

TRENTON SCHOOL DISTRICT

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“Children come first; los niños son primero.”



**School Health-Related Closure -  
Emergency Preparedness Plan**

The Trenton Public School District  
108 N. Clinton Ave, Trenton, NJ 08609

# TRENTON SCHOOL DISTRICT

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No Alibis, No Excuses, No Exceptions**

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## **I. INTRODUCTION**

Our district’s mission is that “All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career.” In the event that our district is unable to operate fully due to public health-related school closure, this preparedness plan will ensure that we offer a continuing equitable educational plan for all our students inclusive of individual needs of every child, including students requiring interventions, students with special needs, English Language Learners (ELL), and gifted students.

## **II. PURPOSE**

This Public Health-Related School Closure Preparedness Plan for the Trenton School District will serve as a guideline and resource to ensure that educational and supplementary services are continued and provided for all students in the event of a pandemic outbreak in a safe and healthy environment. This plan does not replace or supersede any laws or policies including those established by the New Jersey Department of Education and/or New Jersey Department of Health Services.

## **III. CONTEXT & BACKGROUND**

- The New Jersey Department of Education and New Jersey Department of Health has disseminated public communication and guidance for schools due to the pandemic influenza outbreak.
- Communications have been shared by district leadership members and communicated to our educational community district-wide in an effort to develop proactive and preventive measures for staff, parents and students.
- District leaders and stakeholders have met to understand The New Jersey Department of Education and The New Jersey Department of Health guidance regarding school closings. Leaders discussed and executed plans and strategies to ensure that learning continues and services are provided to all students.
- During stakeholder meetings, the specific needs of families were taken into consideration such as accessibility to the Internet and a device when considering virtual instruction for students. Therefore, two options were determined feasible: 1) Virtual instruction via Google Classrooms for students that have access to the Internet and a device and 2) Printable packets for students who do not have Internet access or a device.
- Both options for continuous student learning are aligned to the New Jersey Student Learning Standards and are the same for students throughout all K-12 grade levels independently of their designated school site.
- The Trenton School District will continue to adhere to the guidance provided by local and state officials regarding the ever-changing current situation.

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## IV. DEMOGRAPHIC DATA

<b>STUDENT POPULATION</b>	<b>TOTAL #</b>	<b>PERCENTAGE of Student Population</b>
<b>District-Wide Students</b>	<b>12,606</b>	<b>-</b>
<b>Special Education Students</b>	<b>1,684</b>	<b>13.4%</b>
<b>English Language Learners</b>	<b>3,715</b>	<b>29.5%</b>
<b>Homeless</b>	<b>189</b>	<b>1.5%</b>
<b>Pre-K*</b>	<b>2,307</b>	
<b>Students Free and Reduced Lunch</b>		<b>Universal Free Breakfast &amp; Lunch</b>

## V. CONTINUITY PLANNING DURING A HEALTH-RELATED CLOSURE

This plan serves to ensure continuity of educational and supplementary services to all students in the Trenton School District. The goal is to keep all members of the organization informed and updated with accurate and timely messaging. During a health-related closure, important information will be disseminated via three modes of communication:

1. the District's School Messenger Alert System,
2. alerts posted on the district website,
3. and messages broadcast on district social media accounts.

Robocalls via School Messenger will be distributed in both English and Spanish. This plan is mandated, required and satisfies the 180-day school requirement.

## VI. PANDEMIC RESPONSE

### A. COMMUNICATIONS PLAN

Trenton Public Schools has experience with determining weather-related closures. However, determining a school closure, due to health-related reasons, requires a different process in collaboration with the Department of Health and NJ Department of Education. While the

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procedure of district and school closure follows a similar process, it is critical that any health-related closure be made in direct consultation and under the guidance of local or state health officials. This is a requirement if the school closure days are to be counted toward the 180-day school requirement. The Superintendent will work closely with school leaders and various stakeholders to ensure all information regarding the district's state of organizational readiness is communicated to the school community.

## **B. PANDEMIC RESPONSE TEAMS**

The Superintendent will be responsible for organizing the following teams to plan and coordinate:

- District Crisis Response Team (in the event of traumatic loss during the pandemic)
  - Superintendent of Schools
  - Assistant Superintendent of Student Services
  - Assistant Superintendent of Schools K-5
  - Assistant Superintendent of Schools 6-12
  - Business Administrator
  - Facilities Administrator
  - Director of Specialized Services
  - Supervisor of Guidance
  - Supervisor of Nursing and Health Services
  - District administration and staff as deemed necessary
  - Members of the Building and District-Wide Crisis Response Team
  - School Counselors
  - School Nurses
  - Homeless Liaison
  - Members of the Child Study Team
  - First Responders – Police, Fire, EMT, etc.
  - Interfaith Community
  
- Curriculum Planning Team
  - Superintendent of Schools
  - Chief Academic Officer and Content Area Supervisors
  - Assistant Superintendent of Schools K-5
  - Assistant Superintendent of Schools 6-12
  - Director of Specialized Services
  - Principals and Assistant Principals
  - Trenton Education Association Leadership Team
  - Classroom Teachers
  
- Special Education Planning Team
  - Assistant Superintendent of Student Services

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- Director of Specialized Services
- Supervisors of Specialized Services
- Coordinator for Special Education
- Program Manager for Specialized Services
- Child Study Teams
- Special Education Teachers
  
- Communications Team
  - Superintendent of Schools
  - District Legal Counsel / Public Relations Officer
  - Assistant Legal Counsel
  - Administrative Assistant to the Superintendent
  - Network Coordinator
  
- Operations Team
  - Business Administrator
  - Building and Grounds Leadership Team
  - Manager of Transportation
  - Food Services Vendor
  - Accounting Office
  - Payroll and Accounts Payable
  - Human Resources
  - Board Office
  - Technology Team
  - Security Vendor
  
- Security Team
  - Assistant Superintendent of Student Services
  - Managers of School Support
  - Manager of Security Vendor (Motivated)
  - Assistant Principals and Principals

## VII. CONTINUITY PLAN

### A. ESSENTIAL FUNCTIONS

Regardless of the duration of a health-related school closure, the district will continue to educate all students. If the district is forced to shut down due to a health-related closure, and the state recognizes the need to count virtual/remote school days, the school district will provide home instruction to students.

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## Essential Staff

Governor Phil Murphy issued Executive Order 107 which states in part “all public, private and parochial preschool program premises, and elementary and secondary schools...shall remain closed to students as long as this Order remains in effect”.

The Executive Order authorizes the Department of Education “to permit schools to remain open on a limited basis for the provision of food or other essential, non-educational services”.

The Executive Order also identifies “Examples of employees who need to be physically present at their work site to perform their duties include, but not limited to ... information technology, maintenance workers, janitorial and custodial staff, and certain administrative staff”.

Where possible, staff are to work remotely from home. When there is a limited need to physically be present at a district location, the Trenton Public Schools, under the provisions of the Governor’s Executive Order, has identified the following positions as essential during the COVID-19 school closure:

<u>Titles</u>	<u>FTEs</u>	<u>Function</u>
Superintendent of Schools	1	Administrative, Device and Packet Distribution
Asst. Superintendent of Student Services	1	Administrative, Device and Packet Distribution
Asst. Superintendent of Schools K-5	1	Administrative, Device and Packet Distribution
Asst. Superintendent of Schools 6-12	1	Administrative, Device and Packet Distribution
Chief Academic Officer	1	Administrative, Device and Packet Distribution
Business Administrator	1	Finance, Admin, Device and Packet Distribution
Business Office Staff	2	Finance and Payroll
Board Attorney	1	Administrative, Device and Packet Distribution
Facilities Administrator	1	Building Maintenance
Custodians	21	Building Cleaning and Maintenance
Director of Specialized Services (as needed)	1	Administrative, Device and Packet Distribution
Building Principals as deemed (as needed)	21	Administrative, Device and Packet Distribution
District administration and staff (as needed)	10	Administrative, Device and Packet Distribution
School Secretaries	25	Registration / Clerical
Food Services- Non Employees -Outsourced	TBD	Breakfast and Lunch Feeding
Bus Drivers	TBD	Device and Packet Distribution
Security Guards	TBD	Breakfast/Lunch Feeding, Device /Packet Dist.
Managers / School Support	2	Student Support, Device and Packet Distribution
Attendance Officers	3	Student Support, Device and Packet Distribution

## B. EQUITABLE ACCESS STATEMENT

The Board of Education shall work to ensure the District's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that



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ensure high expectations and positive achievement patterns and equal access to educational opportunity for all learners.

The Board of Education shall ensure that the District's curriculum and instruction are aligned to the New Jersey Student Learning Standards. In the case of a pandemic outbreak or health-related closure, the Trenton Public School District recognizes the importance of continuing to educate its students. While the District understands it might not be able to operate at 100% capacity, this plan assists the District to provide students with a high-quality education as directed by the standards and expectations provided by the NJ Department of Education. The district is committed to measuring and addressing the digital divide through a variety of strategies. Three strategies are identified here to address the digital divide.

- Strategy One: Exponentially increase access to chromebooks across all grade levels through the purchase of chromebooks and distribution to all students via school based check and connect efforts, door to door delivery services conducted by TPS transportation and the opening of a centralized distribution hub at 108 North Clinton Avenue. Tracking of device distribution is executed by the Performance and Accountability Office. Tracking of student access to the district's educational platform is tracked by the Technology department and shared with schools and the community.
- Strategy Two: Media campaign to encourage families to engage with Comcast Covid-19 internet access. Flyers, phone calls, and direct messages to parents are employed to increase access to the Internet.
- Strategy Three: Provision of a Comprehensive Website - Distanced - Not Divided, providing access to lessons, materials, videos and information on prevention: [Distanced, Not Divided Supporting a Community of Teaching, Learning, and Caring during the COVID-19 Pandemic](#). The streamlined website, locally developed, provides user friendly access and supports the language diversity of the community.

## C. CURRICULUM AND INSTRUCTION

### EDUCATIONAL PLAN

Goal of Experience: To provide students with an alternate learning experience, either through virtual learning (Google Classroom & online programs available to students) or by completing printed learning modules. These lessons, both virtual and printed, have been created by grade level, content-area certified teachers ensuring that its content is aligned to the New Jersey Student Learning Standards. Despite the inherent challenges, this experience will foster continued progress with skill and knowledge acquisition.

The Trenton Public School District will provide students with an authentic and engaging learning experience, enhanced with other web-based tools designed to promote online communication and collaboration. Teachers and students will continue to utilize Google

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Classroom for Education to post units of study, communicate with students and assess student work. As per NJDOH guidelines “In the event, a board of education is provided a written directive by either the NJDOH or the health office of the jurisdiction to institute a public-health related closure, the (district) may utilize home instruction to provide services to students”. This home instruction will count towards the 180-day requirement for school.

The district houses differentiated lessons on our website for parents, students, and teachers to access. These lessons are provided in two formats: links able to be used with Google Classroom and PDFs able to be printed for families without the Internet. Other instructional resources are also provided on this website. Below is a link to this site, titled “TPS Instructional Support”, which can be accessed by going to the district website and clicking the “Distanced, Not Divided - Distance Learning Support” section.

[TPS Instructional Support](#)

On-going professional development has been provided for district staff in the areas of technology integration in instruction, blended learning, engaging online formative assessment and flipped classrooms. This school year in particular Google Classroom was emphasized in staff training, most recently in our first ever virtual district-wide PD day on May 6th 2020. Differentiated virtual learning was provided for staff on how to enhance virtual instruction/interactions with students. Below is a link to the 33 PD sessions, which teachers facilitated in all except for 5 sessions: [Virtual Learning PD 5.6.2020](#)

## **Attendance Procedures**

Teachers will record attendance for students daily in PowerSchool by 3:00PM. Teachers can record students present when they have made contact with their students via email, phone calls, text, Google Classroom or other Class Apps such as: Class Dojo, Remind, Seesaw, etc. Students are expected to engage daily with instruction and to maintain progress in their courses as if school were in session for a regular school day. All schools have an attendance team charged to monitor attendance and to address challenges and obstacles on an on-going basis.

Schools will forward the names of students not participating in Google Classroom and that they have not been able to establish contact to the Office of Student Services for follow up efforts to establish contacts and/or to conduct home visits following established CDC guidelines.

The following policies remain in force during the school closure:

1. District Policy 5200- ATTENDANCE (M)
2. District Policy 5410- PROMOTION AND RETENTION (M)
3. District Policy 5460- HIGH SCHOOL GRADUATION (M)
4. District Policy 5600- STUDENT DISCIPLINE/CODE OF CONDUCT (M)

## **K-5 Teacher Expectations**

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Teacher responsibilities to support students:

1. Every staff member is responsible to support students assigned to them for the current school year for at least 4 hours per day between 8am and 3pm.
  - a. Assign students printable and virtual grade-level lessons aligned to NJSLs via Google Classroom and also monitor student use of district online learning tools such as DreamBox, Lexia, Waterford Early Learning, *et. al.*
  - b. Provide feedback on student work, as appropriate
  - c. Continue to update grade book in PowerSchool
  - d. Directly interact with students and parents via Google Classroom, Google Hangouts, as well as via email
  - e. Collaborate with other grade level and subject-related teachers as needed for consistency and optimization
2. A series of learning experiences have been created for students by grade level. These experiences will be posted on the district website and they will be made available to students via a direct email from teachers to parents. For students that do not have access to the Internet or a device, printable copies of the unit of study will be provided.
3. Upon return to school, schools will plan for a celebration of learning to share their products, provide feedback, and enable students to receive feedback from peers.

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

As we consider the context of this emergency contingency plan due to health-related school closing, please keep in mind that the purpose of this learning experience is to continue to expose students to the learning and practice of the New Jersey Student Learning Standards. Staff should follow these guidelines:

1. Teacher responsibilities to support students: Every staff member is responsible to support students assigned to them for the current school year. The expectation is that teachers provide a minimum of 4 hours daily of student engagement.
2. Provide students feedback through Google Classroom as they complete assignments
3. Check on students that have not submitted any work on Google Classroom
4. Continue to update grade book in PowerSchool
5. Be available to communicate with parents/students as needed to provide additional guidance of virtual lessons/resources and/or printable units of learning

## **Guidelines for Students and Families:** Elementary, Middle and High School Levels

The following communication was sent out to parents/guardians and the Trenton school community on how to access virtual training learning units:

In the event the New Jersey Department of Health (NJDOH) mandates that schools close due to the Coronavirus, the Trenton Public Schools has developed a plan to ensure continuity of instruction and student learning. Teachers have developed assignments that students have two options to access and complete the work.

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## **Option A: Digital Learning**

Students who have internet access and a device can access the assignments through Google Classroom and Clever. All directions will be posted along with the assignments.

## **Option B: Paper Packets**

Students without Internet access or an internet-enabled device will receive printed packets.

## **Instructions for Accessing Option A Learning Activities**

### **Accessing Google Classroom from a Web Browser, i.e., Google Chrome, Safari, Explorer**

**(This will generally occur on a laptop or desktop computer)**



- Open your preferred choice of web browser
- Navigate to the Trenton Public Schools webpage: <http://www.trentonk12.org/>
- Click on the “Google Classroom” button at the bottom of the page
- Enter your Student ID@district domain ([123456@trenton.k12.nj.us](mailto:123456@trenton.k12.nj.us)) and your student password
- This will bring you to your current teacher’s Google Classroom. For elementary schools, the classroom name is “Contingency Class”
- If you have never been a member of that class, you will need to enter the classroom code (provided by your teacher) in order to join. Please enter that code when requested
- All assignments will be listed in the classroom, which is where you will complete and submit them
- All assignments should be completed before returning to school

### **Accessing Google Classroom from the “Google Classroom” App**

**(This will generally occur on a Smartphone or Tablet)**



- Locate and download the app from the App Store or Google Play Store
- Open the app and log in with your Student ID@district domain ([123456@trenton.k12.nj.us](mailto:123456@trenton.k12.nj.us)) and your password
- Once you are logged into the app, select the class and enter the code provided by your teacher
- All assignments will be listed in the classroom, which is where you will complete and submit them
- All assignments should be completed before returning to school

### **Accessing Clever from a Web Browser (for Lexia, Waterford, Discovery Education, and any other online resources)**

**(This will generally occur on a laptop or desktop computer)**



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- Open your preferred choice of web browser
- Navigate to the Trenton Public Schools webpage: <http://www.trentonk12.org/>
- Click on the “Students and Parents” link at the top of the page
- Click “Clever Dashboard Access” from the list of choices
- Click “Log in with Google”
- At the screen below, enter your student ID number and click “Next”
- When asked to “enter your password”, please do so and click “Next”
- From your Clever portal, you can access any online instructional resources provided by your teacher, school, or district

## District Online Programs for Trenton Public School Students (2019-2020):

Level	Subject	Resource	K	1	2	3	4	5	6	7	8	9	10	11	12
Elementary	ELA	Waterford	X	X											
Elementary	ELA	Lexia	X	X	X	X	X	X							
Elementary	Math	DreamBox	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary	Math	Zearn	X	X	X	X	X	X							
Elementary		Go Noodle	X	X	X	X	X	X							
Elementary/Middle	Bilingual/EL A	I-Station	X	X	X	X	X	X	X	X	X				
Elementary (Early)	World Language	SALSA videos	X	X											
Elementary/Middle/High	Science	PSI	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary/Middle/High	World Language	Rosetta Stone			X	X	X	X							
Middle	Math	Mathia							X	X	X				
Middle	Science	Amplify Science							X	X	X				
Middle	Social Studies	Discovery							X	X	X				
Middle/High	ELA	Read 180/Systems 44 (2019-2020)							X	X	X	X	X	X	X

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		<i>SY only)</i>														
Middle/High	ELA	PowerUp							X	X	X	X				
Middle/High	Math	Khan Academy							X	X	X	X	X	X	X	X
High	ELA	Realize										X	X	X	X	
High	ELA (Honors)	LaunchPad										X	X	X	X	
High	Math	Agile Mind										X	X	X	X	
High	Social Studies	McGraw-Hill										X	X	X	X	
High	World Language	Avancemos (Spanish)										X	X	X	X	
High	World Language	Bien Dit (French)										X	X	X	X	
High	World Language	Modern Chinese (Mandarin)										X	X	X	X	

\*Office Hours” - Teachers will be available to students for a minimum of 4 hours daily between the hours of 8:00 am to 3:00 pm in the form of:

- Google Classroom
- Checking email
- Responding to students, providing feedback, and grading assignments

### **D. ENGLISH LANGUAGE LEARNER (ELL) and BILINGUAL STUDENTS**

The Trenton Public Schools has ensured that English Language Learner (ELL) and Bilingual students continue to receive the required daily Bilingual and ESL instruction. All teachers of ELLs are expected to continue referencing the WIDA Can Do Descriptor information provided to them in the beginning of the school year to ensure ELLs continue to receive the differentiated support in alignment with their linguistic proficiency level.

Teachers of ELLs are expected to continue to collaborate with their students’ ESL teacher in a co-teaching model to identify areas of need and support and then provide instructional support accordingly. ESL teachers can either team teach with their ELL students’ classroom teacher or teach their own lessons in their own Google Classroom.

English Language Learners possessing a higher level of linguistic proficiency should be working on the same content and lessons as their non-ELL peers as they would in the physical classroom, with ESL support and accommodations as needed.

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Instructional support should consist of videos, audio links, ebooks, annotated texts available online and in take home packets, and if in a bilingual classroom, bilingual support will be provided. When assigning tasks from their content classes, consider that some ELLs of lower linguistic ability levels will require these to be modified.

## **See the following sampling of possible accommodations:**

- Native Language support and resources
- Use of Dictionary
- Extended Time

Alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges are addressed with accommodations aligned to student needs and aligned to increasing access to learning opportunities. Listed below are common accommodations. Other accommodations may be necessary given the setting change.

- Read aloud
- Ebooks read to me option
- Additional prompting
- Visuals
- Abbreviated assignments
- Videos
- Peer support/tutoring
- Breaks between tasks
- Positive reinforcement
- Co-teaching

## **Grading of ELLs and Bilingual Students**

Grading of ELLs and Bilingual students will comply with Trenton School District Grading Policy 2624.1 GRADING DURING REMOTE LEARNING DUE TO CORONAVIRUS

## **Communication with Families of ELLs**

All students, staff and families have access to the Trenton Telephone Support Hotline (609) 656-4930 for assistance and support. English Language Learners face unique challenges while remaining home and engaging in schoolwork. The district commits to providing accessible resources and regular communication with families and caregivers to support our current remote learning context. The district is also committed to ensuring language barriers do not interfere with student learning. Therefore, all district messages and resources are available in languages other than English.

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District and individual school robocall messages and district memos are available in both English and Spanish. When there is a language barrier for a teacher of an ELL the teacher should reach out to the parent liaison or school guidance counselor if they speak the language of the child for assistance. If these staff members do not speak Spanish, the Trenton Telephone Support Hotline should be used or the Bilingual Department may also be contacted for assistance. Teachers and School Support Staff are expected to continue developing a relationship with the families of ELLs especially during this abrupt transition into distance learning. The goal of continuing to connect with ELL families is to understand what they may want and need during this time of crisis, particularly as it relates to their wellbeing and their support of their child(ren). It is important to continue to communicate empathy and respect to our families.

## **These connections made with ELL families may consist of:**

- Family check-ins, basic resources and student transition needs
- Home technology and internet access
- Parent and/or caregiver presence in the home during student remote learning and needed support
- Record important information to ensure schools can connect the families to the appropriate staff or community members that can meet their individual needs.

ELLs who do not have a computer or internet access, will receive a chromebook device or paper-based assignments for them to engage in as an alternative to online learning if other factors prevent online learning.

Parents will be provided support to access the internet. Each teacher will set up a clear way of sharing information with the student's parents about classwork, expectations, and concerns. Email, virtual class platforms, phone calls, and text messaging can all be used in place of in-person meetings. Students can also be encouraged to work with a classmate/peer over the phone or video call for additional supports. The Bilingual/ESL Department will continue to collaborate with both families, teachers and school staff to identify barriers to obtain feedback and develop solutions to mitigate.

## **Key Mindsets and Strategies to Mitigate Family Barriers during Distance Learning**

- We will remain flexible and creative as we (both educators and students) seek to maximize this remote learning time as continuous learners in an effort to continually enhance our remote learning conditions and outcomes.
- We will lean into relationships/partnerships and recognize that continued development of rapport is occurring through digital means.
- We will be clear, straightforward, and simple in our approach and incorporate input from families at every opportunity.



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- We will document needs and responses to needs to ensure we are both compliant and transparent in our approach.

## **Newly Enrolled Students Identification and Parent Notification of English Language Learners during COVID-19**

The Trenton School District will continue to follow NJDOE guidance for ELLs. This notification provides specific information regarding the identification and parent notification of English language learners (ELLs) during the period of school closure due to the Novel Coronavirus (COVID-19) pandemic. The following strategies will assist with providing ELLs the services they need during this challenging time.

### **Identification of Newly Enrolled ELLs**

All newly enrolled students in a school district must be:

1. Given a Home Language Survey;
2. Evaluated for language services if the Home Language Survey indicates the need for testing; and
3. Provided with a language instructional educational program (LIEP), if identified.

During remote instruction, and in the absence of the ability to administer a state approved language proficiency screener, the district's certified language specialist should take the following steps to identify a student who may need an LIEP:

1. Interview parent(s)/guardian(s) and student(s) by telephone or virtually, consistent with the district's remote enrollment process, if feasible, when a language other than English is indicated;
2. Review past school records, if available, including past state test scores or district-administered assessments;
3. Assign an "informal" designation of ELL, if applicable in PowerSchool (do not officially tag as an ELL until students are officially screened). Do not enter data into NJSMART in the ELLIdentificationDate field; and
4. Provide a preliminary program enrollment status designation (i.e. ESL Only or Bilingual) consistent with a district's remote plan.

Upon return to school for in-person instruction, these students must be formally screened. At that point, if the student is deemed eligible, the identification date should be entered in NJSMART in the ELL Identification Date field consistent with the definition of the data element in the SID Handbook, p. 64.

### **Parent Notification**

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Title I Parental Notification requirements, which describe the rationale for a child's identification as an ELL and the need for the child to be placed in a language instructional educational program, remain in effect during remote instruction. Consequently, parent(s)/guardian(s) of an ELL student must be informed in writing, no later than 30 days of the child's identification, that their child has been identified for participation in a language instructional educational program. The parent notification must be in an understandable and uniform format and, to the extent practicable, in a language parents understand. During remote learning, the parental notification requirements may be modified to include the results of the process detailed above to determine the child's level of English proficiency, rather than a test score.

<https://www.nj.gov/education/broadcasts/2020/may/7/Identification%20and%20Parent%20Notification%20of%20English%20Language%20Learners%20during%20COVID-19%20.pdf>

## **Changing in Program Enrollment Status of Currently Enrolled ELLs**

The NJ Department of Education is in the process of sharing specific guidance in this regard to address the fact that the ACCESS 2.0 Spring Assessment was cancelled. Until then, ESL and classroom teachers have been asked to review student performance and previous standardized assessment scorers to provide preliminary change in program status recommendations. These recommendations will be reviewed in accordance with the NJ DOE guidelines upon their availability. Official notice of students change in program status will be provided by the Bilingual/ESL Department supervisors soon after the guidance is received.

## **End of Year Celebration for The State Seal of Biliteracy during Pandemic for Bilingual Students**

### **Narrative Statement**

The State of New Jersey has established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of bilingual proficiency in another language other than English.

Awarding of the Seal of Biliteracy to graduating seniors has the following goals:

- a. To encourage students to study languages;
- b. To certify attainment of biliteracy;
- c. To provide employers with a method of identifying people with language and biliteracy skills;

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- d. To provide universities with a method to recognize and award academic credit to applicants seeking admission;
- e. To prepare students with 21st century skills;
- f. To recognize and promote foreign language instruction in public schools; and
- g. To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

<http://sealofbiliteracy.org/new-jersey>

**Target Population:** A total of 42 graduating seniors academic school year 2019-20

## **Event Program Description and Activities:**

Due to school closing during pandemic response to COVID 19, the Bilingual Department has established a safe and secure way to acknowledge and recognize students earning the State Seal of Biliteracy while keeping safe long distancing protocol during this event.

## **Part I. Family and Student Drive-Thru**

**Location:** Trenton Board of Education Central Services Building, located at 108 North Clinton Avenue. Parking area and front of building. Building permit secured.

**Date:** Thursday, June 11, 2020 (Rain Date June 18, 2020)

**Time:** 11:00 am to 3:00 pm

**Description:** Family members and students will drive in the south side gate of Trenton Board of Education, Central Services Building parking lot. Car will turn right and up to the first table. Students will come out of the vehicle and pick up a blue cord and medal from the table. Students will walk towards the front of the building and receive his/her certificate before standing on a marked spot in the parking lot facing the main building to be photographed and video-taped. Parent permission for photography and video-taping will be required.

While the student is being photographed, the rest of the family will drive alongside the fence towards the north gate exit of the TBOE building parking lot. Car will stop at the exit table and release the trunk of the car so that an award basket can be placed in the back of the car by a volunteer teacher.

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After being photographed, students will walk towards the family car and enter the vehicle, before the family exits the parking lot and drives away from the north gate of the parking lot.

## **Requirements:**

- a. Volunteer teachers are to wear a mask and plastic gloves at all times. Masks and gloves provided by the district.
- b. Volunteer teachers and students will practice 6 feet minimum long distance when interacting.
- c. Volunteer teachers will place a medal/cord or certificate on the table and retrieve back before the student moves forward to pick up items.
- d. Areas will be sanitized before other students come to pick up a medal/cord and certificate to ensure cleanliness of the area. Sanitizing spray bottles and disinfectant are provided by the district.
- e. Parent permission form to photograph and videotape will be collected and filed.
- f. Edited video and electronic pictures will be emailed to students.
- g. Medals/cords, certificates and award baskets not picked up on the day of the event, will be delivered to students' home within a week's time by Secondary Bilingual Supervisor.

## **Part II. Virtual Meeting with Students, Family Members and Special Guests**

**Location:** Virtual Zoom Meeting scheduled by Bilingual Department for individual students, family members and special guests in the comfort of their own homes. Participation by invitation only.

**Date:** Friday, June 12, 2020

**Time:** 5:30 pm to 6:30 pm

**Description:** Students, their families and special guests will be invited to attend a virtual meeting during which an invited Keynote Speaker will welcome them and congratulate them for their accomplishment in obtaining the State Seal of Biliteracy Award.

**Keynote Speaker:** Honorable Judge Carmen Garcia, Esquire (Retired)

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## **E. SPECIAL EDUCATION PLAN**

It is imperative that the District provide an appropriate education for Special Education students during this school health-related closure. Students will access instruction through teacher-student contact time via distance learning and/or instructional packets along with email, phone, and/or video conferencing support as with general education students. Student progress will be monitored and feedback provided online by general and/or special education teachers and related service providers, when appropriate, with the opportunity to communicate directly during pre-scheduled times. Upon returning to school, the Individualized Education Program (IEP) team will determine if additional services are required. IEP development meetings will be held as appropriate to determine if compensatory education services are warranted to address an individual student's progress toward learning goals and objectives.

### Preschool Programming

**In-Class Resource/In-Class Support:** Instructional programming will continue according to the general education curriculum, as guided by the Division of Early Childhood. General and Special Education Teachers will collaborate to modify and adapt student materials, as appropriate, to student IEPs.

**Preschool Disabilities:** Instructional programming will continue according to the general education curriculum, with more extensive modification and adaptation of student materials, based on the needs indicated in the student's IEP.

### School-Age Programming

**General Education with Accommodations and Modifications/In-Class Resource/In-Class Support:** Primary instruction will be provided by the general education teacher with supplementary, modified and/or accommodated support provided by both the general and/or special education teacher(s), if applicable. Collaboration between teachers to modify and adapt student materials, as appropriate, to student IEPs will be ongoing as during usual instructional practices.

**Pull-out Resource / Out-of-Class Resource:** Primary instruction will be provided by the special education teacher for English Language Arts and Math. Special Education teachers will supplement, modify and adapt the general education curriculum, as appropriate, to student IEPs. Students will continue as usual per general classroom instruction for Science and Social Studies by the teacher(s).

**Autism / Behavioral Disability / Cognitive Impairment / Learning and/or Language Disabilities / Multiple Disabilities:** Primary instruction will be provided by the special education teacher for all academic subjects. The general education curriculum will be utilized with more extensive and

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individualized supplemental, modified and adapted skills and materials to address the students' IEP goals to the greatest extent possible.

## Speech-Language Services, Occupational Therapy, Physical Therapy, Counseling, and Home Instruction

Effective April 1, 2020, the State Department of Education implemented a Notice of Rule Waiver/Modification/Suspension Pursuant to Executive Order No. 103 (Murphy, March 9, 2020). Under this authority, the State Board of Education has adopted temporary rule modifications to Chapter 14 of the New Jersey Administrative Code, which governs the delivery of special education and related services to students with disabilities through the use of telehealth, telemedicine, electronic communications, remote, virtual, or other online platforms. By and through this modification, special education and related services are able to be provided through these means and allows opportunities to be provided to students with disabilities consistent with the student's IEP to the greatest extent possible. As such, related services shall be provided through electronic communications, virtual, remote, or other online platforms, as appropriate and as required by the student's IEP to the greatest extent possible. See N.J.A.C. 6A:14-1.1; 6A:14-3.9; and 6A:14-5.2(f). It has further been confirmed that no additional parental consent is necessary for such delivery. Accordingly, this District will not require additional parental consent prior to implementing a student's IEP using remote, virtual, or online platforms during the COVID-19 public health emergency. Eligible services will be recorded in SEMI as usual for the purpose of tracking the delivery of such services.

The USDOE has noted in its March 21, 2020 Guidance that exceptional circumstances may affect how all educational and related services and supports are provided, and the USDOE will offer flexibility where possible. If there has been a delay in providing services or making decisions on how to provide services, compensatory considerations may be warranted when schools resume normal operations.

- **Possible Speech and Language, Occupational Therapy and Physical Therapy Schedules (ie., Related Service Session):**
  - Proposed Weekly Schedule for servicing grade level students
    - Time Frame: 9:00AM to 1:00PM
    - Monday - Preschool
    - Tuesday, Wednesday, Thursday - Elementary
    - Friday - Middle & High School
  - Proposed Daily Schedule for Providers
    - 9:00-10:00:
      - Reports, paperwork, planning/preparing, Annual Reviews, CST Conferencing

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- 10:00- 10:30:
    - Online Speech Session I 20 minutes therapy 10 minutes open/close (via Skype or pre-recorded media )
  - 10:30-11:00:
    - Online Speech Session II 20 minutes therapy, 10 minutes open/close (via Skype?)
  - 11:00-12:00 :
    - Online office hours (Parent/Teacher questions, etc.)
  - 12:00-1:00:
    - Wrap up, Reports, Attendance, Preparing, Annual Reviews, CST conferencing
- Speech Therapy will focus on maintenance skills for language, articulation and fluency skills.
  - Physical and Occupational Therapy will focus on maintenance of skills. Related Service Providers will record their sessions to upload onto our website where students and parents can access the sessions at any time.
  - Additional Online Resources- Extra Activities and Parent Resources on Google Classroom
  - Students Previously on Home Instruction Prior to School Closure
    - For those students previously on home instruction prior to the announcement of public health-related school closures, these students' names will be shared with appropriate grade-level teachers and will be added to their Google Classrooms as appropriate. For such students who may not have internet access, print packets will be available based on this teacher's classroom at Central Office, 108 N. Clinton Street, Trenton NJ, effective March 19, 2020.

## Child Study and IEP Teams

The expectation is that Child Study and IEP Teams will continue to develop IEPs; write reports; plan for next year, etc. Teams can conference through google hangouts, phone conferencing, Google classroom. Virtual office hours will be set up to address parent and teacher concerns, questions, and reschedule IEP meetings, as necessary.

## Individualized Education Program (IEP) Development (Annual & Re-Evaluation Meetings)

Case managers will schedule and conduct IEP meetings via phone or virtual conference meetings. Parents will be notified to elicit their participation. If parent requests that the IEP meeting be conducted once normal school activities have resumed, it will be taken into consideration so long as such requests will not take the IEP out of compliance for the annual review requirements. To-date, NJAC 6A:14 meeting timelines have not been adjusted due to the public health emergency. As such, if parental participation cannot be secured despite an effort to

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hold the meeting on a mutually agreeable date, the remaining participants will develop a written IEP in accordance with the Code with appropriate written notice to parent(s).

## Initial Evaluation / Re-Evaluation Testing

Assessments for which consent was received prior to the pandemic will be rescheduled once normal school activities have resumed, with the exception of social assessments, which often require parent and teacher interview or rating scale data which can be conducted by phone or other virtual means. The completion of assessments which require in-person contact/observation(s) in an educational setting will be rescheduled contingent on the availability and consent of Parent(s). The District will seek the guidance of the NJDOE as to the adjustment of timelines during this public health-related school closure.

## Identification Meetings

Referrals for evaluation for special education services require a meeting of the IEP team to determine if an evaluation is warranted within 20-days of the district's receipt of the referral. These meetings will be attempted with the data available at the time. However, the District will seek NJDOE guidance as to the adjustment of timelines during this public health-related school closure.

## **Specific Child Study Team, Special Education Teacher, and Related Service Providers Ongoing Collaboration and Documentation.**

1. Enter student PLAAFPs and update Goals and Objectives in EasyIEP
2. Communication with teaching staff and CST members and parents
3. Virtual conferencing/ telephone conferencing
4. Email check-in 4x daily
5. Write Reports and IEPs
6. Conduct Socials
7. Testing accommodations updates
8. Related services updates
9. SEMI updates
10. Monitor Programs: Reading 180, Lexia, Systems 44, Power up
11. Monitor student progress, as well as student accommodations and modifications
12. Out-of-District Schools will inform TPS of their plan to service our children.

## **Special Education Parent and Guardian Component**

Parental involvement is instrumental in our educational efforts during this pandemic outbreak, and every reasonable effort will be afforded to our families to support our students' continued success.

- Assess parents' availability.



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- Daily staff schedule (identified in this document) and on <http://www.trentonk12.org/SpecialEducationandServices.aspx>
  - Establish what apps, phone numbers, or such, that we are going to use to communicate to our parents (Zoom, Class Dojo, Remind app, Google Voice, etc.). Apps should include a translation function.

Parents should check Power School in the Parent Portal to update their phone numbers and/or email addresses.

Encourage parents to work with their children on the school work that is provided; have parents log what student has worked on/completed.

## **OOD Placements, Nonpublic Schools.**

The District will maintain regular communication with out-of-district placements and nonpublic schools during school closures. This includes in-state and out-of-state approved private schools for students with disabilities, county educational services commissions, jointure commissions, special services school districts, Naples placements, regional day schools, the Marie H. Katzenbach School for the Deaf, nonpublic schools (Chapter 192 & 193) and other school districts. As the sending District, we will confirm that such students are being provided instruction during school closures consistent with the student's IEP to the greatest extent possible. Specifically, the District is requesting the plan for instruction of such students from each placement to review the nature and delivery of instruction consistent with the student's IEP and the Mandated Tuition Contract to the most appropriate extent possible.

- **Meals to Students attending OODs and Nonpublic schools**

Students who attend such schools will similarly have access to meals at the school district level in accordance with the schedule outlined on the District's website and listed below.

## **F. HOMELESS SERVICES**

The McKinney-Vento program ensures homeless children and youth have equal access to a free, appropriate public education and are able to enroll in and attend school. The program funds supplemental academic support services for homeless children and youth to ensure their school success. Families that are identified as homeless will continue to receive assistance from the Homeless Liaison. The Homeless Liaison will provide phone and online referral services to appropriate community-based organizations to support families. Any family that is identified as homeless will receive a Chromebook.

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The Homeless Reserve fund is being used to support the emotional and social health of students and families, *Mercer Street Friends* will assign a licensed social worker (LSW/LAC) to directly work with parent (s) and students who are experiencing homelessness. The LSW/LAC staff are trained in cognitive behavioral therapy, structural family therapy, motivational interviewing and play therapy that is tailored to the unique needs of children and families. Managing the needs and caseload of mental/behavioral health services are more practical when the program is supported by master's level professionals. The LSW/LAC will establish partnerships with graduate programs who provide student interns needing fieldwork experience while meeting community needs. Collaboratively the LSW/LAC will work with the Homeless Liaison, school's counselor and child study teams (full clinical team) to focus on long-term treatment goals.

Families living in impoverished communities often face trauma that requires professional assistance in addressing social-emotional support. This service to the students and families builds the familial capacity to handle crises and other stressors that they face. The LSW/LAC and masters level interns, in conjunction with the school's full clinical team, will target 50 parents and students for individual, family, and or group counseling. A licensed clinical social worker (LCSW) will provide clinical supervision to the LSW/LAC and graduate level interns, which is required by NJ state

## **Parent Liaison Expectations:**

Each Parent Liaison will be given a laptop in efforts to be virtually accessible to help parents with logging into google instruction, navigating community resources and identifying food access locations. Additionally, Parent Liaisons will support parents that need assistance with accessing school registration documentation and the Comcast Internet Services online application during school closure.

\*Office Hours” – Parent Liaisons will be available to parents in the form of:

- Checking email and office voicemail
- Responding to parents and providing feedback
- Assisting parents with parent portal access information
- Assisting parents with community resources and various virtual learning sessions
- Updating parent phone numbers and emails in PowerSchool
- Logging parental contact within PowerSchool
- Using the Parent Liaison Google Share File to upload monthly reports and community resources
- Attending virtual meetings with Parent Coordinator and Principal
- Utilizing the \*NOWPOW referral program for families that are identified as needing additional help with finding services. NOWPOW is an online community resource referral platform with over 350 community organizations linked to the system. This system allows direct text and email messaging to parents. Several organizations that participate in the program have the capacity to receive virtual referrals.
  - Online refresher trainings will be available

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## Free Internet Services Available

Comcast offers free internet services for customers who normally qualify for the Internet Essentials Program until June 30th. Comcast will make it even easier for low-income families who live in a Comcast service area to sign up by offering new customers 60 days of complimentary Internet Essentials service, which is normally available to all qualified low-income households for \$9.95/month.

## HotSpots

Parents can find their nearest hotspot by visiting <https://wifi.xfinity.com> and entering their zip code. Only Xfinity WiFi hotspots located in business and outdoor locations like parks, shopping areas and transportation platforms, are open to everyone at this time. However, the degree of access may vary considerably depending on proximity to available hotspots.

## G. TECHNOLOGY

During a period of health-related school closure, access to technology is required to ensure the continuity of instruction. The district will use Google Drive, Google Classroom, Google Hangout, PowerSchool, School Messenger, and any additional platform available to ensure the delivery of instruction for students.

### Access to Technology

The District currently uses and communicates with members of the school community through various methods of technology, including PowerSchool and SchoolMessenger. Since these systems are utilized daily without the District's knowledge of inaccessibility, the District assumes nearly 100% of the school community can access the applicable resources. If there are any issues that indicate otherwise, please email Kelly Creque @ [kcreque@trenton.k12.nj.us](mailto:kcreque@trenton.k12.nj.us)

Chart of Students Accessing Google Classroom

	# of stds logging into Google Classroom	# of students not logging into Google Classroom	TOTAL	% of students logging in using	% of students not logging in
Kindergarten	758	489	1247	60.8%	39.2%
1st Grade	893	326	1219	73.3%	26.7%
2nd Grade	1015	194	1209	84.0%	16.0%

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3rd Grade	1000	130	1130	88.5%	11.5%
4th Grade	999	128	1127	88.6%	11.4%
5th Grade	994	91	1085	91.6%	8.4%
6th Grade	779	55	834	93.4%	6.6%
7th Grade	721	58	779	92.6%	7.4%
8th Grade	761	51	812	93.7%	6.3%
9th Grade	807	200	1007	80.1%	19.9%
10th Grade	710	105	815	87.1%	12.9%
11th Grade	615	59	674	91.2%	8.8%
12th Grade	592	70	662	89.4%	10.6%
<b>District TOTAL</b>	<b>10644</b>	<b>1956</b>	<b>12600</b>	<b>84.5%</b>	<b>15.5%</b>

The district is addressing the 15% of students who still haven't accessed Google Classroom by handing out Chromebooks, delivering paper packets and supporting families in getting internet access. We measure the student usage weekly.

**Plan to address students not participating in online instruction and/or submitting assignments.** Students who have disengaged or are identified as no-contact receive multiple outreach efforts from the school attendance team. If multiple attempts at contact are unsuccessful, a home visit is conducted following safety protocols. This process has identified

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students who have left the district or moved to other locations requiring an update to the student information system. The district is focused on determining the status of this group of students. Trenton police department and Child Protective Services are engaged as needed when concerns for the safety and well-being of students are identified.

Paper packets needed - 1956

## **H. POLICY/CONTRACTUAL**

During a period of a public health-related school closure, any day on which all students impacted have access to home instruction services consistent with NJDOE guidance will count toward the 180-day requirement and is considered a contractual work day. Instructional responsibilities must be maintained in a virtual and/or telephonic environment. Should a teacher be unable to fulfill responsibilities due to an illness (self or other) you are asked to post an assignment (as you would for a substitute) in your Google classroom. A sick day should be utilized if unable to conduct instructional responsibilities.

Staff members are asked to consider the following:

- Staff members should bring home their district issued device, with charging cable, today and each day going forward in case the need for virtual learning days occurs.
- Ensure you have access to any passwords you may need to get on PowerSchool, EasyIEP, your email, the employee portal, workspace, google drive, etc.

District Policy: 2624.1- GRADING DURING REMOTE LEARNING DUE TO CORONAVIRUS

Section: Program

Date Created: April 2020

Date Edited: April 2020

The purpose of a grading system is to assist students in the process of learning. Grades acknowledge a student's demonstrated proficiency against the New Jersey Student Learning Standards and locally established learning goals and objectives.

The Board of Education recognizes its obligation to ensure that its grading system is fair and equitable to all students. The Board further recognizes that in order to ensure equity during this period of remote learning, the grading system must not operate to penalize students who are unable to access the online materials or otherwise unable to fully participate in the remote learning experience.

Consistent with that obligation, the Superintendent shall design and implement a system of grading that acknowledges and remediates any inequity in remote learning. The grading system shall fairly and accurately assess a student's work and commitment to remote learning. More importantly, the grading system shall hold harmless any student that cannot participate in

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remote instruction. The grading system shall not be discriminatory on any basis. This includes special education and ELL classification.

Furthermore, it is the policy of the Board that no teaching staff member shall be disciplined for student non-participation.

To the extent that this policy, or any rules and regulations created hereunder, conflicts with Policy 2624 or any other District policy, this policy shall control during this period of remote learning. This policy is only operable so long as the District is under remote learning due to this public health emergency created by the coronavirus. This policy, and any rules and regulations created hereunder, shall automatically expire when the District reopens and teachers and students return to the teaching and learning environment in place on March 11, 2020.

Adopted: 7 April 2020

## **I. FACILITIES**

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for the prevention of COVID-19 and other viral respiratory illnesses in community settings. Protocols are in alignment with the guidance provided by the CDC.

District wide cleaning shall continue throughout the term of the crisis. This includes wiping down & disinfecting all surfaces (hard surfaces, walls, lockers, door knobs, fountains, handles, stair railings, phones, keyboards...etc.) All flooring systems throughout the buildings are being stripped and new seal/wax applications are being applied.

Preventive measures are being practiced to help reduce the spread of the virus amongst staff including social distancing. All district custodial and maintenance staff have been provided with the necessary PPE needed to perform all tasks in the school facilities. In addition, all Custodial & Mechanic Union members have been approved to reduce work hours from 7am to 12noon as a result of the COVID 19 Pandemic.

NOTE: The District is currently using cleaning products that have a 15 second sanitation claim (kills 99% of germs and bacteria) with a 3 minute dwell time for full disinfection (99.99999%).

Available at  
<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

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## **J. SCHOOL NUTRITION**

To ensure the continuity of meal programs, TPS will work with Aramark to distribute food to students as noted here.

Schedule Meal Service Times:

10:30 – 12:30 PM

- Both a full breakfast and a full lunch will be provided at the same time  
Each student will receive 5 full components of both breakfast and lunch
- FFVP produce and fruit will also be provided

The following sites were selected as emergency closure locations based on location and storage capacity:

- MLK Elementary
- Mott Elementary
- Kilmer K-8
- T.C.H.S
- Gregory Elementary
- Washington Elementary

The following resources will be needed to manage meal services at emergency closure locations including:

- Cleaned and Cleared for use before and after meal services daily
- Assigned Custodian and Security Teams
- Meals will be available per site:

- MLK (in parking lot) serving the following schools
  - Columbus
  - Rivera
  - 9th Grade Academy
  - Monument
  - MLK
  - Daylight
- Kilmer (in parking lot) serving the following school
  - Kilmer
- TCHS Main (in parking lot) serving the following schools
  - Hedgepeth
  - Washington
  - PJ Hill
  - Wilson
  - Grant
  - Robbins
- Mott Main (in parking lot) serving the following schools

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- Mott
- Dunn
- Parker
- Washington Main (in parking lot) serving the following schools
  - Washington
  - Harrison
  - Dunn
  - Franklin
- Gregory Main (in parking lot) serving the following schools
  - Gregory
  - Daylight
  - Monument
  - Cadwalader

## **K. 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) are canceled.

## **L. SUMMER PROGRAMMING**

Preliminary outline for the provision of summer services, including:

- Extended School Year (ESY) for students with disabilities including how ESY will be delivered:
  - Due to state-mandated school closures and recommendations for social distancing, Extended School Year will be provided via Remote Learning for the 2020 summer. The program will run for six (6) weeks.
  - Teletherapy sessions will continue for speech, OT, and/or PT if the students' therapist has recommended direct therapy during ESY.
  - ESY will be using **Google Classroom** to organize and communicate instructional activities. Due to the nature of Remote Learning and the need for communication between student and teacher, access to the internet is important. Trenton Public Schools is committed to students having access to their ESY services and will loan a Chromebook and/or iPad to the student, if necessary.



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- Families will have the flexibility of time for the majority of ESY activities at home. To allow for families to plan, all live sessions will occur within times specified by the district.
- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
- Assessment of learning loss and an initial plan for potentially addressing learning loss
- STEM or other programs using reallocated grant funds
- Title 1 extended learning programs
- Scholastic Literacy Virtual Camp K-5 for Intervention and Enrichment
- Dreambox Learning Virtual Math Camp K-5 for Intervention and Enrichment
- National Inventors' Hall of Fame Virtual Camp Invention for Grades 2-5
- Middle School Virtual ELA and Math Intervention Program
- Middle School Virtual STEM Enrichment Camp
- Computer Science Discoveries Coding Virtual Camp for Grades 6-8
- Summer Bridge Program for Rising 9th Graders
- Early College High School Preparation Program
- P-Tech Summer Preparation Program

## VIII. REGISTRATION PLANNING

### **2019-2020**

For the remainder of the 2019-2020, the district will register families who enter the district using a modified version of the paper-driven process that the district has traditionally used.

Once the Office of Performance and Accountability is aware of the request, via e-mail, calls to the hotline, or other channels, we will provide the parent with a registration packet. Upon completion, parents will submit the packet and the required documents. P&A will contact the school principal to determine which class, so that the students can be connected to the class via google classroom.

### **2020-2021 Kindergarten**

All new registrations for the 2020-2021 School year will begin through the district's online registration portal.

Parents will complete the registration packet online then, be contacted by the secretary of the school that the student will attend to review the data entered, submit all required documentation and complete the registration process.

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The Registration Portal available for parents beginning July 1<sup>st</sup>. The district is currently finalizing the logistics and procedures for families to come in for appointments to complete registration in their respective schools.

We will provide support for families in moving to this online registration process by:

1. Making online tutorial videos available on the district's website
2. Partnering with the city to inform families of the change and the launch date of the new portal
3. Partnering with social service agencies to support families connected to those agencies
4. Establishing hours in central office when parents make an appointment to visit and complete the online portion with some assistance

## **IX. CONTINUITY OF COMMUNICATION**

During a period of a pandemic outbreak, the District will heed guidance from and be in constant communication with the Department of Health, the Department of Education, appropriate members from the State and Local Governments, Township Health Departments within Mercer County, and its respective Mayors. Information will be communicated to the school community directly from the District, both in English and in Spanish, orally via Robocall as well as in writing on district website. As always, any important information with translation options are available on the district's website, <http://www.trenton.k12.org>. The district also launched a helpline, Trenton Telephone support for (Students, Staff, and Parents) available by calling 609-656-4930. All calls are answered by a district employee and resolved or routed to the correct department to address the presented concerns.

## **X. CONCLUSION**

Throughout a health-related closure, the safety and wellness of our staff, students, and families is our highest priority. Maintaining the ability to educate students in the event of an infectious disease outbreak requires additional considerations beyond traditional continuity planning. The plan we have developed will serve as a guide. The power of the guide is in the planning process. We will continue to reassess the plan as necessary.

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SIGNATURE OF SUPERINTENDENT RONALD LEE

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DATE SUBMITTED TO THE EXECUTIVE COUNTY SUPERINTENDENT

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## XI. APPENDIX

- A. [Updates and Frequently Asked Questions Related to COVID-19 School Closures, March 17, 2020](#)
- B. [Supplemental Guidance Regarding Requirements for Public Health-Related School Closure \(March 13, 2020\)](#)
- C. [Office for Civil Rights Fact Sheet, March 16, 2020](#)
- D. [Office for Civil Rights Short Webinar on Online Education and Website Accessibility, March 17, 2020](#)
- E. [New Jersey Department of Health COVID-19 Guidance for Child Care and K-12 Schools \(March 13, 2020\)](#)
- F. [Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act, March 12, 2020](#)
- G. [Considerations for School Closure](#)
- H. [Protecting Student Privacy: FERPA and the Coronavirus](#)
- I. [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#)
- J. [COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#)
- K. [Written Guidance from Department of Health or Local Health Agency Recommending School Closure](#)
- L. [CDC Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\) \(February 28, 2020\)](#)
- M. [Letter to Education Leaders on Preventing and Addressing potential discrimination associated with COVID-19.](#)
- N. [Environmental Cleaning and Disinfection Recommendations: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease](#)
- O. [Addressing Biological Hazards that may Impact Students, Staff, and Visitors](#)
- P. [Trenton Public Schools Website](#)