



Monroe Township School
District
Re-Opening
Parent Information Night
Middle School

AUGUST 5, 2020 6:00PM



A Plan That Supports The Needs Of OUR Community

- ▶ “Districts’ reopening plans must account for resuming in-person instruction in some capacity.”*
- ▶ “Plans will look different in each district to meet the unique needs of their community...”*

*Restart and Recovery Plan for Education - New Jersey Department of Education



Health and Wellness

- Two-step screening process
 - All students (Genesis Parent Portal) and staff will complete an online daily exposure/symptom survey prior to entering the building or boarding the bus.
 - All students and staff will be screened daily as they enter the building, ensuring the online screening questionnaire has been completed and temperature checks.
 - If a student has an elevated temperature or answers “yes” to screening questions, they will be placed in a supervised, isolation area. Parents will be asked to pick them up from school.



Cleaning Protocols

- Cleaning protocols that exceed CDC and DOH guidelines
 - Classrooms, restrooms, buses, high-touch surfaces cleaned throughout the day using:
 - Electrostatic cleaners
 - Eco-Friendly cleaners whenever possible
- Schools and offices will have:
 - Hand sanitizer in every classroom and office
 - Disinfecting wipes
 - PPE for staff
 - Plexiglass panels or other accommodations in high traffic areas
 - Signage
- HVAC systems will run at maximum fresh air capacity. The district is exploring working with a mechanical engineer to identify HVAC needs.
- Outside spaces can be used for class meetings as much as possible.
- The district is working with Dr. Lynch, Council-Certified Indoor Environmental Consultant (CIEC) for guidance on cleaning procedures and protocols.



Classroom Health and Safety

- ▶ All students and staff must wear masks while on buses and in district buildings.
- ▶ Students will wash hands or use hand sanitizer upon entering the building.
- ▶ Desks will be at least 6 feet apart, as much as possible.
- ▶ Plexiglas partitions will be used, if the distance cannot be maintained.



Technology

- All families will have a working device and internet access.
- Students will receive direct instruction on virtual classroom norms, procedures, and etiquette as well as good digital citizenship practices.
- Assignments will be found in centralized platforms: K - 8 Google Classroom.
- Families will receive information on navigating these platforms to find student assignments.



Transportation

- Buses will run at a reduced capacity to ensure social distancing as much as possible.
- Students must complete online screening prior to entering the bus.
- Students will be required to wear face coverings on bus.
- Drivers will wear face coverings.
- Buses will be disinfected between runs.
- Parents are asked to transport their children to reduce bus capacity.
- If you choose to opt out of transportation, we ask that you do this for a marking period. This will assist us in scheduling and staff.



What we learned in the spring...

- ▶ Live instruction helps to maintain connections between students and teachers.
 - ▶ Solution: Classes will follow regular schedules with live instruction delivered through whole group, small group, and 1:1
- ▶ Multiple logins with various usernames and passwords
 - ▶ District-approved instructional and assessment resources that have been vetted for quality and privacy
- ▶ Consistency in learning management systems is critical to supporting both students and their families in a remote environment.
 - ▶ Solution: All teachers K-8 will utilize Google Classroom and all teachers 9-12 will utilize Schoology.

Curriculum & Instruction



- ▶ Consistency and focus are driving forces in the fall
- ▶ Content area supervisors have identified learning outcomes on daily and weekly basis for the first marking period/trimester
- ▶ Teams of teachers, both general education and special education, are working collaboratively with supervisors to provide remote learning resources
- ▶ Ongoing grade level and building-based meetings will be scheduled to monitor outcomes



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) to determine students' strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. 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;
- ▶ Assess the district data on how English Language Learners experienced instruction 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.



Grading

- The district values quality learning experiences and plans to deliver those experiences to students in virtual and hybrid environments. Those experiences include measuring students' progress in mastering standards. This will be equivalent for virtual and hybrid students.
- Grades will be issued and Genesis will be open.
- Assessments will be equivalent in virtual and in school environments. We are currently identifying resources and developing processes to ensure a fundamental fairness between the different models. Assessments may move to a more project-based model to allow for a more authentic assessment of knowledge.
- No student should be disadvantaged in grades/GPA in one model over another.
- Students will need to complete all assignments outlined by their teachers to receive maximum credit/grade.



Professional Development

Pedagogy

- ▶ "Strategies to Accommodate, Modify, and Differentiating Instruction in the Content Area Classroom"
- ▶ Tiered Systems of Support - Mathematics
- ▶ Sheltered Instruction Training
- ▶ Building relationships and classroom culture in a remote learning environment
- ▶ Teaching Literacy in Small Groups (adapted for remote learning)

Technology

- ▶ Google Classroom (K-8)
- ▶ Schoology (9-12)
- ▶ FlipGrid
- ▶ Zoom
- ▶ Quicktime and video editing



MTMS 6-8 Draft Re-Opening Scenario

- ▶ Remote instruction for students whose parents choose to keep them home.
- ▶ Students able to follow current MTMS schedule of classes while learning remotely.
- ▶ In-person instruction for all students based on a purple/gold rotation. Students will be assigned a color based on last name and come to school on those days.
 - ▶ Students whose color is not in school will be able to consult their teachers in the afternoon.
- ▶ For those students requiring added support and related services, it will be provided both in person and remote.
- ▶ Flexibility to add students to in-person instruction as health conditions change.



MS Blended Learning Schedule

Sample MTMS Blended Learning Weekly Schedule

	Monday/Tuesday Alt. Wednesday		Thursday/Friday Alt. Wednesday	
	Purple Cohort	Gold Cohort	Purple Cohort	Gold Cohort
4 Hour AM Session	<ul style="list-style-type: none"> Face to face instruction at MTMS Students complete 6 period schedule in person (no in school lunch). 	<ul style="list-style-type: none"> Students work from home on assignments and/or tasks assigned during in person instructional days Virtual interactions with interventionists/support staff. 	<ul style="list-style-type: none"> Students work from home on assignments and/or tasks assigned during in person instructional days Virtual interactions with interventionists/support staff. 	<ul style="list-style-type: none"> Face to face instruction at MTMS Students complete 6 period schedule in person (no in school lunch)
	Lunch		Lunch	
2 Hour PM Session	<ul style="list-style-type: none"> Students who were not in school will attend a shortened virtual schedule. Virtual interactions with teachers to review work completed independently and prepare for the next day. 	<ul style="list-style-type: none"> Students who attended class in person will continue extension activities (home work, projects, independent practice). 	<ul style="list-style-type: none"> Students who attended class in person will continue extension activities (home work, projects, independent practice). 	<ul style="list-style-type: none"> Students who were not in school will attend a shortened virtual schedule. Virtual interactions with teachers to review work completed independently and prepare for the next day.
	90 Minutes After School Activities- Tuesday/Thursday		90 Minutes After School Activities- Tuesday/Thursday	

- Students divided into a Purple and a Gold cohort by last name.
- Students attend school in-person 2 to 3 times per week.
- On at-home days students will engage in assignments or tasks assigned during the in-person days in the AM.
- On at-home days students will engage in virtual classes in the PM.



MS Remote Learning Schedule

Sample eFalcon Full Virtual MTMS Weekly Schedule

4 Hour AM Session	eFalcon <ul style="list-style-type: none">• Complete 6 Period Schedule.• Virtual Instructional for All Subject.• Virtual Related Services
	Lunch
2 Hour PM Session	eFalcon <ul style="list-style-type: none">• One to One/Small Group Sessions with teachers, enrichment, intervention, independent work.
90 Minute Tuesday/Thursday	Remote Clubs and Activities

- Scheduled on a virtual team with other eFalcon Full Remote Students
- Same curriculum as in-person instruction
- Virtual instruction based on the pre-determined MTMS 4hr session schedule



Special Education

- ▶ Special Education sections will be built into the schedule as they are every year.
- ▶ Students in collaborative settings will receive the support of a special education teacher through an in-class support model.
- ▶ Once we assess which students are fully remote we will identify the needs for remote special education sections.
- ▶ IEP and 504 meetings can take place virtually as needed.
- ▶ Support services, such as speech, OT and PT, will be provided as per the student's IEP.
- ▶ Providing specific support for staff who work with students who are determined to have specific needs.

Language Arts



- ▶ Use of guidance from Achieve the Core and National Council of Teachers of English to identify focus standards that will spiral throughout units to help students strengthen core literacy skills
- ▶ Use of data and a strengths-based approach to developing reading and writing in authentic contexts
- ▶ Continued use of engaging, complex, self-selected fiction, nonfiction, and informational texts.
- ▶ Small group and 1:1 conferences in virtual settings
- ▶ Access to digital libraries, including support from MTPL
- ▶ Book clubs and partnerships with students
- ▶ Leveraging of digital resources, including Study Island, FlipGrid, and Zoom

World Language



- ▶ In class emphasis on speaking and listening with actionable feedback from teachers
- ▶ Use of the American Council of Teachers of Foreign Language's (ACTFL) "Can Do" statements at each performance level to progress monitor students.
- ▶ Curriculum revision for seamless continuity to the High School World Language Program from 8th grade
- ▶ Culturally authentic materials embedded into each unit of study
- ▶ Leveraging of digital tools for speaking and listening activities
- ▶ Professional learning for the rollout of the 2020 NJSL for World Language

English Language Learners (ELLs)



- ▶ All ELLs will be offered the opportunity to attend five days per week.
- ▶ All ELLs will continue to receive English as a Second Language (ESL) support through push-in instruction in blended learning as well as small group and 1:1 virtual support.
- ▶ All students identified for screening will be screened virtually, or in person in September.
- ▶ Specific strategies to support ELLs are shared with all teachers.
- ▶ Use of the WIDA model in the winter to exit ELLs demonstrating English Language Proficiency and academic success.

Mathematics



- ▶ In-person days: focus on the introduction of new concepts to maintain a comprehensive coverage of NJ Student Learning Standards in Mathematics
- ▶ Remotes days: emphasize reteaching, in-depth understanding and enrichment
- ▶ Afternoon live conferencing on remote days: utilize for differentiated guidance
- ▶ Study Island: reinforce retention of past concepts
- ▶ Use of data: continually identify student strengths and weaknesses both formally and informally
- ▶ Manipulatives: encourage student-owned calculators, rulers, etc to limit sharing (will be supplied for those who cannot)

Science and Social Studies



- ▶ Science:
 - ▶ Use of Gizmos online simulations that further understanding of various science topics as well as promote inquiry.
 - ▶ Teacher demonstration of lab activities when possible that allows for students to still interact with data in a manner that promotes critical thinking and inquiry skills.
- ▶ Social Studies:
 - ▶ Continued use of varied resources to further students understanding of Social Studies content such as Scholastic & primary sources.
 - ▶ Ongoing teacher collaboration to provide students with engaging and enriching virtual experiences that promote the NJ standards for Social Studies Practices.



Electives | Scheduling

- ▶ Electives will be assigned as normal based on student choice selection. Current seventh and eighth grades students made three choices in the Spring. Sixth grades students have will cycle through electives.
- ▶ We will assess our elective needs based on the number of fully remote students and reserve the right to alter the structure of our elective program.
- ▶ If the need presents itself, we may dedicate certain electives solely to the remote teams of students. This will be based on the reality of the curriculum being able to be modified to fit the remote model.
- ▶ Physical Education will follow normal schedule. Locker rooms will not be available. Students are expected to come to school dressed for PE on their scheduled day. Remote students will be assigned to teachers who will run remote physical education classes.



Electives | Curriculum & Instruction

- ▶ Departmental Programming will be centered on **Social / Emotional Health, Career Readiness,** and the design and execution of **Authentic Performance Tasks** and **Learning Experiences.**

- ▶ **FINE / PRACTICAL ARTS (BUSINESS AND ENGINEERING / ROBOTICS):** The MTMS will acquire “kits” that will be personalized; allowing us to provide students with individualized supplies that directly correlate with our curricular guidelines (across all appropriate content areas). Students will not be sharing supplies, under any circumstances. Staff has been working feverishly throughout the summer to prepare and make proper curricular adjustments (workshops, mapping projects, curricular rewrites).
- ▶ **GENERAL MUSIC:** Curriculum provides instructors the creative latitude to design lessons that can accommodate social distancing guidelines. The study of music theory, music interrelation/appreciation, and performance can be provided in both in-person and digital formats. Students will be issued with individualized materials, when needed.
- ▶ **BAND:** Over the past five months, Instructors have refined their ability to conduct virtual lessons on instruments (both individually and in small groups); and as a result, we centralize focus of our performance instruction on the virtual platform. Large-group or in-person instruction will center on the students' overall musicianship; and direct its attention toward the study of music theory, composition, and appreciation.
- ▶ **CHORUS:** Chorus inevitably provides a larger challenge for the performance aspects of the program; as scheduling and social distancing requirements will prohibit large group gatherings. As a result, we are anticipating shifting our approach from large-group ensembles to smaller, chamber-groups that will allow instructors to provide authentic, focused feedback to student in a timely manner.



Clubs and Extracurricular Activities

- ▶ Virtual clubs will be held for 90 minutes beginning from 2:45-4:15, Tuesdays and Thursdays. They will begin in mid to late, October.
- ▶ TAG will begin on October 20, for the same 90 minute time period as clubs.
- ▶ Afterschool academic supports will be available on the same schedule:
 - ▶ Academic Lab
 - ▶ Math Assistance Center



ATHLETICS/PHYSICAL EDUCATION

- ▶ Fall Sports will be Intramural with a small potential for interscholastic (maybe one or two games)
- ▶ Follow guidelines for what students have to do to come to school.
- ▶ Parents would be responsible for bringing the athlete back to school at 3pm and picking up after practice.
- ▶ Players need clearance by a doctor to return after a failed screening.
- ▶ All equipment will be cleaned between sessions.
- ▶ All athletes are required to bring their own water labelled with their name to practices/games, minimum 32 ounces.
- ▶ Tryouts will be conducted with smaller groups of students for an extended period of time.
- ▶ Physical Education: Students in-person who are scheduled for PE should come to school dressed for PE. No locker rooms will be used. Curriculum will be adjusted to have students work on individual skills at the beginning of the year. Classes will be held outdoors, weather permitting.



What will it look like if we go all virtual?

- ▶ In the event we move to a fully virtual learning platform, students will keep the existing schedules and continue with current teachers.
- ▶ This will allow for continuity of instruction and familiarity with their current teacher(s).



Variables

- This is an initial schedule that will be in place for the beginning of the school year and will then be reassessed based on the directives by the State and the Department of Health.
- The number of families who select remote learning WILL change the model.
- The number of families who waive transportation WILL impact busing.
- The number of staff who are unable to return to school may impact schedules.
- The schedule is highly dependent on decisions on the State level re: remote learning or mandated school closures.
- Additional schedules have been developed in response to possible changes.



Other Important Items

- No field trips before January 1.
- No in-person large group events.
- No in-person whole school or grade level assemblies.
- We are researching options for back to school evenings and parent/teacher conferences.
- Guidance will be coming from NJDOE on security drills.
- No visitors will be permitted in our buildings during the school day, unless prior arrangements have been made.
- Outside building use will be limited to ensure safety for all students and staff.



What happens if?

- ▶ If an infected person has been in a school building, we will work with local health officials and follow the CDC guidelines:
 - Dismiss all students and most staff for 2-5 days in the building. This initial short-term closure allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school.
 - Staff, students, and their families are encouraged to continue to follow all guidance from the NJ Department of Health and local health authorities.
 - Contacts may be quarantined and placed on remote learning for 14 days.



Do your part by following these guidelines:

- Do not come to work or school if you are exhibiting COVID-19 symptoms.
- Maintaining personal hygiene by washing your hands frequently and completing the daily self-health checklist.
- Maintaining six-feet of social distance in classrooms, workspaces, and common areas.
- Wearing face coverings at all times indoors (except in private rooms and offices) and outdoors when physical distancing is not possible.
- Practice now by wearing a face covering for long periods.
- Covering your cough or sneezing into a tissue or your sleeve or elbow, refraining from touching your face, shaking hands, or coming into bodily contact with others, and not sharing personal items.



Important Upcoming Dates...

- Parent Remote Learning Form – Due August 10
- Parent Transportation Waiver – Due August 10
 - Parents will be asked to commit for at least a marking period.
- Finalized schedules in August
- First day of school: September 3, 2020



Still have questions?

- ▶ We provided an overview of the MS planned schedule this evening, if you have specific questions, please reach out:
- ▶ Dr. Dori Alvich, Superintendent: dori.alvich@Monroe.k12.nj.us
- ▶ Dr. Adam Layman, Assistant Superintendent: adam.layman@Monroe.k12.nj.us
- ▶ Ms. Chari Chanley, MTMS Principal: chari.chanley@Monroe.k12.nj.us
- ▶ reopening@Monroe.k12.nj.us