



# Princeton Charter School

Virtual/Remote Learning Plan

September, 2023

# Emergency Virtual or Remote Instruction Programs for the 2023-2024 School Year

As per P.L.2020, c.27, or "Chapter 27," charter schools are required to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

This plan will be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other virtual matters as determined by the Commissioner of Education.

## Need for Virtual Instruction

In the event that a student is required to isolate due to testing positive for Covid-19 or is required to quarantine due to the manifestation of symptoms consistent with Covid-19 - remote asynchronous instruction will be made available through the school Learning Management System, LMS, called Schoology.

Instructions for parents on how to navigate the LMS, Schoology, have been sent home, and the school provides Schoology workshops for parents and support on a case by case basis.

The other possible scenario that will require remote/ virtual instruction will be if the school is required to shut down a grade level, division, or the entire school. In this event, we will shift to a 100% remote learning environment for the affected group.

## 100% Remote Learning Environment

In response to the Governor's executive order which became P.L.2020,c.27 providing for continuity of instruction in the event of a public health related school closure, the school is prepared to shift to 100% remote learning. The plan for remote instruction will include both synchronous and asynchronous activities that are designed to maximize student growth and learning to the greatest extent possible.

## Remote Instruction

Should the school be forced to switch to remote instruction, we will:

1. Utilize Schoology as the schoolwide Learning Management System, LMS.
2. Students will have synchronous lessons with teachers via Zoom on a daily basis. We will follow the existing schedule of class meetings which exceeds the minimum requirement of four hours of instruction per day.
3. Considerations will be made to limit screen time especially for younger students and break them into smaller groups.

4. Teachers will provide support for students outside of regular classes during established “office hours.”
5. Specific learning apps and platforms used universally by the school in order to establish efficiency and consistency for students and parents: i.e. Edpuzzle, Learning Ally, etc.

## Attendance

Daily homeroom attendance will be recorded in PowerSchool (SIS). Class attendance will be recorded for each class using Schoology.

In the event that students are not attending some or all classes in a regular pattern of absenteeism or missed classes, the school will reach out to the families via phone, email or Zoom to determine the cause of the absences or missed classes and to establish expectations and provide any support needed to ensure attendance.

## Lunch Service

Should the school shift to 100% remote instruction, school lunches will be made available for pick-up at the school or distributed to students who qualify for Free or Reduced Lunch.

## Facilities

In the event that there is a full or partial school closure, the facilities director will:

- Prepare to restore facilities to their normal use while maintaining safe social distancing for staff, i.e. wear a mask, and limit to only one cleaning or facilities staff member in a building each day.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.
- Ensure appropriate actions are taken to minimize the risk of viral transmission in school facilities to the greatest extent possible by disinfecting and cleaning any areas necessary.
- Ensure ample supply of sanitizing supplies and daily sanitizations.

## Essential Personnel

In the event of a full school closure, essential staff may need to be on campus to ensure the maintenance of the facility and on-going operation of core school functions. These staff may include facilities staff, technology staff and administrative staff. Staff will maintain social distance and wear masks while on campus; there will not be more than one person in a room at the same time.

The school will ensure essential employees are identified and a list is provided to the county office at the time of the LEA’s transition to remote or virtual instruction.

## Technology in Support of Remote Instruction

Since remote instruction will rely heavily on technology for the creation of learning activities, and also for the delivery of these lessons, it is essential that all students have access to adequate technological devices, and internet.

## Technology-Equity and Access

Families and teachers will be surveyed in order to assess technology needs for our entire learning community for remote instruction. The school will identify all families in need of home internet, and will accordingly provide for a mobile hotspot or home internet.

In addition, the school has made Chromebooks available to families so that all students will have the ability to access remote learning activities as per the schools plan for continuity of instruction. Students who need such technology are provided with devices at the start of the year regardless of a school closure; however, in the event of a pandemic flu or other related closure, families will be surveyed to see if they have additional tech needs, e.g. require additional devices at home, etc.

To ensure that we are able to provide a strong, effective, differentiated and fully accessible program to all students, we will :

- survey teachers and families to determine technology needs/access (considered those that have access, but may be sharing personal devices with others);
- provide ongoing support with technology to students, teachers, and families;
- provide one-to-one instructional devices (at designated grade levels - see below) and we will ensure access to the internet via hotspots if needed.
- provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- provided staff training on technology, remote instruction, and our Learning Management System
- provide parent support on school platforms.

## Teacher Technology

Teachers: Teaching staff may need to teach from home or to teach from school in a separate location from their classroom. We have provided all necessary technology for teachers to provide robust instruction from home and online.

## Student Devices

Students: We have provided additional tablets and Chromebooks to families in order to ensure that all students will have the needed technology resources at home and school, and that devices will not have to be shared among students. All students have the opportunity to have a device whether the family has a computer at home or not and whether they have a sibling in the school with a device or not.

The school has provided Chromebooks and Tablets as follows:

Grades 6-8	1:1 Take home Chromebook plan in place
Grades 2-5	Chromebooks are available for every student to take home if needed. Additional Chromebooks for use at home will be made available on parental request.
Grades K-2	1:1 Touch screen tablets will be available to take home.

## Learning Management System (LMS)

**Schoology:** Princeton Charter School has used a Learning Management System (LMS) for upper grades for the last five years. We will employ the LMS - Schoology for grades K-8. Students will be trained in the use of

Schoology. We will also offer online and written training resources for parents as well. Schoology will offer a uniform, user friendly, and powerful platform that is well suited for the increased demands of remote and hybrid instruction.

## Plan for Remote Instruction

Teachers will utilize Zoom, Schoology and a variety of online applications, paper materials and textbooks sent home, to maximize the learning for all students. Differentiation in order to ensure full support for students' needs and accelerated learning opportunities will be embedded in lesson designs for synchronous and asynchronous remote learning.

In order to ensure that students are learning and progressing academically, teachers will use online assessments, using our LMS system, Schoology, and the suite of applications on Google, and/or any additional online platforms that we use. In addition, teachers will assess student progress using Small group or 1:1 zoom interviews for younger grades to verbally assess learning, and student work can be dropped off in folders set up outside of the school entrances. Finally, students in grades 4-8 will be assessed using online assessments offered through the Education Records Bureau - CTP5 test (as we have in the past).

Grade Groups	Instructional Resource	Comments
K-4	<ul style="list-style-type: none"> <li>● Paper/consumable based assignments for Language Arts and Math</li> <li>● Zoom for synchronous remote instruction</li> <li>● LMS, Schoology</li> <li>● Direct email to parents via SwiftReach</li> <li>● Teacher created videos uploaded to individual Youtube Channels</li> <li>● Student progress will be assessed online via zoom in one on one or small group sessions.</li> </ul>	<p>All teachers have access to Google Apps for Education and the full suite of tools including shared folders, Google Classroom, Youtube Channel, Google Hangout, and Zoom.</p> <p>We recognize that the plans for families with younger children will need to rely heavily on parental participation to support the learning activity.</p>
Grades 3-4	<ul style="list-style-type: none"> <li>● Teachers will upload materials on Schoology, and make use of all resources mentioned above.</li> <li>● Zoom for synchronous remote instruction</li> <li>● Students will complete tasks and submit online via Schoology, or Google Files.</li> <li>● Students will be assessed using online student assessment tools provided by Schoology (LMS) or other online assessment programs.</li> </ul>	<p>Synchronous classes will follow the existing schedule unless otherwise announced</p> <p>Teachers will be available for office hours at the end of the school day for questions via email or in a discussion forum on Schoology.</p>

Grades 5-8	<ul style="list-style-type: none"> <li>• Teachers will deliver all learning materials, assignments, links, videos via Schoology (LMS)</li> <li>• Teachers will provide synchronous learning activities using Zoom.</li> <li>• Students will be assessed using online student assessment tools provided by Schoology (LMS) or other online assessment programs.</li> </ul>	See above
Special Education: Students in regular ed classes or Self-contained settings	<ul style="list-style-type: none"> <li>• Schoology will deliver lessons assigned by Special Education instructors to supplement i-Ready lessons (Language Arts and Math); Modifications/Accommodations provided in accordance with IEPs</li> </ul>	See above

# Academic, Social, and Behavioral Supports

During the period of remote learning, parents of a child experiencing social, emotional, or intellectual distress, will communicate with the Division Head to determine possible ways for the school to help.

## Special Education and Related Services

Students qualified for special education services will continue to receive instruction and services as per their plans synchronously on Zoom and with supporting materials by email or via Schoology. Students with 504 plans or in the I&RS process will continue to receive appropriate accommodations and support. We will continue to look for ways to help students having difficulty with subject skills or concepts.

## Delivery of Special Education and Other Support Services to Students

Students receiving special education services will continue to receive special education services via remote and online learning.

1. Classes taught by special ed teachers will meet as regularly scheduled via Zoom, including any additionally scheduled support time.
2. During remote learning, case managers will check in with teachers, parents and students via Zoom, phone, or email. Student progress is reported via the LMS gradebook which is accessible to the special ed team.
3. Case managers follow up with parents via Zoom, phone or email as per normal timeframes and scheduled meetings.
4. IEP meetings are conducted via Zoom. Evaluations and re-evaluations are conducted via Zoom if possible.

The IEP team will review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.

The IEP team will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

For PT and OT services, any missed instruction will be made up. To the extent possible, information and materials will be sent home for implementation by parents and self directed by students.

The school will provide counseling, speech, and support for other services through confidential synchronous online technology.

## English Language Learners (ELL)

ELL students will receive instruction at the regularly scheduled times via Zoom. ELL Teachers will use alternate methods of instruction e.g. differentiation, and access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers.

The school will communicate with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information via phone, Zoom or email. The school will use translators as needed for such communication.

## Social Emotional Learning (SEL) and School - Climate and Culture

The school will actively and systematically monitor students' health and well-being. All staff will be part of this essential process to ensure *prevention, identification, response* and on-going support for students.

Teachers, administrators, and counselors will receive training to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching.

The school will establish systematic check-ins with students and families. These will include:

- Specials teachers (PE, Art, Music , Drama) will be trained by the counselor to check in with student groups and lead wellness activities.
- All teachers will be trained to identify and to communicate to the administration any student's concerns.
- We will leverage our strong parent- school relationships to solicit communication from parents on student social and emotional well-being.
- All teachers will check in with students regularly. Any students not attending classes will be contacted and administration will follow up with families when patterns of absenteeism arise.

Response - The school will initiate a range of responses and on-going support on a case by case, individualized basis as we have in other academic years:

1. Teacher support — Students having difficulty with specific concepts will receive extra coaching/instruction from the subject teacher, in this case, during arranged remote Office Hours.
2. Intervention and Referral Service (I&RS) — If a student has regular difficulty with a number of aspects of a subject or subjects that is impeding progress, the student's teacher or parents may

contact the Division Head to request an I&RS meeting, the purpose of which is to generate other strategies to support the student. Should the student continue to struggle despite the intervention, the team may refer the student to the Child Study Team for more in-depth evaluation. These meetings will be conducted either remotely via Zoom or in person following social distancing guidelines as permitted.

3. Special Education Services — If the Child Study Team determines the student qualifies for special education services to assist them in learning, an Individual Education Plan (IEP) will be drafted for them specifying specific modifications and/or services. Parents are always a part of the team and the process and may refuse the services if they so wish. Location and type of meeting will be arranged by all members of the team.
4. Section 504 Plan of the Rehabilitation Act of 1973 — In some cases students may have a disability that prevents them from being able to fully access instruction either virtually or in-person. These may be short term problems such as a broken arm or on-going, permanent conditions. The school team will meet to understand the limitations and design appropriate accommodations to support the student. These meetings will be held either safely onsite or remotely according to the agreement of the team. Should parents have questions regarding 504 Plans, they will communicate with a Division Head.

### Extra Curricular activities

Activity advisors and club leaders where possible will continue to offer online club meetings when it is possible and makes sense in the online format. So, for example, the chess club can make use of Zoom and the Li-Chess online platform. Decisions to run virtual club activities will be made on a case by case basis.