

Township of Union Public School District

Update: COVID19 School Closure Plan
Spring School Year 2020

“ALL HANDS ON DECK”

Equitable Access to Instruction Plan Component #1

Grades: 5-12

- Students have textbook/workbooks and online access to subject content materials distributed by teachers.
- All teachers will use Google Meet visual and audio app for students and parents.
- All teachers will use the Google Meet function for small group meetings with students to provide intensified instruction or provide support to students who have questions.
- All teachers will use Google classroom for education. This will provide access for all students to engage, create work products, access materials, and communicate with their teachers.
- All teachers will work in collaboration at the grade level in response to individual students' academic and emotional needs (ELL, Special Ed., and G&T)
- All teachers will provide assignments that focus on a variety of standards based skills.
- All teachers will focus on essential grade-level standards needed to prepare students for completion of the grade level.
- All teachers will provide support resources as documented on the courses' curriculum guide.
- All teachers will assess students learning through formative and summative assessments (may include individual and/or group presentations; PBLs, Ted Talks, writing assignments, etc.).
- All teachers will engage students with available resources (adapted text, reading interactive, videos, audio readings, etc.) to support students' learning.
- All teachers will distribute assignments, make announcements, and send feedback to students via Google Apps to provide real-time support to students.
- Teachers will collaborate with the case manager, related services providers in using Google Meet.
- Physical Education and Health Education teachers will operate under the same guidelines as all instructional teachers in the district.
- Physical Education and Health Education teachers will use Google Apps remote learning instruction, lesson physical activities, and communication with students and parents/families.

Grades K-4:

- Students have workbooks, learning packets, online accessible material that pertains to the subject area distributed by teachers.
- All teachers will differentiate instructional time to meet the needs of students.
- All teachers will provide assignments that focus on a variety of standards based skills.
- All teachers will use Google Meet visual and audio app for students and parents.
- All teachers will use the Google Meet function for small group meetings with student(s) to provide intensified instruction and/or provide support to students who have questions and need support.
- All teachers will use Google Classroom, Google Meet, and Class Dojo to communicate with students and parents/families. This will provide access for all

- students to engage, create work products, access materials, and communicate with their teachers.
- All teachers will work in collaboration at the grade level in response to individual students' academic and emotional needs (ELL, Special Ed., and G&T) to support student learning.
 - RTI teachers will use Standards Mastery Assessments to identify struggling students and guide their instruction.
 - RTI teachers will work in collaboration with students' classroom teachers to support student learning.
 - Teachers will consider the individual learning needs of each of their students and determine how to best meet their needs.
 - All teachers will focus on essential grade-level standards needed to prepare students for completion of the grade level.
 - All teachers will provide support resources as documented on the courses' curriculum guide.
 - All teachers will assess students learning through formative and summative assessments (may include individual and/or group presentations; PBLs, Ted Talks, writing assignments, etc.).
 - All teachers will engage students with available resources (adapted text, reading interactive, videos, audio readings, etc.) to support students' learning.
 - All teachers will distribute assignments, make announcements, and send feedback to students via Google Apps to provide real-time support to students.
 - When needed teachers will create weekly packets that are available for parents/families to print out via the school webpage.
 - Teachers will collaborate with the case manager, related services providers in using Google Meet.
 - Physical Education and Health Education teachers will use Google Apps for remote learning instruction, lesson physical activities, and communication with students and parents/families.

Preschoolers:

- The remote learning plan for preschool children is designed to maximize student growth.
- Teachers will provide students, parents/families with daily activities that include curriculum and developmentally appropriate learning activities, as well as activities that support the social emotional needs of students.
- Teachers will modify selected activities and extend upon children's learning needs.
- Parents/families will submit lesson activity documentation/observations to teachers.
- Teachers will use submitted documentation/observations from parents/families to assess and provide individualized instruction for all students and parents/families.
- Teachers will use Teaching Strategies GOLD and Creative Curriculum in alignment to the New Jersey Preschool Learning Standards to meet the learning needs of all preschool children.
- Parents/families have access to all instructional plans via email, class communication systems, classroom websites, and Teaching Strategies GOLD family resources.
- Through the plan, preschool students are provided instructional learning plans that support developmentally appropriate practices for learning at home.

- The preschool population is addressed in the overall plan for the district.
- Teachers will support the learning of all students including ELL and students with disabilities with individualized instruction.
- All families are signed up to access Teaching Strategies GOLD, as it can be accessed through any device.
- For parents/families not set up, teachers use (the **alternative**) email or class communication system to directly communicate and support parents/families during remote learning.
- In the event parents/families are unable to access digital activities accessible via any device, paper copies are available upon request.

Visual and Performing Arts Department:

Grade 6-12

- Specific activities will be posted in teachers' Google Classrooms and monitored daily.
- Teachers will communicate with the student through either Google Classroom or via email.
- All students should have access to their teacher's Google Classroom. If your student does not have access, please email their teacher for instructions.
- Assignments may consist of Project Based Learning (PBL) and/or lessons that are specific to individual student needs.
- Teachers' assignments may allow for multiple days of completion.
- Students and parents/families may email the teacher directly for additional support or clarification.

Grades K-5

- Weekly assignments will be posted on teachers' Google Classroom Assignments will consist of approximately 50 minutes per week of Art, 50 minutes per week of General Music, and at least 50 minutes per week, and or daily practice for 4th and 5th grade instrumentalists.
- Teachers may provide assignments that may allow for multiple days/weeks of completion, as they may be Unit Plan assignments.
- The submission of weekly art assignments will be done through Google Apps or Classroom Dojo.
- Students and parents/families may email the teacher directly for additional support or clarification.

Addressing Special Education Needs Plan Component #2

- Remote/virtual instruction is provided via email, telephone, online resources, pre-recorded videos, lesson/activity packets and Google hangout meets/classroom or district approved platform.

- If students do not have Internet access or a technology device the district will work with the family to make arrangements. Instructional materials will be provided through district approved platforms and recommendations for at home materials will be made by the teacher and/or related service provider as appropriate and as long as the parent(s) is in agreement.
- Teachers, case managers, and related service providers will use a variety of methods to document IEP implementation, track the provision of services, student progress towards the goals and objectives of the IEPs and the provision of accommodations/modifications via the following: teacher and related service provider logs, emails, related service provider notes, online data tracking systems, parent communication logs (only if parent is agreeable or if it is part of IEP), student work, and/or participation of paraprofessionals in Google hangout meets and classroom or district approved platform.
- Case managers of students with IEPs who attend out of district schools (OOD) will contact the OOD and parent to collaborate/consult regarding the provision of remote/virtual instruction and related services to implement the IEP to the greatest extent possible. The case manager will then email the OOD to confirm the distance-learning plan as discussed for the individual student.
- Case managers will review email and voicemails regularly and will be available to respond to parent questions and concerns via email, Google hangouts meet or district approved platform or telephone.
- Case managers will contact parents directly to notify them and obtain their input regarding the educational plan for their child via distance learning to implement the IEP to the greatest extent possible and then check in with the parent(s) periodically to monitor if any additional supports or services may be needed and /or to address any concerns or questions. Parents will be invited to maintain a parent communication log.
- IEP, Eligibility, Initial Planning, Reevaluation Planning, meetings and other meetings per NJ Special Education Code will be offered to parent(s) to be conducted via telephone conferences, Google hangout meets or district approved platform in place of an in person, face-to-face meetings.
- Parent agreement to a virtual or telephone meeting will be indicated on the meeting invitation. If the parent declines the meeting to be conducted virtually or telephonically then an in person, face to face meeting will be conducted when school resumes on site, and the case manager will email the parent to confirm their request.
- Any student evaluations or parts of the evaluation that do not require in person, face to face, administration will be conducted via telephone or Google hangouts meet/classroom or district approved platform.
- The case manager will provide the parent prior written notice of any evaluation or part of the evaluation that cannot be conducted while distance learning is in effect.
- The evaluation or the parts of the evaluation not conducted will be administered when school resumes on site and in person; face-to-face administration is possible.
- Evaluation reports for evaluations that can be completed during remote learning will be completed and the reports will be emailed to parents.

Addressing ELL and Bilingual Needs Plan Component #3

- ELL teachers K-12 teach the grade level standards from the NJDOE Instructional Units for Language Arts.

- ELL teachers K-12 teach the WIDA standards for English Language Development.
- ELL teachers K-12 will create assignments through Google Classroom (5-12) and Classroom Dojo (K-4).
- ELL teachers will communicate with parents through phone calls and via Google district email and Google classroom for student learning. Any parent/family information sent electronically can be translated to the home language by using the translate option offered by Google (district website).
- ELL teachers that speak Spanish and other languages assist one another as needed, when communicating with parents/families.
- ELL teachers will keep a log of student assistance.
- ELL teachers will inform parents/families about student progress.
- ELL teachers will work in collaboration with the students' classroom teachers to analyze the iReady lessons data (Reading) to support ELL students.
- ELL teachers will monitor each student progress by assigning individualized specific lessons for students.

Safe Delivery of Meals Plan Component #4

- Meal distribution will take place at the following schools: Union High School (Main Entrance), Jefferson Elementary School (Main Entrance), Franklin Elementary (Playground parking lot), and Washington Elementary School (Teacher's parking lot). The meals will be served on the ground floor of Union High School, Franklin Elementary School, Jefferson Elementary School and Washington Elementary School at a table with IDEA accessibility.
- Grab and go breakfast and lunches are distributed daily) on school days) between the hours of 10:00 am and 12:30 pm.
- Grab and go breakfast and lunch will be served at the same time. The package will consist of lunch for that day and breakfast for the next day. Families may pick up 2 days' worth of meals every other day if they choose. The distribution companies are unable to meet the supply needs of the district in order to offer 5 days' worth of meals at a pick up as allowed by the NJ Dept. of Agriculture.
- CDC social distancing procedures are followed. A security guard (who is wearing a mask and gloves) is placed at each site to assure that people are following the guidance for the community.
- Staff serving the meals wear masks and gloves at all times. Food is kept inside the building until students/families come for their meal(s).
- Staff will take requests for the number of meals and place the meal(s) on the table and students/families will take the meal(s) off of the service table. Throughout this process, 6ft in separation is maintained. There are designed cones/and markers to ensure the 6ft social distancing. The districts encourage social distancing procedures, and ask students/families to wear a mask at all times.

Length of Remote Instructions Day Plan Component #5

- The length of time for remote learning plans was taken into consideration and designated time has been specified for each grade level (K-4).
- Teachers will modify the lessons so that each day specific subject matter is provided, thus providing students with a balanced learning experience (K-4).

- Special areas teachers (computers and Spanish) will continue to provide lessons that will move through a two-week rotation to help parents and students have time to balance the remote learning lessons (K-4).
- Students' remote instruction time is differentiated by odd/even class schedule (Grades 5-12).
- Provide students the opportunity to have extended focus on instruction (Google Apps) and practice on odd or even days (Grades 5-12).
- Provide opportunity for students to Google Meet/communicate with teachers on odd or even days to receive additional teacher/paraprofessional support if needed (Grades 5-12).
- Students can take the opportunity to complete the instructional assignments throughout the entire day.
- Provide Google Meet and create an environment to help support all students Social and Emotional Learning (SEL).
- Teachers will ensure differentiated instruction through the use of multiple educational programs.
- The school counselor will create Google Classrooms to address students' Social Emotional Learning needs.
- Surveys were developed which identified students/families who did not have technology or Internet access.
- Technology devices were distributed to students and efforts through the IT department made arrangements for students/families to receive technology and Internet access.
- Interactive Tutorials have also been provided to raise students' comfort level when using technology.
- Through remote learning, students and parents are able to contact teachers, support staff, supervisors, building administrator, school nurse, special education department, central office administration, and IT department (technology needs).

SEL: Teachers and Support Staff:

- Teachers will incorporate Social and Emotional Learning (SEL) activities (Grades Preschool -5).
- School Counselors will provide Google Classroom of resources for parents.
- All support Staff will be included in remote learning platforms such as Google Classroom, Google Meet, and Class Dojo.

School Administrators, Supervisors, and Department Directors:

- Will monitor daily attendance of all building staff members (Google documentation).

- Will oversee the daily operation of remote students' learning lesson activities and projects.
- Will ensure students and parents/families receive learning lesson packets text/workbooks upon request.
- Will ensure remote learning lesson activities for students and parents/families are updated and available on the school website.
- Will ensure all teachers are engaging students in instructional lessons by means of use of Google Apps, Class Dojo, and teacher made instructional videos and recordings, etc. to meet the needs of all students assigned.
- Will ensure all teachers and support staff response to all students' academic and emotional needs (Gen. Ed, ELL, Special Ed., and G&T).
- Will ensure teachers are communicating with parents/families throughout COVID School Closure; in support of students' learning/expanding upon their grade level curriculum skills.
- Will have monthly virtual staff meetings with teachers and support staff to ensure open communication is occurring and support is provided.
- Will ensure staff has scheduled time to have virtual collaborative meetings (PLC) to share ideas and best practice in support of students' learning and parents/families partnership.
- Will ensure teachers and support staff are submitting remote learning reflection weekly logs (instructional lesson reflections, parents/families concerns/resolutions, etc.).
- Will maintain a supportive open line of communication with parents/families.
- Will maintain communication with central office administration in support of TUPS COVID School Closure Plan and concerns about high-level building or department matter.

Attendance Plan Component #6

Attendance Preschool-Grade 4

- Attendance is taken daily and posted/recorded using Genesis SIS by the elementary homeroom teachers. Elementary homeroom teachers post attendance marking any student with whom they have had no contact as absent.
- Parents/families may access Genesis and check-in/mark their children as present or absent to school each day.
- There is a 24 hours delay for attendance to afford parents/families who work and need the time during evening to complete lesson assignments.
- Each morning homeroom teachers are required to do the attendance and post on Genesis (K-4) for the prior day.
- The will nurse review the attendance daily for those parents who access Genesis from home to include them in the overall attendance (K-4).
- If a student has not been recorded as being present, the will nurse (K-4) contacts the teacher and parent to determine the reason.
- Building administration and school counselor(s) will work in collaboration to contact parents/families who have not responded/communicate with the teacher and/or nurse inquiry (K-4).

- In the event staff and administration is unable to make contact with a student and/or parents/families, Central Office (Residency Office) will notified, and the district employees and/or the appropriate will preform a wellness check. If needed the local and state agencies may perform a wellness check.
- For the district of McKinney-Vento students, resources such as last location, emergency contacts, and case managers have been used to locate students as well as contacting DCP&P.

Attendance Grades 5-12

- Distance Learning Attendance adheres to state mandates for student attendance.
- All students and families have access to a Genesis student/parent account.
- Either the student or the parent logs into Genesis every school day and completes the attendance check-in, marking himself or herself in attendance (or absent).
- The student/family may post their attendance check-in any time during the day or evening.
- The attendance coordinator/office for the building processes the attendance the following morning, allowing for any students or parents who work and do not have access/time until the evening to do the daily check-in.
- The attendance coordinator/office makes an effort to contact students and their parents who have not checked-in via email or telephone calls. Attendance is updated/corrected once contact is made.
- Promotion/Graduation of students with excessive absences is reviewed by the attendance coordinator on a case-by-case basis and communicated to the appropriate school level administrator.
- In the event staff and administration is unable to make contact with any student and/or parents/families, Central Office (Residency Office) is notified and district employees and/or the appropriate local and state agencies perform a wellness check.
- For the district of McKinney-Vento students, resources such as last location, emergency contacts, and case managers have been used to locate students as well as contacting DCP&P.

Facilities Plan Component #7

- Custodians will be deep cleaning from top to bottom using an Electrostatic Sprayer with Prutabs.
- Prutabs are a chlorine based cleaning product. It is a green product that is safe for children and staff.
- Brutabs are another chlorine-based product that we use for cleaning and are green products, which are safe for children and staff.
- We will be using Hydroxyl Air Cleaning Machines that expel a negative positive water molecule through a UV light that eradicates odors, kills bacteria, viruses, and mold spores.
- Custodians will be wiping down all surfaces with anti-bacterial soaps.
- Cleaning all surfaces such as desktops, door handles, lockers, chairs, and windows. Custodians will be disinfecting bathrooms with a machine calledKaivac, which is an all-in one-sanitizer power washer, vacuum using a chemical called Kaboom, a green product.

- Custodians will be scrubbing, stripping, and waxing all hallways and classroom floors 2020 CLEANING WHEN SCHOOL IS IN SESSION.

Summer Programming Plan Component #8

Extended School Year:

- ESY will be delivered via distance learning according to component 2 of the District Public Health-Related School Closure Plan to implement the IEP to the greatest extent possible.

Elementary Bridge Summer Virtual Learning Camp Grades 1 -5:

- Improve current enrolled students' academic skills (PBL, STEM, Reading, & Math).
- Build relationships with students and staff so they feel more connected to their school (SEL).
- Better understand the expectations, culture and climate of the school.

Title I Elementary Summer Learning and Enrichment Academy:

- An academically rigorous and fun summer program that can improve students' foundational skills and expand their knowledge and problem-solving abilities, all while reducing summer learning loss.
- Combination of core academic courses and enrichment classes will provide learning that boosts students' communication, social and leadership skills.
- Highly engaging flexible program that focuses on topics students love (STEM & PBL activities).
- Students will learn through online classroom meetings with their teacher, activities, games, and fun challenges.
- Teachers will create and foster a supportive environment utilizing technology and synchronous learning that allows students to engage in meaningful instruction, explore challenges and problem-solve, and enrich their social and emotional capacity.

Title I Middle School Summer Program - Students with A Goal Summer (S.W.A.G.S.)

Grades 6-8:

- Students today need to become lifelong learners who have skills and knowledge to adapt to an evolving workplace and world.
- The SWAGS program will ensure our students have a strong command of the skills and understandings associated with the critical academic areas, social emotional components, and technology to be active citizens of the school community and to work towards being successful in meeting challenges of the 21st century world.
- Math classes
- ELA classes
- Science classes (STEM activities)
- CTE classes
- Social Emotional and Trauma Informed Lessons and Activities

UHS: Credit Recovery Grades 9-12:

- Seniors who do not earn credit in classes will be required to enroll in credit recovery class utilizing Apex Learning totaling 60 hours of instruction.
- Underclassmen who do not earn the credit in their required classes will be afforded the option to take the classes as well.
- Teachers will be assigned certain students to keep track of their progress.
- The classes that will be offered are ELA 9-12, Biology, Algebra 1, and Geometry
- Marking Period 4 projections.
- Send email to parents/students of Seniors who require credit recovery - call if they do not respond (ask counselors to help with this if needed).
- Send email to parents/students of seniors who benefit from credit recovery so they do not fall behind in their graduation requirements.
- Set up classes on Apex for each class - ELA 9-12, Biology, Algebra 1, Geometry
- Postings for teachers.

Learning Loss Grades 9-12:

- Students who struggled throughout the year will be identified using final grades. These students will have the opportunity to complete an Apex Learning Tutorials course which is designed to fill in the learning gaps, engage students in the learning process, focus on the essentials of a class need, and ultimately assist students in becoming college and career ready.
- Teachers will also be assigned to monitor these students' progress and assist them where necessary to bring these students up to grade level in the subject area(s) that they are deficient in.
- Identify using final grades what students would benefit from Apex Learning Tutorials
- Send email to students/parents offering the Tutorials classes online in the summer
- Set up tutorials classes on Apex and assign teachers specific students to check up on

Furthering Education Grades 9-12:

- Students who want to get ahead are encouraged, also, to utilize the Apex Learning Software to enhance their learning in a new content area.
- Students can take a course that they are interested in that UHS does not normally offer during the day, or get ahead in a new subject so that they are more prepared for the coursework in their following high school years
- A Google form will be created to determine interest.
- Send interest forms to all students and determine who wants to further education in a subject area.
- Send an email to all students interested with email and password and start and end dates.

Elementary (K-4) Promotion Ceremonies: Virtual ceremonies in collaboration with the school PTA.

Jefferson Elementary Grade 5: Scheduled to have a slide show for the purpose of school spirit.

Middle Schools Promotion Ceremonies: Virtual ceremonies in collaboration with the school PTA.

UHS: Preliminary plans for Class of 2020 graduation ceremonies and assessments of learning loss and an initial plan for potentially addressing learning loss:

- Union High School Class of 2020 will have a virtual graduation ceremony.
- Students will create and submit slides and speakers will be recorded remotely and included in a video presentation aired online and via UnionTV3. In addition, a Senior Awards program will be prepared and distributed virtually.

PANDEMIC COVID GRADING FOURTH MARKING PERIOD AND GRADE AVERAGE:

Preschool Progress Reports:

Preschool: Parents/Families receive progress reports three times during the school year (January, March, and June). This process will remain the same for preschool children.

Kindergarten Report Cards:

Kindergarten: Parents/Families receive report cards two times during the school year (2nd and 4th marking period) through Genesis platform. This process will remain the same for kindergarten students.

Grades 1-8: Grading for Fourth Marking Period:

A grading framework for grades 1 through 8 known as “Meeting Standards” or “Improvement Needed” will be in place for the rest of the year. This approach is to ensure fairness and equity for all students, while also engaging students in the curriculum, providing meaningful feedback to students and parents/families. Teachers will track students’ progress and document. The final grade for students will be an average of grades for the first, second, and third marking periods of the year. For students who were failing a class at the end of Marking Period 3, the work completed during Marking Period 4 pandemic may raise their grade to “Meeting Standards” (remote learning) at the discretion of the teacher. If a student is in jeopardy of failing with an “Improvement Needed” status, the teacher will report concerns to the building principal to determine a course of action.

Grading: Grades 1-8:

- Meeting Standards (MS).
- Improvement Needed (IN).
- Students who are in jeopardy of failing with a “Improvement Needed” status will be offered Remote Summer School Learning to demonstrate curriculum standards skills learned; earning the status of “Meeting Standards” and changing the outcome of the final grade.
- At the professional discretion of the teachers’ (4th marking period supporting evidence/documentation of curriculum standards skills learned through remote learning instructional lesson activities), students showing “Meeting Standard” (MS) teachers may raise students’ final grade

UHS Grading: Grades 9-12:

- The weights of the marking periods (1, 2, & 3) will be adjusted to reflect the change in educational format due to the COVID19 pandemic.

- Marking Period 1: 25%, Marking Period 2: 25% Marking Period 3: 25% and Marking Period 4: 15% **(At the professional discretion of the teachers with supporting documentation/evidence, students will be assigned a letter grade for this marking period).**
- Midterm Exam: 10%.

If a student is in jeopardy of failing the teacher will report concerns to the building principal. In collaboration with the supervisor of the school-counseling department, they will determine a course of action.