



Galloway Township Public Schools

Virtual / Remote Instruction Plan

2022-2023

Introduction

In spring of 2020, the Galloway Township Public School District first implemented virtual / remote instruction due to the mandated school closure. Since that time, we have worked to expand and enhance our virtual / remote learning model based on our experiences and the input of stakeholders. Should we need to implement a virtual / remote model again, this plan guides us in our efforts.

Decision to Transition

The decision to transition to a virtual / remote mode of instruction will be made by the Superintendent of Schools in consultation with members of the Administrative Team, our School Nurses, and the Atlantic County Department of Health. The Director of Student Services for General Education, who oversees nurses and health services, will be involved along with the Principals of the school(s) under consideration. As needed, the School Business Administrator and Director of Student Services for Special Education will also participate. The written guidance provided by the NJ Department of Health serves as a resource.

The District also realizes that the Governor or other government official can direct the school district to transition to a virtual / remote setting.

Instruction

In a virtual / remote setting, teachers and other educators will utilize the OnCourse Classroom for posting of instructional materials, assignments, and resources. This will be coupled with synchronous instruction using Zoom. The schedule will follow as closely as possible to the in-person schedule with modifications based on the length of the transition. At minimum, the school day will be four hours in length not counting lunch and recess. A sample schedule is shown below.

Period	K
HR / 08:35-09:00	HR
09:00-09:25	Specials
9:45-10:15	Art 9:00-9:30 PE 9:45-10:15
10:30-12:00	ELA 10:30-12:00
12:00-12:55	Lunch 12:00-12:30
12:30-1:30	Math 12:35-1:30
1:35-2:30	Science/ 2nd Step 1:35-2:30
2:30-3:30	Small Group 2:30-3:30

In a similar manner to how we address students' varied and age-appropriate needs during the regular school day, the district administration, faculty, and staff will coordinate efforts to do so during a virtual / remote learning period. For instruction, this will be through the use of small group instruction in breakout rooms. For other areas, time will be scheduled for counseling, related services, and other support services.

Student growth and learning will be maximized through a combination of synchronous and asynchronous instruction and, as noted above, through the use of small group instruction. To help ensure this, measurement of student growth and learning will occur through teacher interaction and assignments as well as online instructional tools such as Amira, artificial intelligent reading assessment and instructional tool. In mathematics, programs like Happy Numbers and Delta Math will track student progress toward the NJSLs. Across all content areas, formative and summative assessments will be utilized in a manner similar to in-person learning.

If the district makes the decision to transition to virtual / remote while students are at school, the students will take home the necessary learning materials and supplies. If the district decides after school hours or on a weekend, distribution will take place via parent/guardian pick-up.

Technology

Students: Ensuring that all students have equitable access and opportunities is a district priority, and we are prepared to provide what students need. The district maintains a record of every student's home access to a device and internet services. In the event of a transition, every student who needs a device will be provided with a Chromebook. Every student without home internet access will be provided with a hotspot. If the district makes the decision to transition to virtual / remote while students are at school, the students will take home the device. Hotspots will be picked-up by the parent/guardian. If the district makes the decision after school hours or on a weekend, a device distribution will be conducted. Directions for use of the device, OnCourse, and Zoom will be provided in writing and video formats. Technical assistance will be available as needed.

Certificated Staff: Depending upon the circumstances, staff may be working from school or home. If they are at school, every classroom is outfitted with a computer, document camera, web cam, and projection device. Every teacher has a laptop which can be used at school or home.

Classroom Assistants: As necessary, classroom assistants will be provided with a laptop or Chromebook to support virtual / remote instruction.

Special Education

Implementation of IEPs: All students, staff, and assistants will be provided a device for virtual learning. Through the use of our on-line platform, the students will have the opportunity to engage with the staff and students in their classrooms in a similar manner to when in the classroom through the use of whole class instruction and small group/ individual instruction through the use of breakout rooms.

Related Services: Students requiring related services will receive at home materials to help support their development in the areas of speech and language, occupational, physical, and behavioral therapies. Therapies and counseling will be scheduled as per the child's IEP and delivered through our on-line platform.

Accommodations/Modifications/Tracking of Student Progress: When planning instruction, the teachers (both general and special education) will be required to consider the accommodations and modifications required by their students' IEPs and indicate within their lesson plans and progress monitoring documentation the use of these supports as well as the progress of their students in the virtual setting. This documentation will be uploaded individually into IEP Direct providing evidence of the implementation of the IEP.

Support for Families: In addition, we have learned that supporting and teaching parents who are at home with our most significant disabled students has provided a positive home school connection and outcome with our students. 1:1 student assistants and RBTs will provide that direct coaching when working with their students in breakout rooms.

Providing Inclusive Opportunities: As we plan the overall schedule, we have also provided opportunities for students with disabilities to engage with general education students through the participation in specials and enrichment activities that are heterogeneously scheduled.

Child Study Team Functions: The child study team will create a schedule for regular communication with families to monitor the progress of students and the implementation of IEPs. Their communication logs will be uploaded by individual students into the contact log within IEP Direct as documentation.

In terms of evaluations, the professional organizations for school psychologists, learning consultants, and related services have made it clear that testing needs to be conducted in an in-person setting to be valid. The team will continue to have eligibility meetings for

those students whose testing was finished prior to the transition to remote learning. Evaluation planning meetings will continue to be held and testing will be scheduled for when we return to school. Reevaluation meetings will continue to be held and evaluations (when necessary) scheduled for when we return to in-person instruction. Annual review meetings will continue to be held for all students with disabilities according to their IEP.

ELL

ESL Program Alignment: ESL teachers will work closely with classroom teachers to support our ELLs. They will continue to provide English language instruction in small groups based on the WIDA standards focusing on reading, writing, listening and speaking skills. Using the Zoom platform, students will continue to practice these key skills synchronously with the teacher based on the virtual schedule. Additionally, students will have access to a variety of online curricular sites just like they do when they are physically present in school.

Communication with families: The ESL teachers will connect with families and provide available translated resources as needed. This will include using the Google Translate app on student devices as well as access to the Language Link service to communicate with non-English speaking family members as needed.

Alternate methods of instruction: As stated above, our ELLs will have access to technology resources and be supported using differentiated instruction based on their unique needs, Programs like Lexia ESL and Happy Numbers provide individualized, leveled instruction for each student.

Culturally Responsive Teaching/SEL Training: Teachers and administrators involved will receive training to address the needs of culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching if we have any students affected by forced migration from their home country

Attendance

Students will be marked either "Present-Remote" or "Absent-Remote." Students will be marked "Present-Remote" by either logging into the online learning platform (synchronous) and/or by the completion and submission of assignments (asynchronous), which will be monitored by the teacher. When students do not participate through either synchronous or asynchronous learning, teachers will communicate with families, assessing the situation and responding accordingly.

A student must be in attendance for 162 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned. Criteria for evaluation and indicators of achievement of the criteria, as well as acceptable standards of achievement for all grade levels, courses and programs will be utilized in making a decision regarding promotion/retention. Parents/guardians shall be notified in a timely manner whenever their child appears in danger of failing to meet required proficiency levels.

The school district will provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of remote learning.

Meals

During a virtual / remote time period, meal distribution will take place on a weekly basis at the student's school or as noted below:

- Galloway Township Middle School
- Reeds Road Elementary School
- Roland Rogers Elementary School
- Smithville Elementary School
- Arthur Rann Elementary School
- Pomona Preschool (will pick-up at Roland Rogers ES)
- Garden State Academy (will pick-up at Smithville ES)

Breakfast and lunch will be provided. Pick-up locations and times will be announced to families as part of the virtual / remote transition notification.

Facilities

All facilities will be cleaned and maintained in preparation for the return of students and staff following the virtual learning period. If any staff members are working in-person, cleaning and maintenance protocols will be implemented in a manner consistent with the situation.

Other Considerations

Social Emotional:

Students will continue to receive the appropriate SEL curriculum in a remote learning environment, as per the instruction schedule above. Counselors, Mental Health Specialists, and other appropriate personnel, will be available during regular school hours to address issues and concerns. These staff members will continue to provide additional support to students remotely in conjunction with families via email and electronic means. As situations arise, school counselors will share resources that may

be helpful to families. Administrators will monitor the well-being of staff members and provide supports and resources as needed.

Accelerated Learning:

Certificated and non-certificated staff engaged in multiple hours of training on the NJDOE's Accelerated Learning direction. Through that training, teachers are prepared to utilize "just in time" learning regardless of the delivery platform. "In the event of remote instruction, we will continue to provide conditions for teaching and learning that will foster social and emotional well-being of students, families and educators. Our commitment to supply technology to all as needed allows us to offer equitable access to grade level content and high-quality resources for each student in the event of remote learning. Our ongoing accelerated learning cycle to identify gaps and scaffold as needed would inform instruction in remote learning as it is during this time of in-person instruction.

Title I Extended Learning

Extended day learning during a virtual / remote time period will occur as possible depending on the particular program planned by each school. A decision will be made by the Principal in consultation with the Team Leaders, involved staff, and Director who oversees Title I. If an extended day learning program occurs, it will occur virtually. If a closure occurs during the summer, a virtual / remote GTPS Academy will be implemented virtually.

The technology and other materials that students need for extended day or summer learning programs will be provided utilizing the same procedures as for the regular school day/year.

Extracurricular: At the middle school level, each activity will be reviewed to determine if it can be conducted remotely. The Principal or an Assistant Principal will discuss this with the approved advisors and coaches to make decisions. Parents/Guardians will be informed of the opportunities and provided the Zoom links and other information to participate.

Communication

Staff: Staff members will be notified of the decision to transition to virtual / remote via email and, if after hours or on the weekend, via automated telephone call. All pertinent information will be provided.

Students: If the decision is made during the school day, the Principal or Assistant Principal will make an announcement to students.

Parents/Guardians will be notified via email and automated call prior to making the announcement to students. If the decision is made after hours or on the weekend, the parents/guardians will be notified via email and automated call.

All announcements and related information will be posted on the district's social media sites, district website, and staff homepage. Active communication with all families and staff as well as individuals when needed will continue throughout the closure. As needed, staff members will utilize Google phone numbers for home-school verbal communication.

Note: For any items that we request parents/guardians to pick-up, arrangements will be made for drop-off in the event the parent/guardians does not have viable access to transportation or an alternative will be provided.

Essential Employees

All employees are considered essential to the operation of the school district. In the case of a virtual / remote situation, the district identifies which employees need to work in-district and which may work from home. In either case, specific performance responsibilities are outlined by job category. The reason for the closure is utilized to make these determinations. A list of who is working in-district will be provided to the County Office at the time of closure.