



AVALON STONE HARBOR

SCHOOLS

Remote Learning Plan 2022-2023

Last Updated September 2022

Board Approved Stone Harbor September 14, 2022

Board Approved Avalon September 21, 2022

All students will participate in full time in-person instruction for the 202-2023 school year. Virtual learning will only be offered in the event of a public health emergency or weather related incident that requires the closure of school for more than 3 consecutive days. This remote learning plan is being developed in accordance with N.J. Stat. § 18A:7F-9:

“Notwithstanding the provisions of subsection a. of this section to the contrary, in the event that a school district is required to close the schools of the district for 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, the commissioner shall allow the district to apply to the 180-day requirement established pursuant to subsection a. of this section, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the commissioner. A district that wants to use a program of virtual or remote instruction to meet the 180-day requirement in accordance with this subsection shall, with board of education approval, submit its proposed program of virtual or remote instruction to the commissioner within 30 days of the effective date of P.L.2020, c.27 and annually thereafter, provided however that if the school district is unable to complete and submit its proposed program within the 30-day period and the district is required to close its schools for 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, the commissioner may retroactively approve the program.

A day of virtual or remote instruction, if instituted under a program approved by the commissioner, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and such other matters as determined by the commissioner.

If a program of virtual or remote instruction is implemented for the general education students the same educational opportunities shall be provided to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.” (N.J. Stat. § 18A:7F-9)

School Closures

LEAs may be confronted with the incidence of a public health emergency amongst staff and/or students. If an LEA is required to exclude a student, group of students, a class, or multiple classes as a result of a public health emergency, while the school itself remains open for in-person instruction, the LEA should be prepared to offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible.

In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count towards the district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9. Staff members may be required to report to the building during a school or classroom closure depending on variables. All closures and quarantines will be confirmed with the Cape May County Department of Health and the Cape May County Office of Education. A list of essential employees will be shared with the County Office as part of the shut down process.

Remote Learning

Students required to quarantine due to a health emergency will be provided with remote instruction. Remote learning will be coordinated with the classroom teacher upon notice of the need to quarantine.

- Remote learning and live streaming in grades K-8 will be offered to the student as soon as possible upon notification of quarantine.
- Remote instruction activities may include live streaming into the classroom, live streaming between a teacher and students, remote access to learning materials, independent study and learning assignments, and other activities as determined by the age and ability of the student.
- Teachers will give students who are quarantined ample time to turn in assignments before assigning grades.
- Communication between the teacher and parent will facilitate the completion of all school work during remote learning.

Communication

- Parent communication will be sent via the ParentSquare app. This app also sends a daily e-mail and, if requested, text notification to parents. ParentSquare allows for two-way communication between school staff and families.
- Student communication will be through Google Classroom and e-mail where appropriate.
- District administration will communicate with the staff using e-mail, ParentSquare, and Google Meets or Zoom for live meetings.
- Phone messages will be automatically sent from voicemail to the staff member's e-mail to ensure communication with people outside of the school district.

Access to Technology

- The District offers a 1:1 computing environment for all students
- If students do not have their device accessible at home on the day of an emergency closure, in person pick up will occur at both schools beginning at 8:00am on the day of a remote closure or students may use their own device at home. School Administration will supervise Chromebook pick up.
- All students have a designated Google account for school use.
- All students will learn the use of Google Classroom and other appropriate software during the initial weeks of school so they are prepared in the event of a closure.
- Students lacking appropriate internet access for a period of time will not be penalized during remote learning. Parents are asked to communicate with school staff regarding any issues with their child's participation in remote learning.
- The district will make arrangements to ensure every family has Internet access through a survey at the beginning of the year that will be administered again in the event of a closure. At the time of this plan's approval, the District does not have any families without Internet access as determined by our survey as well as homework completion.
- Access to the Internet will be provided to any family that does not have access through portable hotspots.

Instruction

- Students and staff will follow the remote schedule as closely as possible. This schedule will be varied by grade level but will include no less than four hours of instruction. Block scheduling will be used to provide more time on task for students.
- Time will be made in the day for teacher office hours and one-to-one instruction where appropriate.
- Live instruction will be provided through Google Meet or Zoom for students in grades K-8. Pre-K will provide online lessons, stories, and sing alongs for students to review at their convenience.
- Students on remote learning must attend 4 hours of daily instruction to count as present under state attendance laws. It is expected that students will attend the entire instructional day. If they will be absent for a day or part of a day, please call the Main Office and leave a message.
- Attendance will be taken during each class period in Genesis.
- A daily schedule will be provided for each grade level's remote instruction via ParentSquare.

- Any student requesting additional school work, projects, or individualized instruction, will be provided such by their regular classroom teacher or one of our support teachers.
- All itinerant services including speech, special education, physical therapy, occupational therapy, and English language Services will be provided during remote instruction using similar methods as classroom instruction at a mutually agreed upon time between the parent and the provider.

Attendance

- Students on remote learning must attend 4 hours of daily instruction to count as present under state attendance laws. It is expected that students will attend the entire instructional day.
- If the student will be absent for a day or part of a day, please call the Main Office and leave a message.
- Attendance will be taken during each class period in Genesis. After 3 missed absences in any one class, the teacher will reach out to the family to provide solutions for barriers to learning.
- Staff members will keep electronic logs of communication with parents that can be shared with team members also working with the student. This will help denote patterns in attendance.
- Each truancy case will be handled on a case by case basis with the principal, I&RS team, and the family to determine appropriate remedial measures for students with chronic absenteeism. This may include weekend or summer instruction to make up missed work, one-to-one learning, and potential evaluation by members of the CST. Every effort will be made to ensure students remain with age appropriate peers and receive remedial instruction before retention is considered.

Assessment and Grading

Students will participate in regular and ongoing assessment during periods of remote instruction. This assessment will be conducted through class participation, completion of assignments, administration of whole class and individual learning assessments, and digital assessments. Digital assessments may include but are not limited to: Google Classroom, IXL, Savvas Learning assessments, Reading A-Z, Math Counts!, Edmodo, Canva, Prodigy Math, Seesaw, and Kahoot.

Any student not demonstrating progress during periods of remote instruction will be referred to the I&RS team for additional support strategies.

Special Education and Related Services for Students with Disabilities

The special education teachers will assist the general education teachers in adapting online lesson plans to meet the needs of special education students. The districts' special education coordinator will oversee development of online plans to ensure that IEP goals are addressed. Assistive technology will be sent home with students if required by the IEP. Related services such as speech, occupational and physical therapy will continue remotely through Google Meet or Zoom and lessons will be provided via Google classroom where appropriate.

CST staff will monitor the amount of time that students are not receiving in person services in order to determine the individual eligibility for compensatory hours. The case manager will communicate weekly with parents of IeP students to ensure all needs are being met via Zoom or Google Meet conferences. Opportunities to make up the missed hours will be created for families to access once school is reopened. CST evaluations, reevaluations, reviews, and all other necessary meetings may be held on Google meets or be rescheduled as appropriate to the need to maintain the safety and wellbeing of all participants during the shutdown.

ELLS

The basic skills and ELL teachers will assist the general education teachers in adapting online lesson plans to meet the needs of ELL students. This can be accomplished through the use of translation software, one-to-one instruction, and preloading students with information prior to a lesson. Time will also be designated for staff working with ELLs to conduct weekly parent meetings to ensure parents understand and are aware of available resources.

At the time of this plan's adoption, there are no ELL students in the District.

Multi-Tiered Systems of Support

Multi-Tiered System of support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional services. Online training through the SRI-ETTC will assist teachers in providing support to our most fragile learners and conduct trauma informed practices.

MTSS is a multi-tiered system of instruction and support in which teachers provide quality instruction across three tiers:

Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners. This is essentially "great teaching." The majority of learners should make sufficient growth in this tier.

Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services.

Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs.

Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. These include mental health support, primary health and dental care, family engagement, expanded before-school and afterschool and summer learning time, and mentoring programs.

Mental Health Supports

Public Health or weather related emergencies may have significant psychological and emotional impacts on students. These impacts may be caused by the loss of teachers, administrators, peers, and/or family members to the emergency, difficult living situations due to financial stress, emotional and physical abuse, and unprecedented disruption to social interactions with peers. Without the support necessary to manage these stressors, students may struggle to meet their academic goals.

Considerations:

- **Tier 1- Prevention and Universal Supports for All Students and Families**
 - Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
 - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
 - Continue to develop efforts to provide Social and Emotional Learning (SEL) programming.
 - Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
 - Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.
- **Tier 2- Establishing more intensive supports that can be provided to students who are identified as at-risk for mental health and/or substance abuse**
 - Consider utilizing existing staff to provide support for students who are identified as needing assistance.
 - Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 support.
 - Proactively reach out to the Care Management Organizations in Cape May and Atlantic County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
 - Explore higher education partnerships to assist with further development of mental health curriculum resources and supports.
- **Tier 3- Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions.**

- Consider the school districts' capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
- Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and Tier 3 supports.
- Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

Food Service and Distribution

The Avalon and Stone Harbor School Districts do not participate in the Federal Lunch Program. Therefore, the Avalon and Stone Harbor Schools will provide lunch services during in-person instruction only.

Facilities

If possible, custodial staff will report to the buildings for work on a daily basis. If this is not feasible, daily walk-throughs will be conducted by the head of facilities or the building administrator to ensure safe conditions in the vacant building. Police and fire rescue squads in both districts also have swipe card access to the facility in the event the islands are not accessible. Local employees from these departments, along with Public Works, as well as remote feed on the district's security cameras, will ensure the facility is in safe working order during a shutdown.

Extra Curricular Activities and Community Programming

Community events, clubs and sports provide a unique opportunity for our students to connect with their peers and foster special talents or skills. To the extent practical, clubs and activities will continue during periods of remote instruction. This can be achieved through Google Meets and individual projects, with club or sports coordinators checking on student progress. For example, cross country coaches may give workouts that can be done in the home or outdoors and track student progress. Google meets will allow students to have discourse about goals, progress, and connections during remote learning. In addition, community programming provided through the Avalon and Stone Harbor Public Libraries will supplement instruction for students through virtual story time, simple craft projects, online book clubs, and author meet and greets.

Engaging Stakeholders

This plan was developed prior to the August 29 release of Back to School Guidelines from the NJDOH. It was then revised to reflect pertinent information and shared at Public Board meetings in both districts for comment from all stakeholders. Following public comments, the plan was approved by the full Avalon and Stone Harbor Boards of Education. This plan was written in understandable language and was presented to the public. The plan will be converted to a family's home language upon request. If needed, families can have this plan converted to an oral presentation.