



# ***CLIFTON PUBLIC SCHOOLS***

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## **Clifton Public Schools Public Health Related School Closure Preparedness Plan Revised for Phase 2 and 3**

### **Overview**

This plan serves as the Clifton Public Schools response to recent guidance (March 5, 2020 and updated May 4, 2020) from the New Jersey Department of Education pertaining to the current outbreak of 2019 Novel Coronavirus (COVID-19). The NJDOE has advised that schools will remain closed for the remainder of the 2019-2020 school year due to public health-related closure. This plan outlines the home instruction services, in accordance with district Policy and Regulation 8451-- Control of Communicable Disease and district Policy and Regulation 2412-- Home Instruction, that will be offered in order for the days schools are closed to count towards compliance of the traditional 180-day requirement in accordance with N.J.S.A. 18A:7F- 9. The plan has been developed in consultation with all district departments and the Clifton Teachers Association. This plan is being implemented due to notification from the New Jersey Department of Health (NJDOH) and the Clifton Health Department, and the district is aware that absent such notification the days will not count towards the 180-day requirement.

The days schools are closed in Clifton for this approved health-related closure will be referred to as Distance Learning Days for the remainder of the school year. The intent of a Distance Learning Day is to provide students with meaningful learning experiences that are aligned to the curriculum, following the NJSLS. This plan outlines steps necessary for Clifton Public Schools to provide continuity of instruction in the event of such an emergency closure

### **Demographic Profile**

Clifton Public Schools is a district of 10,632 students. Over 55% of students receive free or reduced lunch. 170 students are identified as homeless. 1,924 students are served in Special Education under the guidance of an IEP. The district serves 732 current ELLs and provides support to nearly

1000 students within four years of exit. 487 students are enrolled in state-funded preschool in Clifton. This diverse demographic profile, coupled with the districts analysis of access to technology, has led to the creation of online, paper based and hybrid programs of study to ensure equitable access for all students.

### **Equitable Access to Instruction**

In order to ensure equitable access to instruction multiple steps have been taken. Clifton conducted a preparatory survey of at-home online and device access. The small percentage of families lacking one or both have been identified and will be provided offline, printed packets of instructional materials. While the district had 97% of all parent email addresses device and internet connection are not as high. Clifton High School completed a 1 to 1 initiative prior to this closure. Hot spots have been made available, as has connection to free ISP's, for students with devices but without connectivity. Since the initial closure, the district has distributed devices on an as needed basis to students in middle and elementary schools. In the event a family was missed or requires to work offline unexpectedly, additional copies of grade level packets are available at the three satellite nutrition locations (Clifton High School, Christopher Columbus Middle School and School 17). Packets, devices and meals can be delivered to families depending on individual circumstances. The district has revised distance curriculum in 3 phases, with paper packets distributed for each phase to students who require them. For students who, due to age (preschool) or special needs, are better served with offline instruction, individualized packets are prepared and provided to these students. Work completed in Google Classrooms can also be accessed both online and offline. Students will be provided appropriate accommodations. Additional modifications are made as needed based on individual family circumstances including but not limited to: student academic needs, device access or connectivity problems, loss of family employment, child care issues and Covid or non-Covid related illness. Technology based lessons are assigned based on student learning needs, can be adjusted for reading level and have scaffolded supports.

### **Format**

The Clifton Distance Learning Plan provides for synchronous and asynchronous online and offline learning options for all students in grades K to12, packet activity based options for preschool and paper /pencil version of the online activities for the small percentage of students who do not have access to internet or devices (family surveys identifying this need have been completed and this list has been updated based on teacher/student/family contact since closure). Up to four hours of student

work across all content area are provided and may be completed daily at any time suitable for each family. In Phase 1 Teachers were available for two set “office hours” each school where they were available to respond to student/parent email questions, manage Google Classrooms, and conduct “hangouts” chats with students and families to provide learning support, guidance and any assistance required for students to access the curriculum provided. Phase 2 and Phase 3 of distance learning include 4 hours of instructional contact time. Elementary school schedules are set by the grade level classroom teacher each Monday, including all schedules, Google Meets, Google Chats and assignments for the week. Middle and High school follow an alternating day period schedule listed below. An additional hour serves as teacher communication, preparation and management time for Google Classrooms and collaboration with students, families, peers and administration. Paper based work is now being submitted via cell phone picture functions or scans (paper drop off at neighborhood schools is allowed in the extremely limited situation it may be necessary)

## **Attendance**

In elementary schools attendance is taken daily by teachers collecting login information from district online programs and through the submission of completed work. In Middle and High School all students check in every day with their Physical Education teachers and submit their daily exercise log to meet PE minutes and serve as daily attendance. By completing the Pre-K-5 teacher log-in and/or grade 6 to 12 PE login a student is considered present and will be recorded as such in the district absence monitoring system RealTime. After 3 missed days at any grade level, counselor and nurse teams reach out to the family to re-engage students in school to determine the reason and provide interventions as needed. Adjustments may be made accordingly. According to the NJDOE there is no required direct student and teacher interface/interaction during an emergency closure. In Phase 1 1, Clifton teachers were available via email and cell phone to all families during “office hours”. In phases 2 and 3 the office hours have been expanded to 8:00- to 12:00, regular Google Meets and Google Chats are part of student weekly schedule as indicated herein. Teachers have the flexibility to plan learning opportunities to meet their current classrooms and student needs.

## **Responsibilities: Preschool**

Clifton Preschool Students have been provided with take home packets of developmentally appropriate hands on activities following guidance from the NJDOE Division of Early Childhood. Activities and recommendation for parent interactions are recommended and will be at parental discretion for implementation. In Phase 1 Preschool teachers were available to respond to parent

emails during “office hours” from 9:00 to 11:00 during regularly scheduled school days. In phases 2 and 3 the office hours have been expanded to 8:00- to 12:00, regular Google Meets and Google Chats are part of student weekly schedule as indicated herein. Teachers have the flexibility to plan learning opportunities to meet their current classrooms and student needs.

### **Responsibilities: K-5**

Clifton Elementary teachers provide two to four hours of daily self-directed online or paper based distance learning. Grade level asynchronous, self-directed, teacher supported Google Classrooms have been built taking the developmental needs of each grade into account. Each grade level Google Classrooms includes ELA, Math, Science, Social Studies, Art, Music, World Language and Health and Physical Education. Assignments have been provided in 20 days increments and have been extended to the end of the school year. District curricular pacing has been adjusted to ensure that major content from each content area NJSLs has been included and that topics selected lend themselves to a distance learning model. The majority of the assignments in these grade level classrooms utilize existing online learning programs that are used regularly by Clifton students and include MyOn Reader, Defined STEM, Imagine Math, Dream Box, Prodigy, Study Island among others. These products can level instruction in order to provide modifications for ELL, Special Needs, G and T and At Risk students. Students are familiar with navigation and can easily find the lessons they have been assigned based on their needs. Other assignments include paper and pencil activities and research projects assigned through the Google Classrooms and in paper based packets that mirror the classrooms activities. These teacher supported classrooms are utilized by all classes K to 5. During this time, staff will continue to afford students with meaningful learning experiences aligned to curriculum and connected to standards. While students can choose to complete their daily NJSLs based assignments at any time of day convenient for their family, it is highly recommended that they do a portion of their learning while teachers are holding “office hours” from 8:00AM to 12:00PM every regularly scheduled school day, providing support via email and cell phone and Google Meets and Google Chats hangouts as needed. Increased Google Chats have been scheduled by each teacher weekly. Students who cannot attend a Meet or Chat are called by phone for review and support. Teachers indicate the due date on any work that requires submission.

### **Responsibilities: 6-8**

Clifton Middle Schools will provide two to four hours of daily self-directed online or paper based distance learning. Grade level asynchronous, self-directed, teacher supported Google

Classrooms have been built taking the developmental needs of each grade into account. Each grade level Google Classrooms includes ELA, Math, Science, Social Studies, Art, Music, World Language and Health and Physical Education. Assignments have been provided in 20 day increments and have been extended to the end of the school year. District curricular pacing has been adjusted to ensure that major content from each content area NJSLS has been included and that topics selected lend themselves to a distance learning model. The majority of the assignments in these grade level classrooms utilize existing online learning programs that are used regularly by Clifton students and include MyOn Reader, Defined STEM, Imagine Math, Dream Box, Prodigy, Study Island among others. These products can level instruction in order to provide modifications for ELL, Special Needs, G and T and At Risk students. Students are familiar with navigation and can easily find the lessons they have been assigned based on their needs. Other assignments include paper and pencil activities and research projects assigned through the Google Classrooms and in paper based packets that mirror the classrooms activities. These teacher supported classrooms will be utilized by all classes 6 to 8. During this time, staff will continue to afford students with meaningful learning experiences aligned to curriculum and connected to standards. While students can choose to complete their daily NJSLS based assignments at any time of day convenient for their family it is highly recommended that they do a portion of their learning while teachers are providing “office hours” every regularly scheduled school day providing support via email and Google hangouts as needed. Student work or logging into the Google Classrooms or related online product will serve as evidence of school attendance. Teachers will indicate the due date on any work that requires submission.

Middle School Teachers will be available for “office hours” on a slightly staggered schedule to allow time for student who need support and responses from multiple content teachers to be able to access email or Google hangouts support.

Phase 2 and 3 follows this alternating day period schedule for Middle School:

Period Schedule Grade 6 to 8 for Distance Learning					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	<u>Office Hours/Student Support</u> 8:00-10:00 Science, World Language, Special Education
8:50-9:30	Period 1	Period 5	Period 1	Period 5	
9:40-10:20	Period 2	Period 6	Period 2	Period 6	9:00-11:00 Math, Technology F & P Arts, Health & PE
10:30- 11:10	Period 3	Period 7	Period 3	Period 7	10:00-12:00 English, Social Studies, ESL
11:20- 12:00	Period 4	Small Group Contact MS	Period 4	Small Group Contact MS	

### **Responsibilities: 9-12**

In the event that schools are required to close per the Department of Health, Clifton High Schools will provide up to four hours of daily self-directed online or paper based distance learning. Assignments have been provided in 20 day increments and have been extended to the end of the school year. District curricular pacing has been adjusted to ensure that major content from each content area NJSLs has been included and that topics selected lend themselves to a distance learning model. Since Clifton High School is a 1 to 1 school teachers have the option of providing their own individual Google Classrooms instruction. Individual Course based, fully teacher directed Google Classrooms are available for all high school courses should the teacher already have a Google Classroom with which their students interact. All modification for Special Education, ELL's, G and T, At-Risk and 504 students must be followed. Students should expect to complete 4 hours of work a day depending on

their course schedule. In Phase 2 and 3 class schedules follow an alternating day period schedule as shown below. Deadlines will be assigned at the discretion of the classroom teacher and will be reasonable considering the nature of the emergency being experienced. Assignments should be worthwhile and look to ensure continuity of instruction, but should also be realistic for students to complete outside of the classroom with varying types of technology available to them. Existing Google Classroom expectations will be modified to fit this distance learning criteria. Submitted work will be returned either graded and/or with feedback in a timely manner.

At the same time, should a teacher be absent, ill or unable to manage their individual classrooms for reason related to this health emergency, departmentally developed content based Google Classrooms are provided as a backup for all students. These departmentally developed asynchronous, self-directed, teacher supported Google Classrooms have been built taking the developmental needs of each grade into account. Each grade level Google Classroom includes ELA, Math, Science, Social Studies, Art, Music, World Language and Health and Physical Education. Assignments have been provided in 20 day increments and have been extended to the end of the school year. District curricular pacing has been adjusted to ensure that major content from each content area NJSLS has been included and that topics selected lend themselves to a distance learning model. The majority of the assignments in these grade level classrooms utilize existing online learning programs that are used regularly by Clifton students and include Defined STEM, Imagine Math, and Study Island among others. These products can level instruction in order to provide modifications for ELL, Special Needs, G and T and At Risk students. Students are familiar with navigation and can easily find the lessons they have been assigned based on their needs. Other assignments include paper and pencil activities and research projects assigned through the Google Classrooms and in paper based packets that mirror the classrooms activities. These teacher supported classrooms will be utilized by all classes 9 to 12. During this time, staff will continue to afford students with meaningful learning experiences aligned to curriculum and connected to standards. While students can choose to complete their daily NJSLS based assignments at any time of day convenient for their family it is highly recommended that follow the alternating day period schedule below. Teachers will indicate the due date on any work that requires submission.

High School Teachers will be available for “office hours” on a slightly staggered schedule to allow time for student who need support and responses from multiple content teachers to be able to access email or Google hangouts support.

Period Schedule Grade 9 to 12 for Distance Learning					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	Meeting/ Planning/ Student Contact	<u>Office Hours/Student Support</u> 8:00-10:00 Science, World Language, Special Education
8:50-9:30	Period 1	Period 5	Period 1	Period 5	
9:40-10:20	Period 2	Period 6	Period 2	Period 6	9:00-11:00 Math, F & P Arts, Health & PE
10:30- 11:10	Period 3	Period 7	Period 3	Period 7	10:00-12:00 English, Social Studies, ESL
11:20- 12:00	Period 4	Period 8 CHS	Period 4	Period 8 CHS	

## Specialized Populations

The online products being utilized can level instruction in order to provide modifications for ELL, Special Needs, G and T and At Risk students. Google Classroom and related activities take into account IEP and specialized population needs. English Language learners can access lower English readability materials and scaffolding tools are built in.

## Special Education

Related Services Providers, including but not limited to CST, Speech, OT and PT, District Psychologists and Behaviorists and Special Education Technology Integration Coach have prepared home plans for at home use. Since April Tele-Practice provisions have allowed the use of Google Meets for the provision of services as required by IEP each week. Parents were provided with written guidance regarding Tele-Practice. Tele-Practice consent forms do not prevent service provision nor do they prevent future compensatory service for regression and recoupment. These compensatory services will be determined upon return. Individual plans have been shared with families and related



service providers are available to answer questions and provide support via Google Meets, Google Chats, phone, email and hangouts during “office hours” . Case managers have identified all IEP meeting dates and new referrals. A conference model is being employed wherein remote conferencing is taking place between the appropriate stakeholders to ensure IEP compliance and facilitate new testing. Compensatory time for related services will be considered on a case-by-case basis based on the regression and recoupment model set forth in N.J.A.C. 6A:14. Modifications are consistent with students’ individualized education programs. All CST and related service providers are available remotely to assist students. Instruction from self-contained, inclusion or resource room teachers continues following the grade level plans described above.

## **Bilingual and ESL**

Bilingual and ESL teachers continue to meet with their classes using a combination of Google Chat, Google Meet, phone, email and hangouts following the instruction format described above by grade span. Screening and initial testing of new registrants continues in the virtual environment. ESL Resource teachers continue to test and support new registrants, At Risk and exited students using the virtual tools described herein. ESL Resource teachers serve as the bridge between family and district technology staff to determine and find solutions for ELLs experiencing device or connectivity issues. The online products being utilized can level instruction in order to provide modifications for ELLs. Google Classroom and related activities take into account ELL needs. English Language learners can access lower English readability materials and scaffolding tools are built in. . The Bilingual and ESL Office ensure that all family communications are translated. Together with all ESL and Bilingual teachers and paraprofessional, ESL resource teachers conduct regular outreach to ELL families.

## **School Nutrition**

The Clifton Public Schools already participate in the Department of Agriculture Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) programs. In Phase 1, following the waiver request in this area, the district will use this model to meals to students on free or reduced lunch, when possible. Pomptonian will prepare appropriate grab and go breakfast and lunch to be available at three satellite locations that have been successful for community feeding in the past and are centrally located: Clifton High School, Christopher Columbus Middle School and School 17. For Phase 2 and 3 a Monday, Wednesday and Friday distribution model is taking place to minimize exposure. Grab and Go meals include up to 3 days of food. The district is coordinating with local food

banks and Boys and Girls Club to provide additional family nutrition options. The district will communicate directly with families of students on free or reduced lunch. On an as needed basis meal can be delivered to families who cannot get to nutrition sites due to illness. The meal program will continue through the summer months.

## **Professional Development**

All staff has been provided training in the online products utilized to provide student instruction. All online programs are programs that teachers and students have been utilizing regularly throughout the school year. Login and Help guides are available to staff throughout district online Google Curriculum Drive should additional support be needed. A ½ day PD day utilizing a snow day, as well as staff meetings, were used to turn key this plan to all staff. Staff members requiring additional support using Google classrooms have sessions provided. Students had a “dry run” of expectations in anticipation of utilizing this plan. This “dry run” included:

- teachers ensuring that all of their students are included in and assigned to the correct Google Classrooms
- students and teachers having all needed login information with them and available at home
- students being made aware of expectations and how to find help
- paper packet readiness for all students identified as needing offline instruction
- extra paper packets ready to be deployed to satellite distribution locations

Virtual PD offerings have continued for staff after the 8:00 to 12:00 office and instructional hours. Teachers have been attending courses on Google classroom and tools, online programs, mindfulness, PBSIS, trauma based instruction and content area virtual workshops and online courses.

## **General Expectations For All Staff:**

All staff working remotely are expected to be available from 8:00 until 12:00 from Monday through Friday.. “Office Hours” for email, phone, Google Meet and hangouts communication with parents and students are differentiated by the needs of the staff members’ position, grade level and role in the district. Virtual staff meetings and other collaboration can take place at any time during the 8:00 to 12:00 window with all staff “on call” during the remaining “school day” hours.

## **Faculty Expectations**

Teachers are required to be available by email and can also use Google Classroom, Meets, Chats and Hangouts and phone to provide as needed support and responses to questions during the “office hours” indicated above. Learning experiences planned for students should be meaningful and should be able to be completed without extensive interaction with a teacher. “Busy work” should be avoided. Student work assigned by each classroom teachers in individual Google classrooms should not exceed what the district has determined as an appropriate amount of time for that day. Students are expected to complete two to four hours per day, encompassing all courses, depending on individual student needs and schedules.

## **Child Study Team (CST) Expectations**

All Child Study Team members will hold office hours from 8:00 to 12:00 to respond to parental, teacher and student emails. Communication with stakeholders and staff will take place via Google Meets, Google Chats, phone, email and hangouts. To the extent possible, a conference model will be employed wherein remote conferencing may take place between the appropriate stakeholders, if possible to ensure IEP compliance. CST will reschedule meetings with parent consent to extend compliance deadlines. CST will work remotely to complete outstanding IEPs, schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email as well as initiate new testing to the degree possible remotely. Testing that cannot take place remotely will be scheduled for summer or such time that in person meetings will be allowed. CST can also complete outstanding evaluation reports and perform as many traditional tasks as possible and remain in contact with Departmental Administration and Teachers as needed.

## **Counselor Expectations**

All Counselors will hold office hours via email and/or hangouts from 8:00 to 12:00 in order to continue to check in with the students they know will need academic and school support during this time, take referrals from teachers about who to follow up with and check in on, respond to parent and student emails and perform as many traditional tasks as possible. Counselors provide follow up support for any students who have not completed attendance requirements as indicated above for three days. SAC's continue to conduct mental health assessments as needed.

## **Specialized Instructional Staff Expectations**

All BSI Inclusion, Reading and other specialized teachers who do not have a formal classroom setting will hold office hours via email and/or hangouts from 8:00 to 12:00 in order to continue to check in with the students they know will need academic and school support during this time, take referrals from co and partner teachers about who to follow up with and check in on, respond to parent and student emails. These staff members can conduct their own individual Google Meet, Chat or hangouts or can provide incusing support on a classroom teachers platform. We are working as a team to provide online support as needed.

## **Nurse Expectations**

All nurses will hold office hours via email and/or hangouts from 8:00 to 12:00 in order to act as a liaison between the health department and school administration, assist the administration with communications, communicate with families and perform as many traditional tasks as possible. Nurses work collaboratively with Counselors provide follow up support for any students who have not completed attendance requirements as indicated above for three days. Nurses can use tele practice to communicate with families for screenings to the degree possible. Nurses continue to support the virtual school registration process.

## **Media Specialists Expectations**

All media specialists will hold office hours via email and/or hangouts from 8:00 to 12:00 to support teachers and, where appropriate, assist the tech team with login troubleshooting and perform as many traditional tasks as possible.

## **Technology Department Expectation**

All technicians will hold office hours via email and/or hangouts from 8:00 to 12:00 to support teachers, where appropriate, assist with troubleshooting, device distribution, document support requests as needed, maintain real-time communication with the tech team and perform as many traditional tasks as possible.

## **Maintenance and Custodial Staff Expectations**

As essential employees, all maintenance and custodial staff will be asked to report to work on a modified schedule and will follow all directives of the maintenance department. A daily facilities checklist is completed to ensure the continued safety and integrity of all school buildings. Deep cleaning continues to take place. Toward the end of Phase 2 and in Phase 3 custodial and maintenance staff will be returning to regular length shifts to prepare buildings for summer and implement reopening plans as they are developed..

## **Administration Expectations**

All Administrators are expected to hold “office hours” from 8:00 to 12:00 to guide and support all staff and be a resource to the students, families and community in the implementation of the plan described to provide distance learning and instructional continuity to the children of the Clifton Public Schools during this public health emergency. The entire administrative team will collaborate via email, meets, hangouts or other methods regularly as needed. As essential employees, administrators shall support the district nutrition, paper packet and device distribution programs on a rotational basis throughout this closure.

## **Summer Programs**

Virtual and in-person ESY programs are being developed. A parent survey has been sent to families to determine feasibility of families sending students to in-person programs as well as to identify any remaining technology, device or connectivity gaps that will need to be addressed for a virtual program. 1 to 1 will be implemented for a virtual ESY.

Virtual and in-person 21<sup>st</sup> Century programs are being developed. A parent survey has been sent to families to determine feasibility of families sending students to in-person programs as well as to identify any remaining technology, device or connectivity gaps that will need to be addressed for a virtual program. 1 to 1 will be implemented for a virtual 21<sup>st</sup> century program.

Virtual and in-person credit recovery programs are being planned. 1 to 1 will be implemented for a virtual credit recovery. The district is collaborating with the Commission and expanding availability of EduCere.

Title 1 summer programs are being postponed to allow funds to create additional slots for after school and Saturday remediation upon return to school. STEM funds are being reallocated to provide additional devices as needed.

Sports camps and team practices are being evaluated on a case by case basis to be ready if they are allowed this summer.

Virtual moving up and graduation ceremonies through the Herff-Jones platform have been contracted for grades 5, 8 and the graduating senior class. Virtual awards ceremonies are taking place. Additional plans are being developed. Should and in person graduation be allowed, plans are underway. Possible Prom reschedule dates have been secured if this is allowed in the future.

### **Essential Personnel List**

The district Essential Personnel list has been submitted under separate cover. All School Administration (Principals, Vice and Assistant Principals, and Supervisors) Custodial and Maintenance Staff, Food Service, Data Processing and Technology staff, Central Office Personnel including Human Resources, Payroll and the Business Office are considered essential. Selected secretaries, transportation personnel and others may be deemed essential for selected tasks to ensure the health safety and smooth provision of remote instruction on an as needed basis. Documentation will be provided as needed.