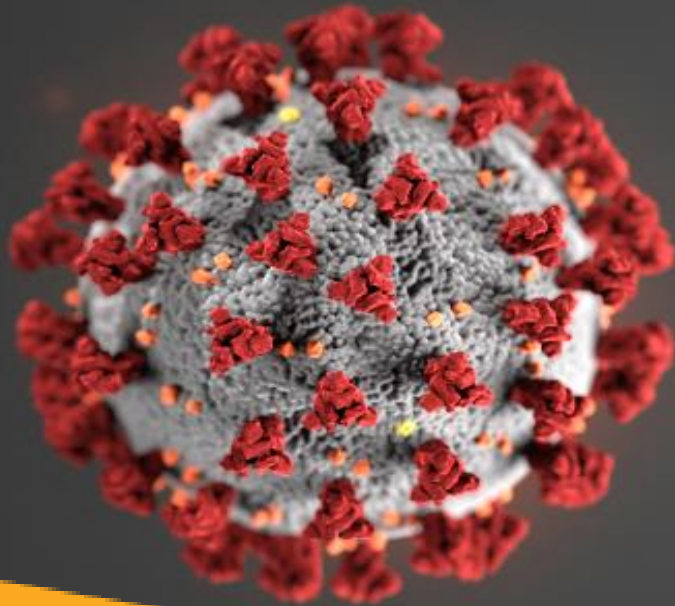


School Preparedness Plan



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

Updated
May 14, 2020

COMPONENT 1: HOW DOES THE DISTRICT MEASURE AND ADDRESS ANY ONGOING DIGITAL DIVIDE THAT EXISTS, WHETHER IT BE NETWORK ACCESS OR LACK OF SUFFICIENT ACCESS TO DEVICES?

- Preschool students do not have one-to-one learning devices, therefore, they received learning packets addressing the various NJ Preschool Teaching and Learning Standards, including activities aligned to the High Scope preschool curriculum.
- Students in Grades K-1 do not have one-to-one learning devices and the devices for Grade 2 were redistributed to the students in Grades 3-12 who did not have a device due to service repairs in order to provide online learning for all students in Grades 3-12
- Students in Grades K-2 received remote learning packets with assignments aligned to the NJSLS and District curricula
- Special needs students in some self-contained classes in grades K-8 received educational packets and did not receive a one to one device
- District plans to provide touchscreen devices to all students in Grades K-2 for one-to-one learning

COMPONENT 2: SPECIAL EDUCATION PLAN

Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?

- Services and progress are monitored through related services providers and teachers through ongoing communication with parents as well as additional online platforms used by the district. Accommodations and modifications are also provided and monitored in relation to each child's IEP.

Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?

- Case managers document all communication with our families in a log, during discussions with our family's student progress is continually addressed and monitored.

Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?

- Virtual IEPs meetings are taking place. Assessments used by the district are not standardized for virtual platforms and conducting these assessments virtually does not meet the strict protocols adopted by the publishers, therefore the district will not conduct assessments virtually.

COMPONENT 3: HOW DOES THE PLAN INCLUDE ESL AND BILINGUAL EDUCATION TO MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS (ELLS)?

ESL Content is created and scaffolded by the ESL teachers as needed for their students.

ESL Grades K-8

- Assignments: Students are assigned a total of two assignments per week. The selected weekly text is aligned to that of a level one student comprehension. In doing so, students in levels one to three have equal accessibility and comprehension opportunities.
- Scaffolding: All texts have a visual that accompany the reading to provide further comprehension. In addition, one of the weekly assignments focuses on highlighted key words within the story. These words provide a deeper dive into the text. Comprehension questions consists of multiple choice, fill in the blank, short answer and open-ended.

ESL Grades 9-12

- Assignments: Students are assigned a total of four assignments per week. Content is created for the various ESL self-contained courses to ensure language accessibility and comprehension
- Scaffolding: All texts have a visual that accompany the reading to provide further comprehension. Activities include a do-now, reading comprehension, writing, class discussions and exit slips. Questions consists of multiple choice, fill in the blank, short answer and open-ended, as well as writing a book report and narrative essay.

COMPONENT 3: HOW DOES THE PLAN INCLUDE ESL AND BILINGUAL EDUCATION TO MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS (ELLS)?

- Native Language:
 - Native language content in language arts, mathematics and science has been created to support the development of content skills in the native language. The native language content follows the scope and sequence of language development as well as align to the New Jersey State Standards in ELA, Math, and Science. As bilingual teachers support ELLs remotely, they scaffold and differentiate by student need.

- Bilingual Resource Page for Students:
 - This resource pages contains the following supports for students
 - Digital Translator
 - Digital word to word dictionary
 - LAL Anchor charts in different languages
 - MATH Anchor charts in different languages
 - Graphic organizers
 - Videos to guide students

COMPONENT 3: HOW DOES THE PLAN CONTAIN HOW THE DISTRICT COMMUNICATES WITH ELL FAMILIES, INCLUDING TRANSLATED MATERIALS AND DIRECTIONS?

- The Superintendent has provided weekly communications to the Elizabeth Public Schools community on the district website, available in several languages. These communications are also sent out via e-mail as well as on social media sites.
- Phone calls home from teachers or any other district team member are made to assess the wellbeing of families as well as their ability to complete schoolwork. When parents cannot be reached via phone, texts and emails have been sent out in their native language. Emergency contact numbers have also been used to reach families. If needed, translators and translation services are used to communicate with families.
- District personnel have also incorporated certain applications to help with contacting parents (i.e. Remind, ClassDojo, Google Voice, etc.). Most of these applications have a translation option.
- We have worked with community organizations to connect with (i.e. International Rescue Committee) families who are difficult to reach.

COMPONENT 3: HOW DOES THE DISTRICT'S PLAN ADDRESS ALTERNATE METHODS OF INSTRUCTION, DIFFERENTIATION, ACCESS TO TECHNOLOGY AND STRATEGIES TO TROUBLESHOOT ELL ACCESS CHALLENGES?

- The BL/ESL department encourages ESL and BL teachers to use Microsoft Teams as a method to communicate with students to differentiate and further explain remote learning assignments.
- To further support and scaffold remote learning assignments, ELLs have access to an electronic folder of visual supports, such as graphic organizers, story maps, etc.
- Microsoft Translator application was added to bilingual ICS support pages on Unified Classrooms to use across all content areas.
- Assignments are modified or substituted based on the student's internet availability and academic skills.
- The bilingual/ESL department has collaborated with the technology department to individually help families access internet more efficiently. The district has created a partnership with the local internet company in order to make this seamless.
- Individual phone calls have been placed to those families who have recently arrived in order to walk them through computer literacy skills and make sure they can access the schoolwork.

COMPONENT 4: HOW WILL DISTRICT PROVIDE CONTINUED SAFE DELIVERY OF MEALS?

Elizabeth Public Schools Grab and Go program is offered on Mondays and Wednesdays during this time of school closure. Families may pick up a breakfast and lunch package for their child/children from 9:30AM to 11:30AM.

The pickup locations are as follows:

- Schools 1 & 9 – For all PreK-12 students that live in the school 1 and 9 zone
- School 26 – For all PreK-12 students that live in the school 4, 14, and 19 zone
- School 28 – For all PreK-12 students that live in the school 28 zone
- School 52 – For all PreK-12 students that live in the school 20 and 13 zone
- School 22 – For all PreK-12 students that live in the school 5 zone
- School 29 – For all PreK-12 students that live in the school 16, 18, 21 and 12 zone
- School 23 – For all PreK-12 students that live in the school 23 and 27 zone
- School 51 – For all PreK-12 students that live in the school 2, and 6 zone
- School 25 - For all PreK-12 students that live in the school 3, 15, and 25 zone

COMPONENT 5: HOW WILL REMOTE LEARNING PLAN BE DESIGNED TO MAXIMIZE STUDENT GROWTH AND LEARNING TO THE GREATEST EXTENT POSSIBLE?

Teachers, including specials, are available daily from 9:00AM–10:30AM and 1:30PM–3:00PM. The weekly schedule also includes a “Flex Friday” for students in order to provide students additional time to complete weekly assignments.

- During these hours, teachers provide direct instruction, differentiated learning and/or small group sessions via audio and video conferencing
- Lessons are developed by district to ensure alignment to standards and fidelity to the curricula
 - Class assignments can be scaffolded by teachers to address the needs of all students
 - Teachers have the autonomy to modify lessons, including enrichment opportunities
 - Lessons are designed to include independent practice/assignments
 - Teachers can embed pre-recorded lessons and provide differentiation
 - Resources for students and teachers are available to support lessons
- Students have daily opportunities to engage in independent work
 - Peer chats and small group activities via technology are encouraged
- Student learning is monitored daily through submission of assignments, discussion and participation in conferencing
 - Teachers communicate with students and provide support and/or feedback, as needed
 - Online programs provide immediate feedback to students, e.g. MyAccess, ST Math, Khan Academy
 - All student assignments receive grades with an opportunity to resubmit

COMPONENT 5: HOW WILL REMOTE LEARNING PLAN BE DESIGNED TO MAXIMIZE STUDENT GROWTH AND LEARNING TO THE GREATEST EXTENT POSSIBLE?

Special Education

- In-Class Support (ICS) students receive modified assignments, alternate assignments and any other modification needed per their Individualized Educational Plan (IEP)
- Students in self-contained classes received individualized educational packets based on each student's present level of performance

Bilingual/English as a Second Language (ESL)

- ESL content is created for each grade level and accessible to English language development levels of one to three
- Bilingual teachers support native language content in language arts, mathematics and science is created to support the development of content skills in the native language
- ESL and Bilingual teachers remotely support English Language Learners (ELLs) individually or in groups in completing the grade level assignments. In grading the given assignments, ESL and Bilingual, to a certain extent, are able to gauge student learning and growth

COMPONENT 6: HOW DO WE MONITOR IF A STUDENT IS ACTIVELY ENGAGED IN INSTRUCTION? HOW IS THE DISTRICT FOLLOWING UP WITH THE FAMILY WHEN STUDENT IS NOT SUBMITTING ASSIGNMENTS?

- Students must log in to PowerSchool Unified Classroom by 9:00 AM daily
- Unified Classrooms/Power School, MS Teams, Remind, ClassDojo, and email are used to communicate with students and families regarding missing assignments
- Staff members call families directly and Robo-call messages are utilized to address students that have not completed assignments. When communicating with students/parent via phone, conversations are documented to enable appropriate follow-up
- Teachers, Guidance Counselors, and School Administrators maintain daily records of communication with students having difficulty logging on to the Learning Management System (LMS), Unified Classroom
- Weekly logs are submitted to School Administrators and Assistant Superintendents

COMPONENT 6: HOW WILL STUDENTS BE IDENTIFIED FOR PROMOTION, RETENTION, GRADUATION AND DISCIPLINE?

Grading during a time of crisis cannot be the same as during a typical school setting. Therefore, a proposal for board approval at the June meeting will include schools moving to a Pass/Incomplete grading system for K-12th grade students for the 4th Marking Period. Students receive formative participation grades for completed work in all content areas.

GRADES PK-2

Marking Period 1, 2 and 3 grades will stand as reported in PowerSchool with a weight of 30% each. Marking Period 4 grades will be graded based on teacher feedback on completion of Instructional Packets. Grades will be based on Pass/Incomplete and a weight of 10% to provide the greatest degree of equity for students with varying needs.

GRADES 3-12

Marking Period 1, 2 and 3 grades will stand as reported in PowerSchool with a weight of 25% each. Marking Period 4 grades will be grades on a pass/incomplete scale with a weight of 25% to provide the greatest degree of equity for students with varying needs.

GRADES 9-11

Students must pass their courses to earn Carnegie units to meet New Jersey Graduation requirements. Promotion requirements are based on Carnegie units earned.

COMPONENT 6: HOW WILL STUDENTS BE IDENTIFIED FOR PROMOTION, RETENTION, GRADUATION AND DISCIPLINE?

Promotion/Retention

- At the end of the year, it is our intention that students will be promoted to the next grade unless the student is significantly behind and notification was provided to parents prior to March 16 to discuss the topic of retention for students in grades K-11.
- In accordance with district policy, students that received notification prior to March 16th will be attending the summer program.
- District is currently in the process of designing a remote learning summer program to further support our students.
- Students who have an “I” grade (I = incomplete) as a result of not logging in and/or completing daily assignments will be given an intervention plan and an opportunity to earn a passing grade during summer (no later than August 15) for Grade 12 and early fall for Grades K-11.

COMPONENT 7: HOW WILL BUILDING BE MAINTAINED THROUGHOUT THIS EXTENDED PERIOD OF CLOSURE?

- Our Food Distribution sites have been disinfected two times a week by SERVPRO by focusing on all contact areas.
- All unoccupied buildings effective Monday, May 18th will have the custodians will be performing their usual job responsibilities on a rotating basis.
- The Essential Employees during this time of closure include the Head Custodians and Food Service workers at the select Food Distribution sites, substitute custodians, substitute security guards, Information Technology technicians and Warehouse personnel. In addition, Central Office has operated as needed to complete payroll and accounts payable duties.

COMPONENT 8: HOW WILL SUMMER SERVICES BE PROVIDED?

We are currently designing remote learning for the following options:

- Literacy Interventions
- K-8 Promotion-Retention Program
- 9-12 Remediation Program
- 9-12 Advanced Credit
- 9-12 APEX LEARNING*
- ESL Enrichment
- ESY Pk-12

*Title I Funded

We are awaiting guidance from Governor Murphy regarding in-person summer programs for the following options:

- K-12 Summer Arts Enrichment
- EHS Band
- HS Sport Camps
- SPED Recreational Program
- READ Program
- Mathematical Understanding
- Algebraic Thinking
- JROTC
- K-12 Community Program

Early Childhood / K-12 Registration will be available effective June 1 via online registration.

COMPONENT 8: HOW WILL SUMMER SERVICES BE PROVIDED?

Reallocated Title I Funding

- Science, Technology, Engineering and Mathematics (STEM) Program
 - Districts that selected STEM Curriculum as a program activity in their Title I plans may use the funding for the following:
 - Purchasing Internet Connectivity, Virtual Private Networks, hot spots and 1 on 1 Devices for students attending approved Title I schoolwide schools.
 - Training Teachers to Deliver Online Instruction for the advancement of student's creativity and problem-solving skills, critical thinking skills, as well as communication skills all while ensuring access to high-quality learning environments.
- Social Emotional Learning (SEL) Program
 - Districts that selected Social and Emotional Learning as a program activity in their Title I plans may purchase cleaning/disinfecting cleaning supplies to be used in approved Title I schoolwide schools in an effort to ensure overall positive school climate, safety and well-being of students
- Expanding College Access and Advanced Learning Opportunities
 - Districts that selected Expanding College Access and Advanced Learning Opportunities as a program activity in their Title I plans may assist parents and families in the continuous learning and improvement efforts of their children

COMPONENT 8: HOW WILL SUMMER SERVICES BE PROVIDED?

- Assessment of credit loss and an initial plan to address credit recovery for grade 12 students
 - School Administrators and Guidance Counselors will use GradTracker to monitor individual student progress towards graduation
 - Credit recovery plans will be differentiated based on individual student needs and will be monitored during the summer remote learning sessions

- Assessments of learning loss and an initial plan for addressing learning loss for grades K-11 students
 - District is analyzing data for Marking Periods 1-3
 - Our teachers and administrators are working to identify and address academic gaps students may have experienced during digital learning/school closure
 - Assessments to evaluate learning loss are being reviewed and identified to be administered in 2020-2021
 - Revisions to curricula and pacing guides to reflect the needs of individual students will be conducted

COMPONENT 8: HOW WILL SUMMER SERVICES BE PROVIDED?

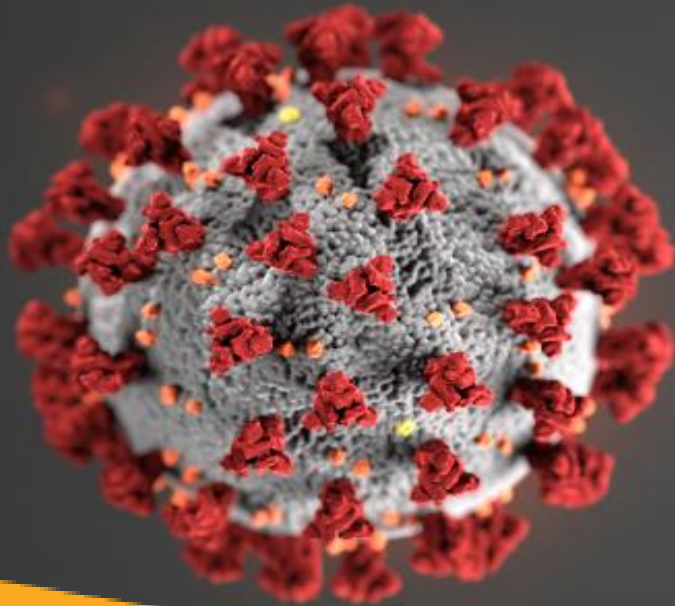
Plans for Class of 2020 Graduation Ceremonies

- Live-streamed virtual ceremonies for each high school with traditional commencement speeches and presentation will broadcast on June 15, 2020

Plans for Class of 2020 Promotion Exercises

- We are creating a schedule for virtual 8th grade ceremonies

School Preparedness Plan



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

Updated
May 14, 2020