Emergency Virtual or Remote Instruction Plan
Alloway Township School District Board of Education
September 2021

Introduction

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY," in their plans for virtual or remote instruction for the 2021-2022 school year. The 2021-2022 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 October 29, 2021. 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.

The Alloway Township Virtual/Remote Instruction Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure the district reopens safely and is prepared to accommodate students' unique needs during this unprecedented time.

This document includes information about virtual/remote instruction. For more information about COVID-19 and Safe Return Plans, please visit the district's websites.

www.allowayschool.org

School Lunch

During a full school closure:
- Communication will go out to families to sign up for school lunch without charge.
- Arrangements will be made for lunch preparation and safe delivery.

Scheduling - Guidelines
- Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan 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.
    - 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.
- Secure a steady supply of resources necessary to ensure the safety of students and staff.
- Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

Scheduling - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:
- Virtual instruction for the entire district will only be provided
    - During a district closure lasting more than three consecutive school days due to a declared state of emergency,
    - During a declared public health emergency,
    - Or during a directive by the appropriate health agency or officer to institute a public health-related closure.
- Virtual instruction for individual students while the buildings remain open will only be provided when the student is directed to quarantine due to COVID-19 exposure as directed by the school nurse.

Bell Schedule for School-Wide Emergency Virtual Instruction
- In the event of district-wide emergency virtual instruction, we will run the current instructional schedule. Teachers will run classes via Zoom or Google Meet. Links will be posted in Google Classrooms.
    - In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count as attendance.

Schedule for Quarantined Students Receiving Virtual Instruction
- While PreK- Grade 8 students are quarantined at home,

○ If a student is well enough to participate in classes, they will follow their regular schedule and join all classes via live conference. Daily attendance is taken during homeroom starting at 7:50 am. Attendance and participation in all classes is required to be marked present.

○ If a student is NOT well enough to participate in classes, a parent/guardian should alert the school that the student will be absent from classes. Students will be marked absent. Students will complete make-up work when they are able, following the school's established make-up work.

Emergency Virtual Schedule
Staffing- Guidelines

- The school district should consider access and equity for all staff to ensure continuity of student learning.
- The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

Staffing - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

- We will comply with all staffing guidelines as presented by the state. All positions will follow BOE approved job descriptions.

In-Person and Virtual Learning Environments: Roles and Responsibilities- Guidelines

A student participating in the board's emergency virtual/remote learning will have access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Emergency virtual/remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

In-Person and Virtual Learning Environments: Roles and Responsibilities- District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

- **Instructional staff will:**
  ○ Reinforce social distancing protocol with students and co-teacher or support staff

- ○ Support school building safety logistics (entering, exiting, restrooms, etc.)
- ○ Become familiar with district online protocols and platforms
- ○ Plan standards-based lessons to meet the needs of students at various levels
- ○ 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
- ○ Set clear expectations for students
- ○ Assess student progress early and often and adjust instruction and/or methodology accordingly
- ○ Instruct and maintain good practice in digital citizenship for all students and staff
- ○ Imbed SEL into the learning environment
- **Administrators will:**
  - ○ Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered
  - ○ Define and provide examples of high-quality instruction given context and resources available
  - ○ Assess teacher, student, and parent needs regularly
  - ○ Ensure students and parents receive necessary supports to ensure access to instruction
  - ○ Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)
  - ○ Collaborate on curriculum planning and assessing student academic and social emotional well-being
  - ○ Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district
  - ○ Support families in connecting with teachers and other services they need to be successful
  - ○ **Recruit substitute teachers and staff.**
    - ■ **If interested in substitute staffing employment opportunities, please reach out to our Main Office at 856-935-1622 or email employment@allowayschool.org.**
- **Educational services staff members will:**
  - ○ Assist teachers with providing updates to students and families
  - ○ Support embedding of SEL into lessons
  - ○ Be a liaison between the family and the school to support the student
  - ○ Assist staff in making modifications and accommodations for students with disabilities
- **Support staff/paraprofessionals will:**
  - ○ Lead small group instruction to ensure social distancing
  - ○ Provide real-time support during virtual sessions
  - ○ Support families and students in accessing and participating in remote learning.
  - ○ Paraprofessionals can be added to online classes as co-teacher
  - ○ Lead small group instruction in a virtual environment
  - ○ Facilitate the virtual component of synchronous online interactions
  - ○ Assist in making the modifications and accommodations for students with disabilities

Technology Needs - Guidelines
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- To the extent possible, provide district one-to-one instructional devices.
- In the event of a school closure, the school would address student technology needs in order to quickly pivot to remote learning without a gap in the school calendar.
  - Gr. 4-8 students currently have 1:1 Chromebooks.
  - Gr. 2-3 students would be sent home with a school issued device the last day of in person instruction. (Pending previously signed User Agreement from the Parent/Guardian)
  - Gr. PreK-1 would be issued a school issued device upon parent request and with signed User Agreement.
- If students and families require additional technology support, please contact the Main Office.

Student Teachers - Guidelines/District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Student teachers will:
- Be expected to obtain a substitute credential to gain the ability to support students without supervision as needed
- Lead small group instruction
- Co-teach with the cooperating teacher and maintain social distancing
- Implement modifications or accommodations for students with special needs
- Facilitate one-to-one student support
- Provide technical assistance and guidance to students and parents
- Develop online material or assignments

Continuity of Learning- Guidelines

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment during an emergency may happen quickly and create significant challenges for staff and students.

Except where otherwise indicated, the provisions and elements of this section are "additional considerations" that may help districts in considering ways to adhere to the "anticipated minimum standards".

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

- Consistent with guidance from the United States Department of Education, school districts will 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.
- In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services have been implemented to the greatest extent possible during the COVID-19 pandemic.
- In accordance with NJDOE recommendations, ATS will consider the following when addressing the education of students with disabilities for the 2021-2022 school year:
    - The CST will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

Technology and Connectivity

School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

Technology and Connectivity - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

The school district will ensure that every student (K-8th grade) has access to a device and internet connectivity.
- Districts have/will:
    - Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment
    - For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student
    - If there is a connectivity shortage, districts will help families connect with local service providers or provide mobile hotspots, as needed.

ALLOWAY TOWNSHIP SCHOOL EMERGENCY REMOTE INSTRUCTIONAL PLAN

Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in emergency virtual/remote instruction as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

1. Curriculum
   a. Educators will be tasked not with delivering curriculum to account for the loss of learning that may have resulted from COVID-19 circumstances.
   b. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
   c. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
2. Instruction
   a. As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
   b. In crafting an instructional plan, the school district should consider the following:
      i. Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments, and expectations for interactions to ensure all students have access to high-quality instruction.
      ii. Design for student engagement and foster student ownership of learning.
      iii. Develop students' meta-cognition.
      iv. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches
      v. Assessment
   c. For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
   d. Online pre-assessments and formative assessments should be leveraged to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
   e. Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
      i. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities

Professional Learning
Professional learning is intended to support educators in addressing the difficulties resulting from COVID-19 teaching and learning. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

Professional learning opportunities should be:
1. Presented prior to the beginning of the year;
2. Presented throughout the school year;
3. Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
4. Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
5. Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

Mentoring and Induction
1. Induction must be provided for all novice provisional teachers and teachers new to the district.
2. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
3. Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

Evaluation
1. School districts should develop observation schedules with flexibility in mind.
2. School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
3. School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

Professional Learning - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Professional Learning Throughout the School Year
- Professional learning will focus on each educators' professional capacity to deliver developmentally appropriate, standards-based instruction.
- Professional development plans (PDPs) for teaching staff and administrators will remain flexible and adaptable to the changing needs of the district, school and individual educator.

- ATS District Plan: W 2021 District Professional Development Plan.docx

Mentoring and Induction:
- Induction will be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring will be provided to novice provisional teachers by qualified mentors.

Evaluation:
- Districts will develop observation schedules with flexibility in mind.
- Districts will involve the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.