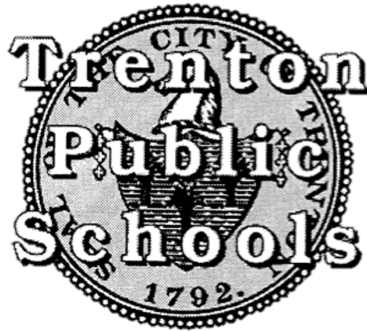


Trenton Public Schools

“Children come first, Los niños son primero”



Emergency Virtual or Remote Instructional Programs

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Part I: Introduction

In April, 2020, Governor Murphy issued an executive order that became P.L.2020,c.27. This law provides for continuity of instruction in the event of a public-health related district closure so that local educational agencies can use virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. As per the New Jersey Department of Education (NJDOE) and Governor Philip Murphy, virtual instruction is no longer an option unless the district closes due to a public-health related emergency.

Per Governor Murphy's orders, all school districts are required to provide transparency and ensure that New Jersey Students continue to receive high quality, standard-based instruction by submitting their proposed program for virtual or remote instruction plan annually to the Commissioner of Education. The plan will be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Trenton Public Schools has developed the remote learning plan, per the outlined mandate and ensures the district satisfies the requirements governed under Chapter 27. In case of the emergency shutdown all essential employees will be identified and notified to ensure continuity of services and programming.

NJDOE Broadcast - Aug. 17, 2022:

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan.

This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing "Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year (SY)," which includes a checklist to identify components that must be included in the Plan. By September 30, 2022, each Chief School Administrator must submit the LEA's Plan for the 2022-2023 school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. As a reminder, an LEA must also post the Plan

prominently on the LEA's website. If you have any questions, please contact your County Office of Education.

Key Updates

To support and prioritize uninterrupted, full-time, in-person learning, schools may:

- Transition away from a case investigation response model to a routine disease control model.
- The model **focuses more on responding to clusters of cases, outbreaks, and evidence** of ongoing transmission, and less on individual case investigation and contact tracing.
- **In lieu of individual contact tracing**, schools may consider providing **cohort notifications** (classroom, cohort, team) when exposures occur. Individuals and families can then take additional precautions based on individual needs.
- **Quarantine is no longer recommended for people who are exposed to COVID-19**, regardless of vaccination status. Therefore, NJDOH is discontinuing its recommendation for a Test to Stay Program.
- **Asymptomatic students and staff** who were exposed to COVID-19 should **continue to test and wear a mask for 10 days**.
- **Individuals who test positive**, regardless of vaccination status, and individuals with COVID-19 symptoms who have not been tested and do not have an alternative diagnosis from their healthcare provider, **should stay at home for at least 5 full days after symptom onset or after the positive test**.
- **Individuals who have no symptoms, or symptoms are resolving after 5 days** and are fever-free for 24 hours, **can return to school and wear a mask for an additional 5 days**.
- **Schools are strongly encouraged to provide virtual or remote instruction to those students** that must stay home due to COVID-19 illness.

Remote Instruction Plan for School Closure

Trenton Public Schools developed an instructional plan for virtual or remote instruction when schools need to be closed due to conditions and criteria outlined in the *introduction*, above. This plan includes guidance in the event of a declared emergency resulting in a district-wide closure. Should the district close for three consecutive days, the district will begin remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.N.J.A.C. 6A:32-13.1 & 13.2

Trenton Public Schools believes that there is no replacement for in-person instruction, this plan ensures meaningful remote education for students through online instruction and activities designed to promote student independence. This plan also includes provisions

for how meals will be distributed to eligible students, how special education related services will be provided and how ESL services will be provided by the district.

Part II: Equitable Access to Instruction for All Students

Any district program of virtual or remote instruction implemented for the general education students will provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or virtual or online platform and as required by the student’s Individualized Education Program (IEP), to the greatest extent practicable.

District staff will post information and assignments, class announcements, as well as instruction and feedback through Google Classroom. Zoom and Google Meet will be used as main interaction platforms. School emails will be used as a main mode of communication between students and educators. Educational activities and resources will be differentiated to meet the learning needs of all students in the specific grade level or department.

School Schedule

School Hours: Regular School Day

High Schools	7:30 a.m. - 2:00 p.m.
Middle Schools & Intermediate Schools	8:00 a.m. - 2:30 p.m.
Elementary Schools	8:45 a.m. - 3:15 p.m.

School Hours: Reduced Day

High Schools	7:30 a.m. - 11:45 a.m.
Middle & Intermediate Schools	8:00 a.m. - 12:14 p.m.
Elementary and Intermediate Schools	8:45 a.m. - 1:00 p.m.

School Hours: Delayed Opening Options

- 1 Hour Delay
- 90 Minutes Delay
- 2 Hours Delay

Virtual and/or Remote Instruction Design

- **Full Day In-Person Instruction Model**

Learning model for 100% of students would include in-person scheduled instruction, *unless* students are quarantined due to COVID-19 reasons. Students who are quarantined,

per CDC guidelines may receive synchronous or asynchronous virtual and/or remote instruction via the Google Classroom Platform. Zoom or Google Meet will be utilized as the main interaction platforms. Please contact your child's school for more detailed information.

Full Day Virtual and/or Remote Instruction Model

- Virtual learning model for 100% of students may include scheduled synchronous or asynchronous learning, live interaction with teachers, and mandatory participation times. This model would be implemented as a last resort due to health and safety concerns.

Hybrid Instruction Model

Based on guidance from New Jersey Department of Health and the Trenton Department of Health, hybrid instruction could include the following:

- ½ day in-person and ½ day virtual and/or remote learning for all students or cohorts of students
- Cohort model for in-person and virtual and/or remote learning on a daily or weekly basis

Delivery of Instruction

Trenton Public Schools provides the following guidance and support for virtual and/or remote instruction.

Trenton Public Schools will remain focused on the following guiding principles:

- Health, safety, and wellness of all students and staff is a top priority;
- Maintain continuity of learning;
- Facilitate equity and ease of access to communications and resources; and
- Flexibility to accommodate the needs of all learners.

School Day Attendance

All attendance will be recorded in PowerSchool.

- **During synchronous virtual instruction**, students must be present in Google Classroom and/or Zoom to be marked "present".
- **During asynchronous instruction**, students' attendance will default to "present," pending completion and submission of assigned work upon return. If the assigned work was not completed/submitted upon return, attendance that was marked "present" will be reviewed.
- Teachers will contact the parent/guardians when attendance issues are a concern. If attendance concerns continue, teachers should contact the school counselor and school administration.

Technology and Connectivity

TPS will continue to strive to ensure that every student has access to a device and internet connection and prioritize the provision of technology to students that are otherwise without access. On a case by case basis students in need of internet access will be given a loaner HotSpot that must be returned upon the students return to school.

TPS will continue to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, we will consider the needs associated with deployment of necessary technology, including student and parent training and acceptable use of policy implementation.

TPS will also ensure that staff have all necessary resources including devices and internet connectivity to deliver virtual and/or remote instruction. If permitted, TPS will provide building access for staff to connect students to live instruction in the event that students are learning virtually.

Google Classroom

- **ALL** classroom teachers are expected to create a Google Classroom at the beginning of the school year (Due 9/30/2022)
- Google Classroom pages **MUST** be updated on a daily basis
- Minimum requirements for **ALL** classroom teacher Google Classroom accounts:
 - Zoom/Google Meet link
 - Schedule (when the class meets)
 - Unit lesson objectives (student friendly) & Basic resources that accompany the lessons
 - Homework assignments (can be combined with unit objectives)

**Credit recovery courses and programs will continue during the virtual learning period.

Guidelines for Virtual and/or Remote Instruction

Audio

- When working remotely from home, ensure you are in a quiet part of your house, free from background voices, family members, road traffic, pets, etc.
- Some large, empty spaces have a lot of echoes, so smaller rooms are preferred
- Speak clearly and slowly to ensure words can be captured by closed captioning features (if captioning feature is activated)
- Sit in close proximity to your camera for appropriate audio

Visual

- Ensure your background image is free from distraction, family members, pets, etc.
- Dress appropriately

- Sit in close proximity to your camera
- Only have open tabs needed for the teaching session

Teaching Plan for Live Sessions

- At the start of each session (recorded/live teaching), explain the
 - Objective - clear and student-friendly
 - Essential Question
 - How this lesson fits into the big picture
 - **Explicit** tasks/activities the students will be doing during and/or after the session

General Guidelines for All Teachers

- Teachers will report to the school buildings each day, unless otherwise advised
- Teachers and students will follow the full day schedule
- Classroom teachers are expected to check email at the beginning and end of each day.
- Please respond to parents/guardians of student(s) within 24 hours
- If teachers are not available due to absence, they should set up an automated response in Google Classroom and email

Support Staff (Learning Loss Teachers (LLTs) and additional support teachers)

- In K-5, support staff will work with classroom teachers and building principals to provide necessary support
- LLTs may co-teach with their assigned classroom teacher(s) per their schedules via live instruction

Assessments

- Staff should be grading assignments in a timely manner
- Extenuating circumstances should be brought to the attention of the classroom teacher
- If students are absent, they have the equal number of days to complete make-up work. Assessment times should be coordinated with students and teachers.

Assignments:

- Due dates will be established at the teacher's discretion
- Assignments will be accepted up to one day late without penalty
- Homework can be assigned but must be intentional
- If students are absent, they have the equal number of days to complete make-up work. Assessment times should be coordinated with students and teachers
- Extenuating circumstances should be brought to the attention of classroom teacher

Part III: Provisions for Special Education and Related Services for Students with Disabilities and Services Supporting English Language Learners (ELLs)

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education including special education services based on their Individualized Education Program (IEP). Students receiving special education may be more negatively affected by distant-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines and the needs of the individual child may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Understanding the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE engaged a variety of stakeholders, including educators, related services providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual learning environments.

Consistent with guidance from the United States Department of Education (USDE), Trenton Public Schools must continue to meet our obligation to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2022-23 school year.

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP team should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP team should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connections to community organizations, scholarship programs, country, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluation to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

English Language Learners

English Language Learners (ELLs) are entitled to support and services for their literacy and language acquisition development from their English as a Second Language (ESL) teachers as well as their classrooms and/or subject area teachers. These supports and services include authentic, immersive literacy experience in their target language and their native language as well as explicit, skills-based instruction in the four language domains: reading, writing, listening, and speaking through a high-intensity instruction model. In addition, because the ability to communicate does not start, nor does it end, with language acquisition and because communication is inextricably linked to culture, ELLs gain an awareness of and appreciation and respect for the multiplicity of cultures represented in the ESL classroom and the wider school population. Finally, in order to meet the needs of ELLs, a Social Emotional Learning (SEL) approach is a critical component of an effective ESL program as ELLs come to our schools with a diverse range of experiences, developmental levels, academic abilities, and educational backgrounds.

ESL Delivery of Virtual Instruction:

- ESL instruction in grades K-12 is delivered in a blended model.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- ESL teachers will use Zoom/Google Meet to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.

Part IV: Provisions for School Nutrition Benefits or Services of Eligible Students

School Nutrition - Food Services: Ensure Continuity of Meal Programs

Food service operations are managed and provided through Aramark. Appropriate social distancing and safety measures are implemented for meal delivery and pick-up.

TPS will continue to work with Aramark to consider ways to distribute food to all students.

During the school closure, students will receive a meal distribution on a weekly basis.

**Trenton Public Schools will revise and adjust this plan as needed.*

Part V: Facilities Maintenance Plan

Facilities are maintained by the custodial staff during the Covid shut down. Maintenance and custodial staff are considered essential personnel and are required to report to work during emergencies. Routine maintenance such as cleaning will take place and deep cleaning will take into effect in the event of a health emergency.

Part VI: Transportation

The District will adopt best practices for cleaning and disinfecting all vehicles used for transporting students.

- In the event of a health emergency, masks may be worn by all passengers on buses or as appropriate. If a driver, or student does not have a mask, one will be provided for them.
- Open windows to increase airflow in buses and other transportation, if possible.
- Regular cleaning of buses:
 - School buses will be cleaned at least once a day, using approved sanitizing cleaners and sprays. High touch areas will be wiped down between routes.
 - The District is requiring contracted transportation providers to clean and sanitize seats, rails and frequently touched surfaces before each run. The District will collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider will collaborate with the District in establishing cleaning/sanitation protocols that are consistent with CDC and Federal Motor Carriers guidelines
- All personnel responsible for cleaning school buses will document the cleaning/sanitizing measures taken. Personnel are required to:
 - Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
 - The procedures will identify sanitizing agents that may be used and will be limited to products included on the EPA's list of products that have shown to be effective against COVID-19. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning

Part VII: Additional Programs and Considerations

- 21st Century Community Learning Center Programs will continue to operate, when possible during the emergency shutdown.
- Community Programming will continue to be offered, when possible

during the emergency shutdown.

- Extra-curricular & other extended Student Learning opportunities may continue to be available, depending on the circumstance of the emergency shutdown. TPS will make every effort to ensure continuity of programming for all of our students.
- TPS does not offer structured child care programs for students during the school year. However, after school programming such as tutoring, enrichment, character education, and social and emotional opportunities as extra-curricular activities will continue to be offered to our students during the virtual learning period.