

Emergency Virtual or Remote Instruction Programs

Monroe Township School District



Fall 2022

Submitted to Middlesex County Superintendent September 2022



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Introduction

Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year (SY)

Pursuant to N.J.A.C. 6A:32-13.1, if the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district 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 for more than three consecutive school days, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 SY," in their plans for virtual or remote instruction for the 2022-2023 school year. The 2022-2023 plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website. **The board-approved plan and checklist are due to the county office of education no later than September 30, 2022.** In the event that the LEA is directed to provide virtual or remote instruction before garnering county office approval, the approval date will be retroactive. Questions should be directed to the county office of education.



A. Schedules for Virtual Learning

- a. Virtual learning will continue to be guided by P.L. 2020, c.27 if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contacttime will need to be met during synchronous and asynchronous instruction ensuring the requirements for a 180-day school year are met.
- b. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- c. Scheduling of Students

Elementary Schools

All elementary schools will follow full-day instructional schedules.

Hours:

Barclay Brook - 9:05am – 3:34pm

Brookside - 9:05am – 3:34pm

Applegarth - 9:05am – 3:34pm

Oak Tree - 8:55am – 3:34pm

Mill Lake - 8:50am – 3:19pm

Woodland - 8:10am – 2:39pm



Kindergarten Hours:

Mill Lake School

Pre-School – AM (half day): 8:50am - 11:24am

Pre-School – PM (half day): 12:45pm - 3:19pm

Pre-School – (full day): 8:50am - 2:30pm

Kindergarten – AM: 8:50am - 11:24am

Kindergarten – PM: 12:45am - 3:19pm

Oak Tree

Kindergarten – AM: 8:55am - 11:29am

Kindergarten – PM: 12:50am - 3:24pm

Barclay Brook

Pre-School – AM (half day): 9:05am - 11:39am

Pre-School – PM (half day): 1:00pm - 3:34pm

Pre-School & K– (full day): 9:05am - 3:34pm

Kindergarten – AM: 9:05am - 11:39am

Kindergarten – PM: 1:00pm - 3:34pm

Middle School

MTMS will operate following a full-day instructional schedule.

Hours: 8:10am – 2:39pm

Monroe Township High School

MTHS will operate following a full-day instructional schedule.

Hours: 7:27am – 2:00pm

Attendance will be taken through Genesis. Attendance procedures and policies inclusive of communicating with families remain in place.

B. Monroe Township Access to Technology:

- a. Monroe Township School District utilizes Google Classroom (K-8) as a virtual learning platform and Schoology, Learning Management System (LMS) in Monroe Township High School. These platforms will provide teachers, students, and parents a common platform for locating learning resources and assignments. All online instruction will be done using these platforms. Teachers can conduct virtual lessons through district Zoom accounts, Google Classroom or Schoology Conferences. Child study team members, related service providers, and support staff will utilize the above and other digital resources including Frontline to document and track services, student progress, facilitate IEP meetings, and conduct required evaluations to the greatest extent possible.
- b. Students in 9-12 are assigned an iPad. At the Pre-K through 8 level, technology deployment for students who need a device will take place at each school



location utilizing their inventory of devices. Pickup times will be identified and coordinated with building administration.

C. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment, school officials focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. Because Monroe Township School District is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:
- c. School based Social Emotional Learning (SEL) teams are in place in every building. Administrators, mental health professionals, guidance counselors and teachers compose each team with the task of supporting both the staff and student's social emotional needs within each building. Those needs range from staff development on socio-emotional learning to implementation of SEL strategies within the classroom.

MANAGING TRAUMATIC EVENTS: To be prepared for any immediate crisis, training has been provided for mental health professionals and administrators on the school-based teams by the New Jersey Traumatic Loss Coalition.

Columbia Suicide Assessment Protocol: The district has trained school counselors and other mental health professionals in The Columbia Protocol (C-SSRS) certification and Training. The Columbia Protocol (C-SSRS) is designed to teach counselors and mental health professionals within the district how to help an adolescent who is experiencing a mental health crisis.

- d. Curriculum:
 - Continue to monitor learning environments on the pacing of instructional delivery and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards.
 - For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning.
 - Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during full remote instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in full remote learning environments.
 - Utilize Google Suites, Microsoft 365, Schoology, in addition to other district-approved technology, K-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.
 - Utilize a vetting process and monitor the tools made available or recommended to ensure that the tools are appropriate for K-12 audiences and aligned to district policies, including data privacy and acceptable use.



e. Instruction:

- Monroe Township staff continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to all students whether in an in-person or full remote learning environment.
- **Synchronous teaching** – allows the instructor(s) and students to gather in real time via a virtual online meeting (Google Meet, Schoology Conferences, etc.) to engage in instruction.
- **Asynchronous teaching** – teachers prepare materials ahead of time and students access them on their own time
- **Semi-synchronous teaching** – students work independently within their virtual environment in real time with cameras on and the instructor(s) providing support to students.
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning and promote independent learning by designing learning experiences that utilize technology in the service of learning.
- Build student understanding by linking together concepts within and across grade-levels and content areas.
- Continue to implement sheltered instruction classrooms with additional support from ESL instructors.
- Continue push-in and pull-out English Language Learner support.
- Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities.
- Leverage student interest.
- Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals.
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
- Distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students.
- Plan and implement developmentally appropriate on-line activities for preschool students.

f. Assessment:

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions.
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) including assessments that can be delivered in a remote learning environment,



including but not limited to: DRA2 Benchmark Assessment; DRA2 Progress Monitoring; DRA2 Word Study; NWEA MAP Assessments; Running Records, conferring for reading and writing; as well as performance-based and project-based assessment.

- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction.
- Monitor the district data English Language Learners during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction.
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

g. Grading

- Elementary Grading/Assessment
Monroe Township School District will continue to monitor growth of every student regardless of learning environments. Monroe Township School District utilizes multiple forms of assessment, the District will continue to utilize these to plan instruction in the full remote environment.
- Students' progress will be reported at the end of each marking period or trimester. The purpose of these performance reports is to describe students' learning progress based on the districts' curricula aligned to the New Jersey Student Learning Standards.
- Middle School and High School Grading/Assessment Grades will be issued, and Genesis will be open.

Instructional Staff Should:

- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Become familiar with district online protocols and platforms.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Instruct and maintain good practice in digital citizenship for all students and staff.

Support Staff Should:

- Facilities- maintain facilities through scheduling and responsibilities as determined by the Director of Facilities.
- Transportation- maintain bus fleet through scheduling and responsibilities as determined by the Director of Transportation.



D. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening. The School District will continue to comply with the requirements of the Free and Reduced Lunch Program, and our security staff will continue to deliver the meals to the homes of the Free and Reduced Lunch Students. We will also offer paid meals to non- Free and Reduced Lunch students upon request. We also intend on delivery of these paid meals out of consideration to minimize visitors to our campus.

Lunch pick-up protocol: If the district is required to move to a full-remote option due to the pandemic for more than 3 consecutive days, lunches can be picked up at identified locations/times at schools.

A list of 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.