

Safe Schools Reopening Plan Fall 2020



Empowering each student for college, career, and life success



Superintendent
Tom Burton

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Letter from the Superintendent

Welcome to the 2020-2021 school year, Princeton employees!

As we enter this new education evolution of empowering each of our Princeton students for college, career, and life success, the support of our students and staff will continue to be a critical element.

This learning plan guides the district in transitioning back to in-person learning while continuing to provide remote instruction to students through a hybrid learning model. We know that no amount of technology can replicate the effect of face-to-face interactions and instruction that occur between our teachers and students. The COVID-19 pandemic came upon us so quickly. It has shaken our structures of teaching and learning to the core. But we are resilient as was demonstrated from March through May when we were quickly mandated by the Governor to close schools. We continued to support, teach, connect with, and value each of the 6000 students in our care.

This re-entry guide is also an effort to ensure the safety of students and staff upon the return to school and the workplace in this unprecedented time. Employees are asked to carefully review the guidelines and strictly adhere to the guidance. The cooperation of all employees is essential. Your leadership will help model for students to follow the correct protocols. After all, each student and each staff member is precious and essential.

Working together with the recommended safety protocols, we will stay healthy and continue to innovate while offering our students the Princeton Advantage. Thanks in advance for your dedication to our Viking students and families.

As Always,

Go Vikes!

Tom Burton
Superintendent

Introduction

The Princeton City School District has chosen the remote learning model to provide instruction to the students in the district. The learning model has been communicated to staff, students, and parents after stakeholders responded to a reopening survey. A task force committee of administrators, teachers, parents, and community members met in June and July to discuss various learning options and key considerations for reopening school in the fall. The learning model the district has chosen consists of a (1) Alternate schedule (A Week/ B Week - 50% Capacity) with health and social distancing, and (2) Full-time remote learning by parent request.

Princeton City School District (PCSD) school officials and the Reopening Task Force have put the finishing touches on the re-entry plan for students for the 2020-21 school year. The district will submit the plans to the Ohio Department of Education and the Princeton Board of Education. The superintendent has been in numerous conversations with the governor and with the Hamilton County and Springdale Health Departments. Guidance concerning the coronavirus (COVID-19) is regularly updated.

These plans are subject to change at any time, depending on the trajectory of the virus and health recommendations from our governor and local and state health authorities. The district can move quickly to full remote learning if the risk of the virus increases.

As always, Princeton staff will continue to meet the challenges of the COVID-19 pandemic with creativity and perseverance, embodying the commitment of educating all students for success—no matter the circumstances. This remote learning plan is the Princeton City School District’s guidance on re-entry into the workplace. The District will update this guidance document as additional information becomes available. This plan will be reviewed weekly by the Re-entry Committee for effectiveness and revised as needed to meet the needs of our stakeholders, students, and staff.

Princeton City School District Mission:
Empowering each student for college, career, and life success.

Your Choice	We Stand Together	Evolving
As parents/guardians, you have chosen to either enroll your child in remote learning options or in-person school for 2020-2021.	We must continue to be partners and work together to provide the best possible experience for the students of Princeton City School District, with health and safety being our top priority. Let's offer each other support as we navigate this together.	We are living through a pandemic with many unknowns. While we have hope for brighter days ahead, the fact is, we are in a "waiting game" with situations changing every day.

Special Thanks

Special thanks to the Reopening Task Force Committee who gave generously of their time to assist with the reopening plans. You showed dedication in assisting in the development of a remote learning plan that will support our staff and students. The Committee worked in the spirit of collaboration and problem-solving to ensure the health and safety of our students and district employees. Your efforts are so appreciated in this time of crisis. We thank you immensely.

Sincerely,

Members of the Administrative Cabinet

Mr. Tom Burton, Superintendent

Ms. Tonya West Wright, Executive Director

Curriculum, Instruction & Assessment

Dr. Michelle Kocar, Director, Analytics & Strategic

Initiatives

Mr. Chris Lockhart, Director, Technology

Dr. Mari Phillips, Associate Superintendent

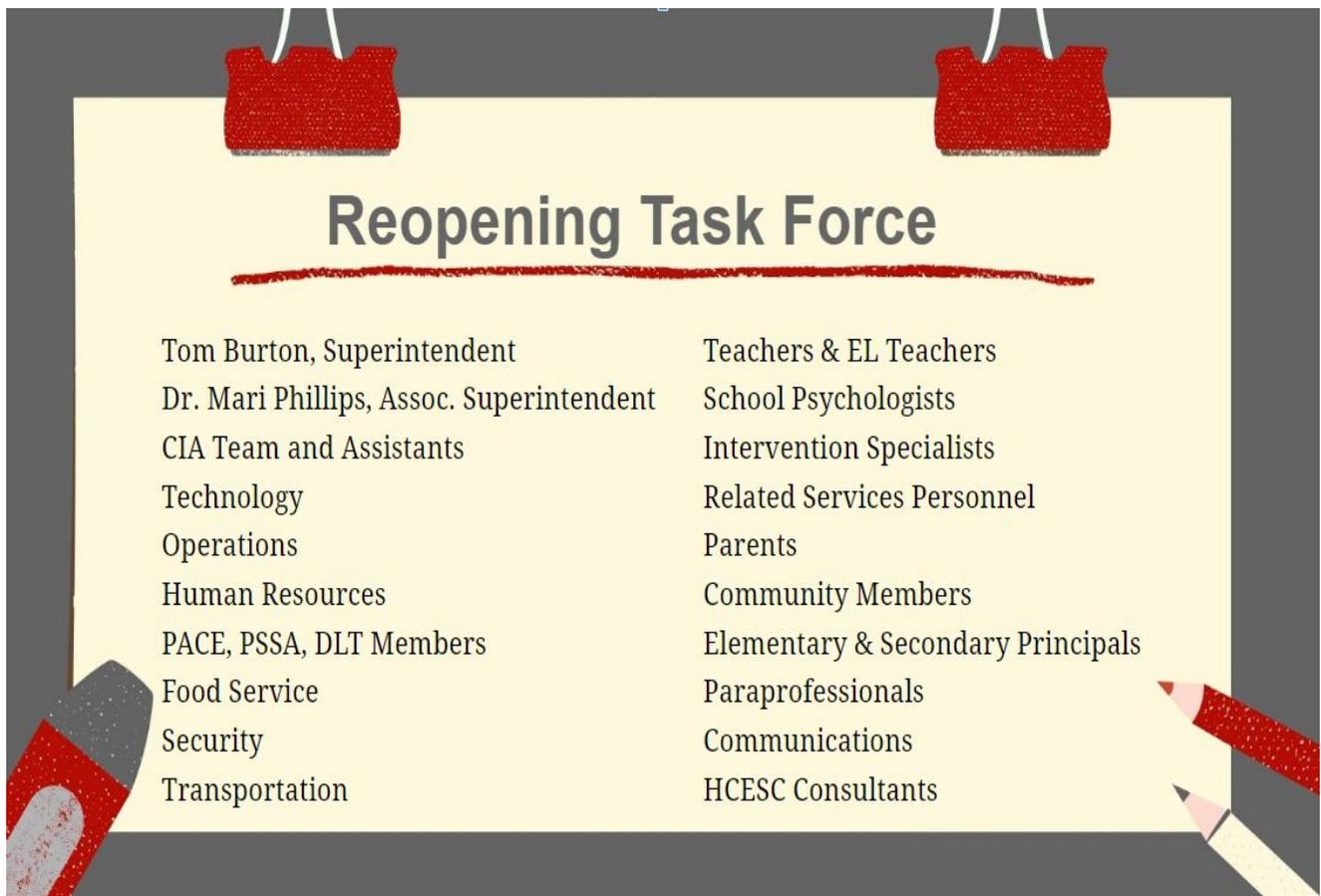
Dr. Kevin Jamison, Director, Human Resources

Ms. Theresa Warren, Director, Special Education

Ms. Tricia Roddy, Director, Communications

Mr. Jon Fricke, Director of Operations

Mrs. Debbie Birch, Director, EMIS

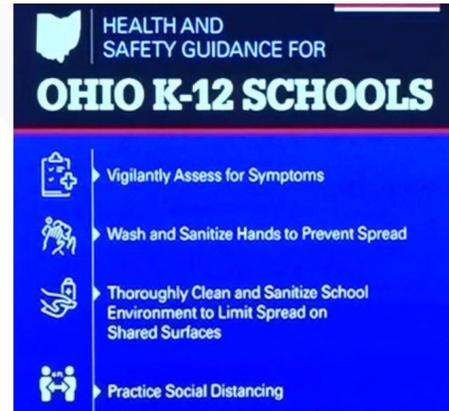


Health and Safety Protocols

It is important to note that these requirements are subject to change based on updated information from public health guidance and changing public health conditions. The district will continue to follow guidance from the:

- Ohio Public Health Advisory System
- Governor's Executive Orders
- Ohio Department of Health
- Hamilton County Health Department
- City of Springdale Health Department
- Ohio Department of Education
- Ohio High School Athletic Association

Our goal is to have students and staff return to a traditional school



Health and Safety

The below protocol must be followed to maintain the health and safety of our staff, students, and community.

District Buildings

- All staff members will wear Personal Protective Equipment (PPE) when in the building.
- Temperature screenings must be checked from home before reporting to work. If your temperature is 100.4 degrees or higher, please notify your supervisor, stay at home and take care of yourself.
- All staff will use the temporal thermometer provided when entering buildings and sign to affirm symptoms-free temperatures.
- Staff traveling from one building to another must follow the temperature screening protocol.
- Door knobs, restrooms, and other high touch surfaces will be disinfected at least three times throughout the day.
- Doors to the buildings will be locked.
- [Signs](#) will be created to let visitors know that they must wear a mask if they need to speak with someone in the building.
- If visitors do not have a mask, one will be given before they enter the office area.
- Hand Sanitizing Stations will be available in each office area.
- All building visitors will be asked to use hand sanitizer when they enter the building.
- Except in emergencies, parents must call the office ahead of time to schedule an appointment.
- As much as possible, meetings should be held virtually. If meetings are held the room must be large enough to comply with the social distancing mandate.
- Professional Development may be held virtually, meaning that staff will remotely access the professional development from their rooms.
- The Welcome Center will accept appointments for parents to drop off materials. Only one parent may come into the building to drop-off registration materials.

Schoolwide Cleaning

- Antimicrobial Spray will be applied monthly - Kills germs for 30 days
- Clorox 360 Electrostatic Sanitizing Machines will be sprayed in classrooms nightly
- Cleaning and sanitizing of all high touch areas throughout the day
- Thorough cleaning of the facility nightly
- Classroom surfaces and high touch areas will be sanitized between each class
- School signage will serve as a visual for safety-social distancing, traffic patterns, etc.



Health Checks and Sanitization Procedures

Additional cleaning and PPE implemented in accordance with CDC, Ohio, Hamilton County, and the City of Springdale COVID-19 guidelines, including:

- Health checks, including temperature assessment, at home by everyone before entering school or bus each morning. Parents will receive four thermometer strips to help parents/guardians (who may not have thermometers) take the temperatures of their children before they go to the bus stop or a building.
- Anyone with symptoms (described below) or a temperature above 100°F must stay home:



- Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - Loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Frequent hand washing routines and hand sanitizer at every entry and classroom
 - Each classroom equipped with cleaning supplies to sanitize work areas throughout the day
 - Mask breaks will be allowed
 - Schedule established for building and classroom cleanings

Shared Objects

- Teachers will communicate to parents of younger students to discourage their children from bringing any toys from home to school.
- Each classroom will have wipes and sprays that will be used before and after use by students to clean shared items, such as tablets, Chromebooks, etc.

Social Distancing

- Maintain 6-foot social distance from each other as much as possible.
- Visual reminders will be posted throughout the building.
- Tape will be laid down in areas where students congregate or line up.
- Staggered schedules have been developed for arrival and dismissal, hallway passing periods, lunchroom lines, etc.
- Seating charts are mandatory and must be current at all times.



Face Coverings

The district will follow *Board Policy 8450.01 Protective Facial Coverings During Pandemic/Epidemic Events*

- All staff are required to wear a mask/face covering/shield.
- All students are required to wear a mask/face covering/shield. This includes times when students are:



- *entering and exiting the building*
- *moving about the building*
- *engaging in small group activities*
- *working in direct contact with the teacher and/or other school personnel (unless they are unable to do so for health or developmental reasons)*

- Masks/Face coverings must be worn on the buses by all grade levels. Consideration is given to students with disabilities based on the student's IEP or 504 plan.
- Teachers will provide the opportunity for students to remove mask/face covering/shield to take breaks

Traffic Flow, Hallway, and Lockers

Ensure that face coverings are worn at all times. The following hallway procedures will assist in adhering to social distancing requirements.

- All schools will limit the number of persons within hallways at any given time outside of class changes as much as possible.
- Elementary schools will limit required movement of students between classes as much as possible. Administration at the middle school and high school will ensure that students are following social distancing requirements and remaining on the right side of the hallway as they pass through the halls.
- Floor markings will delineate 6-foot distance between students in prioritized locations.
- Furniture and other items that encourage congregating will be removed in certain areas.
- At this time, secondary students will not use lockers. Elementary students will use lockers with the support and assistance of teachers at arrival and dismissal.

Drinking Fountains

- The district is encouraging parents to provide students with water bottles. Principals should put this request in their 'Back to School' letters.

Restrooms

- Building principals will develop restroom procedures for students to ensure that social distancing is maintained in restrooms.
- Faucets will be turned off between bathroom sinks to ensure 6ft of social distancing.
- Signs will be posted in restrooms, hallways and classrooms and other appropriate
- Students will be encouraged daily to properly wash hands following restroom use.

When a Student or Staff Member Becomes Sick

- The district will communicate with families and staff the following:
 - Any individual who tests positive for COVID 19 must remain home.
 - Any individual who has a temperature of 100.4 degrees Fahrenheit or who shows signs or symptoms of illness must stay home.
 - Families will be told to report to their child(ren) school possible cases within the family structure to initiate contact tracing.
 - Parents of students who were sent home to quarantine due to exposure of someone with COVID 19 will be told to contact the school prior to the student returning.
 - Staff will be told to report to their supervisor possible cases of exposure or one of their family members tests positive for COVID 19.
- **Tracing**
 - A tracing process will be initiated for ongoing monitoring of individuals who were excluded from school because they have COVID like symptoms, have been diagnosed with COVID 19, or have been exposed to someone with COVID 19 and have been quarantined. The [CDC tracing process \(Spanish version\)](#) will be communicated to all staff and families.
 - Parents must call the health office to communicate that the student is returning to school.
 - Students should check in with the school nurse upon returning to the classroom.
 - When the student returns to school, the student must check in to the health office to verify that there are no symptoms and that all other criteria for discontinuation of quarantine have been met.
 - Staff will be told to report to their supervisor possible cases if one of their family members tests positive for COVID 19.
- The district will follow guidelines from the CDC and the health department for students and staff who were suspected of having COVID-19 fever-free without fever reducing medication for 72 hours and 14 days must pass after symptoms first appeared.

Health Office

- Health offices in each school will be managed by a health professional, i.e., health assistant, licensed practical nurse, and/or registered nurse.

- All health professionals will use PPE, including gloves and face coverings, when interacting with students and staff.
- Procedures for office visits have been developed. See the [School Health Clinic Visit Guidance Document Flow Chart](#).
- Given the sizes of the health offices, it is important that social distance is maintained.
 - Staff will call ahead to ensure that the capacity of the health office can handle additional students.
 - Staff will be given basic first aid supplies for the classroom, e.g., band-aids and gauze.
- In some instances, if it is not an emergency, the nurse may come to the classroom and have the student step into a more private place to do an in-person evaluation.
- Healthy students who report to the health office for medication and treatment will be treated inside the health office away from potentially ill students.
- Daily, the health office will be cleaned thoroughly. High touch surfaces will be cleaned each day with a disinfectant that will kill the coronavirus.

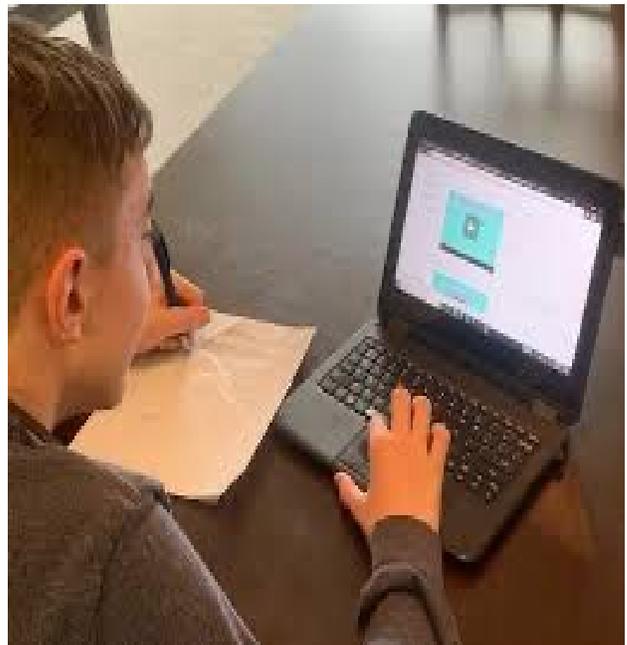
Safe Schools Reopening Plan Fall 2020

Remote Learning Model

The learning models consist of a (1) Alternate schedule (A Week **Scarlet** / B Week **Gray**- Capacity will be determined by working with Hamilton County and Springdale City Health Departments) with health and social distancing, and (2) Full-time remote learning by parent request. Allowing parents to have the option to request full-time remote learning was paramount due to the potential for virus exposure within a traditional setting. Parents were informed that they must commit to full-time remote learning for one semester or a full school year. The district also has had its own online school (Princeton Innovation Center) for several years.

Both learning models allow the district to quickly transition to returning to a traditional school setting or moving to fully remote learning if the outbreak of the pandemic increases.

Preschool students will **not** participate in **online learning**. Preschool students will attend school four days per week, and will receive one half day of instruction.



- **Alternate Schedule with Social Distancing**
 - **Alternate schedule (A Week **Scarlet Schedule**/A Week **Gray Schedule**)**- To ensure students and staff can meet social distancing requirements, instructional delivery will require a reduced schedule of in-person learning and remote learning on days that students are not in the building.
 - This structure will involve students attending school buildings at reduced capacity (e.g., 50 percent). The schedule will be a rotating week schedule in that (**A Week **Scarlet Schedule**** will be in-person learning while **A Week **Gray Schedule**** will be remote learning.

- All schools will implement new required health and safety protocols within the classrooms and non-instructional settings. This schedule enables our teachers to provide in-person instruction to all students who are able to attend school and teachers ensure that social distancing rules are followed. Students not attending in-school during a given week would be participating in asynchronous distance learning using digital curriculum resources and instruction tasks assigned by their teacher
- ***A Week Scarlet Schedule*** - Students whose last names begin with A - L
- ***A Week Gray Schedule*** - Students whose last names begin with M - Z

We will keep siblings together whose surnames may be different but who live in the same household.

A Week Scarlet Schedule / A Week Gray Schedule

Alternating Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
A Week Scarlet Schedule	In-Person	In-Person	In-Person	In-Person	In-Person
A Week Gray Schedule	Remote	Remote	Remote	Remote	Remote

B Week Scarlet Schedule / B Week Gray Schedule

B Week Scarlet Schedule	Remote	Remote	Remote	Remote	Remote
B Week Gray Schedule	In-Person	In-Person	In-Person	In-Person	In-Person

The schedule will rotate each week so students can receive face-to-face classroom instruction from teachers. One week, ***students*** will learn at school Monday through Friday in real-time, face-to-face classroom instruction with their teacher. The opposite week, students will learn independently at home and access digital and nondigital curriculum resources.

● **K-12 Full-Time Remote Learning by Request**

- In order to ensure a consistent, high-quality learning experience, we will implement common platforms, tools, and schedules. Schools have developed consistent schedules that increase live learning sessions between students and teachers.
- Ongoing professional development will occur for our teachers and support staff to support implementation of remote teaching best practices.
- Students participating in remote learning must commit to participating for a full semester or a full year.
- Princeton teachers will provide direct interactive (synchronous) instruction four days per week and one day of independent (asynchronous) instruction.



- All teachers will have office hours and will be available to assist students and respond to parents.
- **K-12 Full-Time Remote Learning Instruction**
 - Elementary
 - Students in grades K -5 will utilize digital resources aligned with the current curriculum and adjusted for online learning.
 - Non-digital learning packets will also be utilized to support student learning as needed.
 - Middle School
 - Students in grades 6-8 will use digital resources aligned with the current curriculum and adjusted for online learning.
 - Students will use **Edgenuity**, a computer-based platform, as a resource to support the curriculum in each content area. The program allows teachers to customize the curriculum for their students, allows teachers and students to monitor their progress while students are completing lessons, assessments, and interactive activities.
 - High School
 - Students in grades 9-12 will utilize digital resources aligned with the current curriculum and adjusted for online learning.
 - Similar to middle school, students will use **Edgenuity**, a computer-based platform, as a resource to support the curriculum in each content area.
 - Not all high school courses are offered through this platform and schedule changes may be necessary. However, counselors will do their best to match the current student schedule with the Edgenuity course.
 - The Innovation Center, Full-Time Online School
 - Princeton has operated a virtual learning school for two years. In a normal school year, students spend time in the classroom and also work independently. Students complete work in **Edgenuity**, an online platform that offers a standards-aligned video-based curriculum.

How Student Instructional Needs will be Determined and Documented

Instruction for students, whether during the alternate Scarlet or Gray schedule or fully remote will be provided for each course in the student’s schedule five days per week with class periods varying to align with school schedules.

- In-person Instruction
 - Students receive face-to-face classroom instruction using non digital resources and direct digital resources (I-Ready, MindPlay, EduPath, Study Island, Khan Academy, etc. Students participating in the alternate schedule will engage in synchronous learning activities.
- Synchronous Learning
 - Students learn from their teachers in real time at the same time face to face or on line such as



using chat rooms, streaming, or video conferencing. All Scarlet and Gray alternate schedule students must be online at a specific hour in order to participate. Examples of synchronous remote learning include the following:

- Google Classroom
 - Scheduled video conferences or phone calls
 - Scheduled quizzes and tests
 - Scheduled chat room times
 - Live stream lectures or demonstrations
- Asynchronous Learning
 - Students access information, demonstrate what they've learned, and communicate with students and teachers using online tools such as:
 - Discussion boards
 - Email
 - Google Classroom
 - Recorded presentations and videos
 - Students will be given a time frame, usually several days during the week in which they can connect with their teacher
 - Teachers will provide instruction through the lens of equity.
 - This means ensuring that our policies, programs, and practices affirm the abilities, skills, and differences that each student brings to school based on their background, and life experiences.
 - This means providing the comprehensive supports, programs, and educational opportunities they need to be successful.
 - It is important that teachers have an understanding of where students are in terms of mastery of state content standards and other skills and abilities.
 - The first two weeks will be devoted to teaching expectations relative to academics, attendance, digital citizenship, understanding digital tools, and the district's learning platform, Google Classroom.
 - Teachers will use state and locally available resources to support understanding of where students are.
 - The following assessments will be used as diagnostic tools to help inform the differentiation of instruction and groups: MAP assessments (grades 6-10), I-Ready assessments (grades K-5); and Aims-Web Plus. These assessments are accessible to online students.
 - Teachers are told to first focus on building relationships with students which is why the district has provided the first two days upon student's arrival at school to address the social-emotional needs of students. During these days, teachers will provide students an opportunity to voice their concerns to better understand student needs and learning preferences.

Addressing Instructional Needs

Preschool - Grade 12

- Preschool instruction will continue to be provided in person, Monday through Thursday for half a day. Classroom staff will assess students current levels through observation and informal assessments, and those results will be shared with parents. Class sizes are currently limited to nine students per classroom due to social distancing guidelines.

- The instructional needs of students will be determined by diagnostic assessments at the start of the school year and the ongoing formative assessment process throughout the year. These results will be communicated to students and families.
- Teachers will use digital and non-digital materials to customize content in order to differentiate the path and pace for learning. Where digital content and tools are used they do not replace the teacher but rather, they support the teacher to better meet the needs of students.
- Teachers will be encouraged to have goal-setting conferences with students so that they understand the importance of the work. The assessment results will be shared with progress reports. Virtual parent teachers conferences will also be held with parents in the fall so that they can continue to be active participants in the education of their child.
- Full-time online students will receive intervention in small groups using video conferencing and other digital resources while in-person students will participate in small intervention groups while adhering to social distancing.
- The assessment results will be shared with progress reports and secondary students will have grade updates in ProgressBook weekly. Parent teacher conferences will also be held with parents in the fall so that they can continue to be active participants in the education of their child.
- In-person and fully remote instruction teachers will provide online office hours and conduct teleconferencing to support students with lessons.

The Method Used for Determining Competency, Granting Credit, and Promoting Students to a Higher Grade Level

Grading

While recognizing the importance of providing feedback, assessing student learning, progress and growth, and communicating this to students and parents in the form of grades, it is important that teachers be mindful of the impact of time on task, time on screens, and time on reflection during this pandemic.

- During school closures in March - May, the district modified grading policies. As we plan for a reopening, the grading policies will resume to traditional grades for completion of assignments, assessments and other classroom instructional activities. Staff will return to traditional grading policies and will make modifications as needed.
- Grading procedures will be related directly to state learning goals. Individual achievement of stated learning goals will be the only basis for grades.
 - Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning goal.
 - Students will follow the same expectations for competency, granting credit, and student promotion as outlined in our district handbook.
 - Grading is defined as:
 - Meaningful feedback
 - Assessment of Learning (summative)
 - Assessment as learning (self-assessment)
 - Assessment for learning (formative)
 - Standards-based
 - A dialogue
 - Confidential
 - Reflective
 - Coaching

- Purposeful
- Supportive
- Individual
- Differentiated

Grading defined: Bailey & Heritage, 2008; Bailey, 2010; Gittlieb, 2016; Costa & Kalick, 2013; Marzano, 2010; *Illinois State Board of Education, Remote Learning Recommendations, March 2020.*

Granting Credit and Promoting Students to a Higher Grade Level

- Each building principal will ensure that students have all the necessary tools, technology, and teacher support at school and at home to complete all assignments, take assessments, and complete projects in a timely manner. Central administration will provide support to enable principals to get what is needed to support the students in their buildings.

Elementary PK-5

- Staff will provide approximately 2 -3 hours per day of direct, synchronous instruction (whole group, small group, and individual). Time may increase as the year progresses.
- Elementary EL students will also receive small group instruction based on language proficiency and students with disabilities will receive small group or individual instruction based on the students individualized education program.
- Elementary curriculum includes language arts, mathematics, social studies, science, art, physical education, and music. Students will need to meet the standards-based requirements as indicated in the elementary handbook.
- Teachers will schedule time to work with students in-person or remotely to support students who are struggling with the academic rigor.
- Students will need to meet the standards-based requirements to move to the next grade level. Teachers will work with all students to ensure that they are successful in meeting or exceeding standards-based requirements.

Middle School - 6-8

- Teachers will schedule time to work with students in-person or remotely to support students who are struggling with the academic rigor.
- Synchronous learning will be provided for each course in the student's schedule four days per week with an optional fifth day if needed. Class periods will vary to align with school schedules.
- Teachers will resume traditional grading policies. The letter grade shall be recognized as an accurate report of academic achievement and shall not be a punitive tool or a measure of discipline.

High School - 9-12

- Granting Credit - Most course units at the high school are designed for one or two semesters. Credit will be awarded for the successful completion of each semester of work. Students who fail a required quarter or semester unit must make up the missing credit. More specific information is located in the 6-12 Student Handbook.
- Standards-based grading will occur at the high school. The letter grade shall be recognized as an accurate report of academic achievement and shall not be a punitive tool or a measure of discipline.

Attendance Requirements

Princeton has been able to maintain a high attendance rate. We plan to continue to work with students and families to ensure that students attend school daily, whether they are attending in-person classes or remotely. District attendance officers are very knowledgeable of the communities we serve and understand the barriers to attendance that families can experience at this unique time. Barriers to attendance will look different due to the pandemic. The district will follow *Board Policy #5200 Attendance* to monitor attendance. The policy has been updated to address COVID-19.



- **Student Attendance**

- Students are expected to log into lessons daily.
- Per the Ohio Department of Education (ODE) attendance in a remote learning model will consist of:
 - Teacher-led remote learning live learning sessions (synchronous)
 - Self-directed remote learning activities (asynchronous) with evidence of participation through a combination of:
 - Completion of assignments by due date
 - Daily logins/posts to Google Classroom
 - Communication with teacher(s) outside of the live learning sessions (synchronous) such as messages through Google Classroom, emails, telephone calls, video chats or other formats that enable teachers to engage with students outside of the live learning session.
 - Engagement time in digital learning resources (e.g. I-Ready, programs access through the [Clever portal](#))
- Attendance will be taken by the teacher during the live lesson. If your child cannot attend the live virtual lesson they must watch the recorded live session and provide evidence to the teacher that the video was reviewed. The teacher will determine what that evidence looks like.
- Parents must email the teacher if their student is unable to attend the live sessions.
- Daily attendance is expected and will be reported by teachers weekly to allow for assignment completion and viewing of recorded sessions.
- Excessive Absenteeism: according to district policy, a student who *“is absent from school with combined nonmedical excused absences and unexcused absences in excess of thirty-eight (38) or more hours in one (1) school month, or sixty-five (65) or more hours in a school year, that student is considered ‘excessively absent’ from school.”* The district will notify the parent/guardian, in writing, when a student has reached the level of excessive absenteeism as defined above.
- Habitually Truant: according to district policy, *“a student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hour, for forty-two (42) or more hours in one(1) school month, or for seventy-two (72) or more hours in one (1) school year.”* The principal shall assign the student to an absence intervention team within ten (10) days of a student becoming habitually truant.

Princeton will discontinue practices or rewards that encourage perfect attendance or would discourage individuals from staying at home when they are ill.

- **Staff Attendance**

- The district has prepared to mitigate the effects of potential increases in staff absences with the following:
- Staff will work with the Human Resources department regarding absences due to COVID 19. The district will also follow board-approved policy relative to COVID 19 absences for staff.
- The district has hired building substitutes from the Hamilton County ESC to support building when staff is absent.
- The district has contracted with several nursing agencies to request nurse substitutes.
- Summer professional development was provided to improve blended learning and online learning and the district will be providing professional development in August.
- Buildings may develop teacher teams or co-teaching models to support each other when someone is absent from school.

Description of How Student Progress will be Monitored

Students and families need regular updates on their progress during in-person learning and remote learning. This helps the student to stay motivated and provide a clear structure for communicated academic progress. In addition, parents need to know how their child is progressing.

- Student progress will be monitored by the completion of work each week. All students and families will receive weekly student work samples with feedback. Progress reports will outline a student's progress in each of their subject areas. Feedback at the elementary grades will be on student progress toward meeting the required state standards.
- All students must receive feedback on their assignments weekly through Google Classroom.
- All elementary student progress will be shared by performance on weekly work samples, teachers updates, progress reports and report cards.
- All middle school and high school student progress will be recorded in ProgressBook. Teachers will post progress weekly so that students and parents can monitor grades, assignments, and other class work.
- Progress reports and report cards will be sent home to update parents on student progress. Parents will be alerted if students are not submitting work in a timely manner.
- Open office hours will be publicized on the school's web site and will be communicated in the beginning of the year to parents and students.

Description of How Equitable Access to Quality Instruction will be Ensured

Intervention Services

- All students will receive differentiated support to address their academic, behavioral, and social-emotional needs. Classroom teachers and paraprofessionals have a clear understanding of multi-tiered systems of support.
- Professional development will be provided to implement synchronous and asynchronous instruction, in-school, and online.
- Academic supports will focus on critical standards through whole group and small group instruction (Tier 1) and individual instruction (Tiers 2 & 3).
- Support staff, including school counselors, psychologists, and mental health clinicians will work with teachers throughout the school to address student needs.
- There will be access to appropriate online platforms and programs to provide services to all students choosing to participate in remote instruction.

Multi-Tiered Systems of Support (MTSS) Interventions

The district will utilize the following strategies to address the social-emotional needs of students:

- **Check-in:** For full time remote students, teachers are encouraged to have check-in with students throughout the week. Check-in sessions are done remotely to engage students and support the social-emotional engagement needs of in-person and remote students.
- **Student engagement calls:** Staff will conduct calls to families of students who have not engaged academically or for their social-emotional learning check-in. It is the responsibility of the principal to determine the identified adult who will make those calls. Calls are made to remind students and families of scheduled check-in times and academic expectations, as well as to offer assistance for students struggling to maintain academic expectations.
- **Virtual parent/guardian meetings:** Virtual parent/guardian meetings with families of students who have not engaged academically or for their social-emotional learning check-in times will be held. The goal of this parent/guardian meeting is to find out the needs of the student and family in order to provide resources.
- **Office hours and small group instruction:** Office hours and small group instruction will be available for students and parents to communicate with staff.
- **Social group sessions:** School counselors or mental health clinicians will host weekly group sessions for students hoping to connect to discuss social-emotional needs. Counselors and clinicians will connect students and families with outside resources as needed.

Special Population Supports

Students with Disabilities

- In-person instruction will be prioritized for students with disabilities.
- Services for students receiving specialized instruction will continue to include synchronous instruction and asynchronous instruction as appropriate.
- Instructional delivery will be designed to ensure that the least restrictive environment required by their individualized education program (IEP) is honored to the best of our ability.
- Communication will occur between intervention specialists and general education teachers (including EL teachers), special education coordinators, paraprofessionals, and related services personnel to support students in accessibility and in meeting their IEP goals and objectives.
- Special education teachers will directly support students with IEPs during the period of remote learning. Staff will ensure that the curriculum is accessible to support all learning styles.
- Any changes to programs or goals made will conform to federal and state required procedural safeguards.
- Intervention specialists and related services personnel will use the [Required Special Education Contact Log](#) as a guidance document on the conversation that intervention specialists and related services personnel will have with parents. All contacts are documented.
- Schools will need to consider the exact nature and duration of the services provided during this period on a case-by-case basis depending on the needs of individual students.
- Special education guidance document is sent to all special education staff to provide guidance with holding ETR and IEP meetings during school closure.

Related Services for Students (OT, SLP, PT)

In-Person Learning for Related Services Staff

- In-person services will be provided by the therapists based on the student's IEP.

- Related services (speech, occupational and physical therapy) will be provided either face to face or through teleservices, depending on the learning option parents select.
- Due to the proximity of the therapist and the student when providing therapy, to ensure the health and safety of students and staff, related services staff will be wearing appropriate PPE (face shield or face mask, gloves, etc.).
- If at all possible, related services personnel should provide therapy in an open area and ensure that they are following the social distance guidelines.
- Staff traveling from building to building throughout the day must use the temporal thermometer located in the assigned area to assess their temperature and follow temperature screening protocol established by the district in each location they enter.
- Related services staff who work with students who are medically fragile and who need self-care services, hand-over-hand assistance, occupational therapy, physical therapy, etc., will be provided appropriate PPE and appropriate hand hygiene/sanitizers while working with students

Full-Time Remote Learning for Related Services Staff

- Related services staff will provide teleservices for medically fragile students with disabilities whose parents have chosen remote learning and are unable to attend. Our related services staff is very capable of providing services in this manner.

Special Education Paraprofessionals

- Paraprofessionals will continue to support students in all instructional delivery models providing assistance with daily tasks, support with academic tasks, and check-ins with students.
- Paraprofessionals who work with students who need self-care services, including toileting, feeding, hand-over-hand assistance, etc., will be provided appropriate PPE during procedures and appropriate hand hygiene/sanitizers.

Gifted Learners

- Students identified as gifted will receive instruction from homeroom teachers or content area teachers who have participated in the required professional development or from gifted intervention specialists.
- Teachers of high school AP, IB, and CCP will continue to provide ways to challenge students during this pandemic. Click the link [Supporting Gifted Students During Remote Learning](#) to receive tips and strategies.

English Learners

Services for English Learners (EL) will be provided to qualifying students. In-person instruction will be prioritized for English Learners. We will plan to provide support for EL students that is as consistent as possible with the support that EL students receive during the traditional classroom instruction. Teachers will provide the following resources:

- Web-based resources so that students can use the translate extension to view their home language
- Video resources with closed caption options
- Reading options in the home language
- Visual aids

Teachers will monitor student progress on a weekly basis. The district's EL coordinator will check in with teachers weekly to review student-level data and create action plans for intervention. Action plans include modifying assignments, synchronous lessons, connecting with the bi-lingual counselor to provide support in the students' native language, and teaching lessons on academic habits during blended remote and remote learning.

EL teachers will make every effort to provide EL services and support students while they are receiving in-person instruction. Collaboration should occur between the EL teacher, general education classroom teacher, and the parent or guardian in the remote setting. The EL teachers and paraprofessionals will consider reviewing and adjusting content, delivery, or materials to meet the student's strengths, needs, and abilities to access materials and demonstrate proficiency.

Technology & Connectivity

Princeton is committed to equitable access to quality instruction to meet the needs of each learner in the district. We strive to make sure access to learning is equitable to all students and opportunity gaps are also eliminated. Students enrolling in remote instruction will have the opportunity to be provided with technology devices and internet access. Students in grades 9-12 will participate in the **One2One** computer program for the upcoming school year and students in grades K-8 will have the opportunity to utilize district equipment as available. The One2One program allows students to be assigned a computer to be used at school and at home. Students take the computer home daily to complete assignments and return with the computer to work on class assignments in the classroom. The district is partnering with internet service providers to expand free and low-cost home service options available in Hamilton County.

Student Computer Assignments

Elementary & Middle School

- Students will have Chromebooks assigned to them individually in classrooms. This is to make sure they are using the same personal Chromebook each day.
- For parents that have opted for Remote Learning, a schedule of days for parents to pick up a Chromebook for their student will be listed on the District's website and communicated on the district's social media platforms.
- We will also take applications for WIFI access devices for students who are in need of internet/wireless access. This will be need based.

High School Grades 9-12 (also 8th grade enrolled in HS classes)

Chromebooks will be assigned as One2One take home for the school year:

- August 13 - Freshman will pick up Chromebooks in the AM - from 8 AM- Noon
- August 13 - Sophomores will pick up Chromebooks in the PM - from Noon - 4 PM
- August 14 - Juniors will pick up Chromebooks in the AM - from 8 AM- Noon
- August 14 - Seniors (and 8th grade taking HS classes) will pick up in the PM - from Noon - 4 PM

This will be for ALL High School students both **in-person and remote learners**. We will also take applications for WIFI access devices students who are in need of internet/wireless access.

Calendar Change

With Board approval, the district has amended the school calendar to include a later start date for students. This allows teachers to return and receive professional learning on blended learning and remote instruction, get a thorough understanding of the health and safety guidelines, and the protocol to be implemented to ensure that staff and students are safe.

- August 12-19 - Professional learning sessions. The **first day of school for students will be August 20th**, which is a departure from the original first day of school that had been scheduled for August 13th.
- August 20 - First day for A Week **Scarlet** Students whose last names begin with A - L.
- August 21 - First day for A Week **Gray** Students whose last names begin with M - Z.
- The first day of school for **Preschool and Kindergarten students will be August 24th**.

AUGUST 2020						
M	T	W	T	F	S	S
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						
16						

SEPTEMBER 2020						
M	T	W	T	F	S	S
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				
21						

OCTOBER 2020						
M	T	W	T	F	S	S
					1	2
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		
21						

School Hours and Time Change - For the FIRST 9 Weeks ONLY

- **Princeton High School** hours will be **7:15 a.m. - 12:30 p.m.**
Students may choose to get a “Grab & Go” lunch to take home with them.
Athletics will continue to operate as scheduled.
- **Princeton Community Middle School** students will attend school **8:00 a.m. - 1:30 p.m.**
PCMS students will have lunch in the cafeteria spread across the middle school and high school cafeterias.
There will be Zero Bell, which will start at 7:00 a.m.
- **Princeton elementary** school students will attend school **9:00 a.m. - 3:00 p.m.**
Meals will be delivered to the classroom or spread out in the cafeteria, determined by class-size per building.
The first day of school for Preschool and Kindergarten students is August 24th.
For the first two weeks of the school year, AM sessions will be 9:00-11:30 and PM sessions will be 12:50-3:00.

Description of Professional Development Activities Offered to Teachers

- Professional development opportunities have been made available to teachers throughout the summer that focus on remote learning strategies, online resources to support instruction, and learning how to use Google Classroom and Google Extensions. Google Classroom is the designated district’s Learning Management System (LMS). The summer professional development was attended based on choice.
- We will begin the year with five additional professional development and teacher workdays to allow our teachers to develop additional skills so that they are prepared to teach blended remote and remote instruction and to receive training on new health and safety protocol.
- Staff will learn to use the district approved platforms and how to engage and monitor students in the online classroom.
- During the five days, staff will have dedicated time to collaborate to develop remote lessons, reintegrate assessments, prepare to address students’ mental health needs, and receive professional learning on equity with respect to culturally responsive instruction and meeting the needs of our special populations, i.e., students with disabilities and English learners.
- Additional professional development days are included throughout the school year.

- District instructional coaches and the technology coach will provide ongoing professional development to meet the needs of teachers providing blended remote and remote learning. They will continue to provide new strategies and opportunities to support the learning needs of all students participating in remote learning.

**Elementary, Middle School and High School
Remote Learning *Tentative* Student Schedules**

Elementary School

STUDENT SCHEDULE					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00- 9:30	Specials (Art, Music, PE)	Specials (Art, Music, PE)	Counselor Check-In/ SEL or Self-Directed	Specials (Art, Music, PE)	Self-Directed Learning
9:30-10:30 AM Group	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:30 AM Group	Math	Math	Math	Math	Math
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00- 12:30 AM & PM Group	AM Science	AM Social Studies	PM Science	PM Social Studies	Self-Directed Learning or Intervention
12:35-12:45	Break	Break	Break	Break	Break
12:45-1:45 PM Group	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing
1:45-2:30 PM Group	Math	Math	Math	Math	Math
2:35- 3:35	Office Hours/ Planning	Office Hours/ Planning	Office Hours/ Planning	Office Hours/ Planning	Office Hours/ Planning
3:20-3:50 AM & PM Group	Specials (Art, Music, PE)	Specials (Art, Music, PE)	Counselor Check-In/ SEL or Self-Directed	Specials (Art, Music & PE)	Self-Directed Learning

Princeton Community Middle School

STUDENT SCHEDULE (Block Schedule)					
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:45	Advisory/Monday Morning Check-In (Required)	Self-Directed Group A/B Encore Group C/D	Self-Directed Group A/B Encore Group C/D	Self-Directed Group A/B Encore Group C/D	Self-Directed Group A/B Encore Group C/D
8:45-9:00	Break	Break	Break	Break	Break
9:00-10:15	Group A Math	Group A ELA	Group A Math	Group A ELA	Academic Enrichment
	Group B Science	Group B SS	Group B Science	Group B SS	
	Group C ELA	Group C Math	Group C ELA	Group C Math	
	Group D SS	Group D Science	Group D SS	Group D Science	
10:15-10:30	Break	Break	Break	Break	
10:30-11:45	Group A Science	Group A SS	Group A Science	Group A SS	
	Group B Math	Group B ELA	Group B Math	Group B ELA	
	Group C SS	Group C Science	Group C SS	Group C Science	
	Group D ELA	Group D Math	Group D ELA	Group D Math	
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Encore Group A/B Self-Directed Group C/D	Counselor Check-In/SEL OR Self-Directed			
1:00-2:00	Academic Enrichment Group 1 & Self-Directed Group 2,3,4	Academic Enrichment Group 2 & Self-Directed Group 1,3,4	Academic Enrichment Group 3 & Self-Directed Group 1,2,4	Academic Enrichment Group 4 & Self-Directed Group 1,2,3	Counselor Check-In/SEL OR Self-Directed
2:00-3:00	Optional Check-Out	Self-Directed	Optional Check-Out	Self-Directed	Counselor Check-In/SEL OR Self-Directed

Princeton High School

STUDENT SCHEDULE					
High School	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:15-7:55	English	English	English	English	Counselor Check-In/ SEL or Self-Directed
Period 2 8:00-8:40	Math	Math	Math	Math	Counselor Check-In/ SEL or Self-Directed
Period 3 8:45-9:20	Science	Science	Science	Science	Counselor Check-In/ SEL or Self-Directed
Period 4 9:25-10:00	Self-Directed Learning/ Brunch	Self-Directed Learning/ Brunch	Self-Directed Learning/ Brunch	Self-Directed Learning/ Brunch	Counselor Check-In/ SEL or Self-Directed
Period 5 10:05-11:10	Social Studies	Social Studies	Social Studies	Social Studies	Counselor Check-In/ SEL or Self-Directed
Period 6	Elective	Elective	Elective	Elective	Elective
Period 7 11:50-12:30	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning
Intervention 2:00-3:00	Math Teacher Check- In	English Teacher Check-In	Science Teacher Check- In	Social Studies Teacher Check-In	Electives Teacher Check-In

Princeton Innovation Center

STUDENT SCHEDULE					
Innovation Center Full-time Remote	Monday	Tuesday	Wednesday	Thursday	Friday
Group A 8:15- 9:00	Science	English	Science	Social Studies	Math
Group A 9:00- 9:45	Math	Science	Math	English	Social Studies
Group A 9:45-10:30	Social Studies	Math	Social Studies	Science	English
Group B 11:15- 12:00	Science	English	Science	Social Studies	Math
Group B 12:00- 12:45	Math	Science	Math	English	Social Studies
Group B 12:45-1:15	Social Studies	Math	Social Studies	Science	English
1:15-3:00 Virtual Check-Ins	Math Teacher Check- In Independent work in other content areas	English Teacher Check-In Independent work in other content areas	Science Teacher Check- In Independent work in other content areas	Social Studies Teacher Check-In Independent work in other content areas	Electives Teacher Check-In Independent work in other content areas

Social-Emotional Learning/Development at School and at Home

Counseling Support

- Schools will work with mental health clinicians in the building to continue to schedule counseling sessions with students, when appropriate, both one-on-one and group.
- Elementary school counselors will work with teachers to schedule times to come into classrooms to do social-emotional learning activities.
- School counselors work remotely with students. They use digital resources that focus on SEL competencies, for example, feelings and emotions, self-regulation, decision making, etc.
 - [It's Okay to Ask for Help - Joining Forces for Children](#)
 - [Talking to Kids about Stressful Situations - Joining Forces for Children](#)
 - [SEL and COVID-19 \(via CASEL\)](#)

Recess

- PCSD will make every effort to maintain consistency with established safety procedures.
- PCSD may limit student access to certain pieces of playground equipment that may be difficult to clean and/or does not allow for social distancing.

- Emphasis will be placed on cohorting students and limiting the size of groups participating in playground time.
- Students will be required to sanitize their hands after recess.

Student Transportation



- All individuals on a bus must wear face coverings.
- Bus drivers will have face coverings for students who board the bus without a mask.
 - Students not wearing face coverings will be reported to the building principal and parents will be contacted.
 - Students will seat two to a seat. Seating arrangements may be adjusted for students who live in the same household with other students.
- Buses will use seating charts.
- As usual, building principals will develop plans to monitor students at loading and unloading from the buses.
- The IEP or 504 teams must meet to determine individual needs and special accommodations of special needs students.

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