

**Washington Township Public Schools
Remote Learning Plan
COVID-19**



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**New Jersey Department of Education (NJDOE)
Checklist for Emergency Preparedness Plans**

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by [N.J.A.C. 6A:16-10.1](#) and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in [N.J.S.A. 18A:7F-9](#).

County	NJDOE Checklist for Emergency Preparedness Plans
District	Washington Township Public Schools
Chief School Administrator/ Charter Lead Name	Joseph Bollendorf
Phone Contact	856-589-6644

Plan Component Question 1	Mark Yes or No
Does the plan include equitable access to instruction for all students?	YES
Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?	YES
Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?	YES
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	YES

Notes on Question 1

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Plan Component Question 2

Mark Yes or No

Does the plan address the provision of appropriate special education and related services for students with disabilities?

Suggestions for consideration:

- Does the plan include adapted materials and assignments to meet student needs?
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?
- Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?
- Does the plan consider the needs of students who are medically fragile?
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?
- Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?

YES

Notes on Question 2

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Plan Component Question 3

Mark Yes or No

Does the plan address the provision of school nutrition benefits or services for eligible students?

YES

Notes on Question 3

Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:

SFA Name: [Washington Township Public Schools](#)

Agreement #: [01505500](#)

Date Meal Distribution will begin: [3/17/20](#)

Date Meal Distribution will end: [When school is re-opened](#)

Schools/Site where distribution of meals will take place: [High School 9-10 Cafeteria](#)

Meals to be claimed for reimbursement per day: [Two meals](#)
(up to two meals, or one meal and one snack, per child per day)

Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.

Method for meal distribution: Grab and go meals will be available for pickup (breakfast and lunch) at our High School.

Meal Content: Grab and go items combined with milk, fruits and vegetables, placed in a bag for pickup. All meals will meet the SBP and NSLP requirements.

Meal counting and claiming procedure: Meals will be counted using the student PIN number which will be obtained at the time meal is distributed.

Meals for multiple days: Due to the number of meals we serve each day, we would be unable to provide more than two meals per day at a time. If our numbers are low once we start this process, it may be an option for us.

Safety Requirements: We are serving out of one of our existing cafeterias, using qualified food service staff. Therefore, our usual safety procedures will be in place.



New Jersey Department of Education

Checklist for School Health-Related Closure Plans (Updated 5.4.20)

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan.** Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.



Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

*Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.

Contact Information

County: Gloucester

Name of District, Charter School, APSSD or Renaissance School Project: Washington Township Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Joseph Bollendorf

Phone Number of Contact: 856-589-6644

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	YES	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	YES	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	YES	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	YES	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	YES	

Notes on Component 1



Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	YES	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	YES	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	YES	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	YES	

Notes on Component 2

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	YES	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	YES	
*Does the district’s plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	YES	

Notes on Component 3



Safe Delivery of Meals Plan Component 4

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	YES	

Notes on Component 4

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none">• Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	YES	

Notes on Component 5



Attendance Plan Component 6

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student’s attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	YES	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	YES	

Notes on Component 6

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	YES	

Notes on Component 7



Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs• Any preliminary plans for Class of 2020 graduation ceremonies	YES	

Notes on Component 8

Board Approval Component 9

*Is the plan board approved? Yes No Enter Date (mm/dd/yyyy): 5/26/2020

Notes on Component 9



Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? Yes No

Enter Date (mm/dd/yyyy): March 18, 2020

Notes on Component 10

Revised plans have been posted as updates and revisions were required.

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	YES	

Notes on Component 11

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? Yes No

Notes on Component 12

N/A – WTPS is a K-12 district.

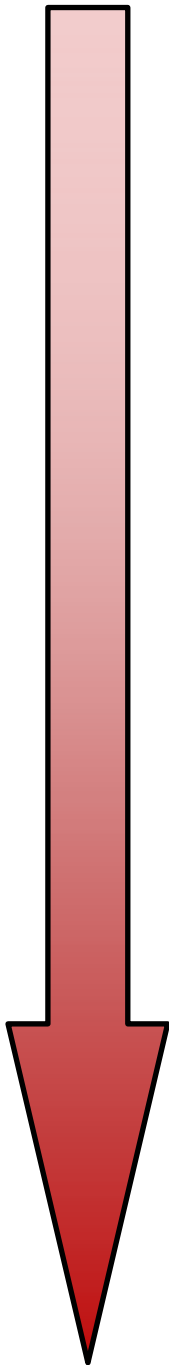


Washington Township Public Schools

2020 Coronavirus/COVID-19

Action Plan Overview

The stages below identify the progression of actions to respond to the Coronavirus/COVID-19 health threat. The District already has implemented many of these steps and is prepared to enforce others as needed, depending on the severity of the situation.



PREPARING
<p>Schools remain in session</p> <ul style="list-style-type: none"> ■ District officials actively monitor, synthesize, and communicate information from broadcasts and guidance from NJDOE, NJDOH, CDC, and Gloucester County Department of Health ■ Establish Task Force and develop/implement Coronavirus/COVID-19 Action Plan ■ Preventative education campaign to include informational links, posters, and documents ■ Enhance daily disinfection and cleaning protocols in all district facilities and buses ■ Survey all families for remote learning capabilities and prepare for remote instruction
LIMITING
<p>Schools remain in session with limitations</p> <ul style="list-style-type: none"> ■ Consider limiting student and community volunteers ■ Consider limiting audience at school activities ■ Consider postponing outside groups' events in our buildings; reschedule as possible
POSTPONING/CANCELING
<p>Schools remain in session with limitations and cancellations</p> <ul style="list-style-type: none"> ■ Consider postponing all athletic and extra-curricular activities, district sponsored events, travel and field trips; reschedule as possible ■ Consider suspending Community Based Instruction
CLOSING
<p>School buildings closed</p> <ul style="list-style-type: none"> ■ Essential personnel will implement the Coronavirus/COVID-19 Action Plan ■ Transition to remote instruction procedures ■ All school-sponsored events/activities postponed or cancelled ■ Initiate plans to disseminate meals for qualified student

WASHINGTON TOWNSHIP PUBLIC SCHOOL

ESSENTIAL PERSONNEL PLAN

Superintendent, Joe Bollendorf

- Overseeing the Remote Learning Plan including operational, financial, technological, governance, and communication for the district during our school closure.
- Regular/ongoing communication with our Board of Education particularly our Board President.
- Regular/Ongoing communication with his Cabinet Members daily via email, conference call, and text messaging.
- Communicating to parents via Power School, Swift K-12, Twitter, and Facebook on an ongoing/regular basis.
- Full comprehensive Coronavirus-COVID-19 Plans on our district website. This is a wide-ranging communication venue for parents and the school community.
- Full comprehensive Coronavirus-COVID-19 Remote Learning Plan posted on district website.
- Working both in-district and remotely. Available to staff and public 24/7.

Jack McGee, Assistant Superintendent for Curriculum & Instruction

Annette Miller, Assistant Superintendent for Special Education & Student Services

Gretchen Gerber, Director of Elementary Education

Steve Gregor, Director of Secondary Education

Kathryn Ashbridge, Director of Special Education

- Supervising the implementation of the K-12 Remote Learning Plan, including all related services for our special-needs population.
- Supervising the educational assessment and grading plan, grades K through 12.
- Supervising the daily progress of the Remote Learning Plan's digital resource implementation both in terms of reliability, accountability, and fidelity.
- Through Microsoft Teams, technology integration specialists are conducting professional development approximately every 2-hours daily for staff.
- Through Microsoft Teams, our Directors and technology integration specialists are sharing educational digital resources that are embedded in our school Remote Learning Plan for staff and students.
- Through Microsoft Teams, our Directors, Principals, Supervisors, and Assistant Principals are conducting our regular comprehensive professional team and level meetings.
- Special Education Department Staff - (PSD through age 21 Special Education): Supervising and providing direction to Child Study Team, Related Services Personnel, and support staff regarding Annual Reviews, meetings with parents, and all other functions related to special education.
- Engaging in on-going communication with special education Supervisors throughout Gloucester County region and the County CST Supervisor as part of a sharing/trouble shooting forum.
- Troubleshooting with staff regarding specific student cases, concerns, and/or questions
- Completing and submitting all state required reports (i.e. Perkins Grant).

- Completing all required documentation on Remote Learning Plans to the County NJDOE Office.
- Conducting department meetings using Microsoft Teams, Webex, and/or Conference Call.
- Ongoing monitoring of NJDOE Broadcasts and information from the CDC and Department of Health (local, state, and federal). Communicating with District Physician and school nurses.

Jennifer Grimaldi, Director of District School Counseling

- Department Staff (P-12 School Counselors, K-12 SACs, Counseling Secretaries) – Supervising implementation of all direct and indirect services to ensure all students receive equal access.
- Section 504 – Overseeing school counselors who monitoring students receiving accommodations and district staff who are providing established student accommodations.
- Home Instruction – Monitoring school counselors and district staff who are developing and addressing home instruction services according to the New Jersey Administrative Code.
- I&RS - Overseeing school counselors/team leaders who monitoring student action plans.
- School Climate – Leading department staff to provide social-emotional learning related to COVID-19 by applying information from American School Counselor Association (ASCA), Center for Disease Control (CDC), and other relevant professional resources.
- Technology – Learning and communicating to district staff via email, telephone, videoconferencing, WTPS Website, Twitter, and Webinars.

Kathy Carey, Director of Assessment, Data Technology, Registration and School Community Outreach

- Overseeing the development and release of all district communications and ensure that they are timely, provided via multiple communication vehicles, and specific to the intended audience.
- Collecting and organizing community feedback and questions as it relates to the closure, and needs thereof, and provide the appropriate response and supports, as needed.
- Ensuring that all registration, assessment, and data technology procedures are conducted remotely, to the extent possible, and with accuracy.
- Continuing to provide all required State reports, action plans, and data, as requested, and implement all mandated initiatives and procedures remotely.

All K-12 Principals: Christina Cox, ECC; Virginia Grier, Bells School; Jessica Rose, Birches School; Jeff Pollock, Hurffville School; Gary Breen, Thomas Jefferson School; Charlie Zimmerman, Wedgwood School; Ray Anderson, Whitman Elementary School; Michael D’Ostilio & Assistant Principal, Greg Muscelli, Bunker Hill Middle School; Jim Barnes & Assistant Principal Jennifer MacMillan, Chestnut Ridge Middle School; Colleen Cancila & Andrea Brown, Orchard Valley Middle School; Jonathan Strout & Executive Assistant Principals, Steve Selby & John Saverase

- Supervising implementation of the Remote Learning Plan at the school level.
- Supervising the educational assessment and grading plan related to the Remote Learning Plan.
- Supervising the daily progress of the school closure digital resource implementation both in terms of reliability, accountability, and fidelity.
- Through Microsoft Teams, participating in professional development daily.

- Through Microsoft Teams, communicating with our Directors in receiving and sharing educational digital resources that are embedded in our Remote Learning Action Plan for staff and students.
- Through Microsoft Teams, Principals and Assistant Principals are conducting and participating in their regular comprehensive professional team and level meetings.
- Communicating with staff daily via email, phone, and electronic resources.
- Ongoing and regular communication with parents regarding the ability to access email, phone, devices, and electronic resources.
- Ongoing and regular communication with parents to provide them with resources and support for at-home learning.
- Conducting daily walk throughs of their facilities.

Janine Wechter, School Business Administrator

- Food Service Operations – oversight of our district-wide plan to provide meals to students who qualify for free/reduced lunch/breakfast. **Harry Finkle, Assistant Business Administrator and Marilu Devone, Food Service Manager** are carrying out the program on a daily basis and coordinating staff/volunteers.
- Operations/Maintenance – coordination/oversight of necessary cleaning, maintenance work and groundskeeping. While we are attempting to keep all staff out of buildings as much as possible, we are still providing necessary cleaning as needed for the food service operations. Grounds crew will continue to cut the grass as needed and maintenance will attend to any issues that may come to light during daily walk throughs of facilities. The operations/maintenance department are also assisting with mail pickup from the post office so it will be available for pickup by a representative of each building. **Bob Schoenfeldt, Facilities Manager** is responsible for daily tasks, communications and assignment of staff.
- Security – coordination/oversight of necessary security coverage for Board of Education meetings, food service operations and in-person technology assistance sessions that may need to be scheduled for the students. **Bill Grutmacher, Director of Safety and Security** is responsible for daily coordination and assignment of staff.
- Payroll/Human Resources – oversight of the continuation of HR/Payroll services remotely. **Sharon Rife, Human Resources Manager and Barb Coan, Payroll Manager** are responsible for daily tasks and coordinating staff needed (remotely), mail pickup, etc.
- Purchasing – oversight of the continuation of Bids/RFP's, processing necessary purchase orders and payment of invoices. **Stephanie Lyons, Purchasing Manager and Harry Finkle, Assistant Business Administrator** are responsible for coordinating staff needed and daily tasks that need to be done. This will be handled remotely as much as possible.
- Finance – all necessary financial reports will continue to be produced and presented for approval.

Coronavirus/COVID-19 Instructional Plan Provisions for Remote Learning

Steps:

Parent survey is distributed to obtain information on Internet access and available devices

- Survey all parents through K-12 Swift; survey links will be posted on the website
- Principals follow-up with voice recording to encourage families to complete the survey
- Teachers support the public relations effort by encouraging all families to complete the survey
- Survey teachers/counselors/nurses about any known families without internet access
- Once the survey deadline closes, follow-up will occur with the families who did not complete the [survey](#) (ex: letter, phone call).

Two unscheduled early dismissal days are implemented

- Early dismissal days are selected
- Parents are notified of the early dismissal dates
- During this time, teachers are provided with expectations for assignments and delivery of digital, as well as non-digital, instruction if there is a state-mandated school closure
- The technology integration specialists will work with staff to prepare them for the on-line delivery of instruction.

In grades 3-5: By the end of the week, student email log-in procedures are reviewed and practiced by computer teachers

- Email log-in procedures must be reviewed with students in grades 3-5 since they are not accustomed to using district email on a regular basis
- Teachers create and send a practice activity to all students via email to review the procedure

At-home learning plans are created

- Teachers are provided with an email template including the lesson objective, activities, resources needed, and any related assessment
- Teachers are required to communicate daily with all families and/or students regarding lessons in each content area
- Teachers are provided with a support document with guidelines and resources for all K-12 staff.
- Consideration has been given to differentiating and modifying content and product to address individualized learning needs as specified in IEPs.
- Roles regarding special education and special programming are outlined in the elementary and secondary plans (see attached).

Considerations for those without devices or internet

- Approximately 1800 middle students and 2200 high school students participate in a one-to-one computing environment. Using Windows-based devices, students can access an array of digital content mediated through PowerSchool's Unified Classroom or the Schoology learning management system.
- Using the data from the survey, students in PreK -5 without a device will be provided with a district device to use at home. If the closure is unexpected, families will be able to pick up their device from a designated location.

- In addition, the community's families were surveyed and about 2% of the households will be equipped with a hotspot to ensure reliable Internet access. Additionally, the district will open internet access for public use from our centrally located high school. The district has procured enough hot spots to accommodate families who need access. However, the open access will help to support those experiencing difficulty.

- If the district is unable to secure hot spots in time for at-home learning, instructional materials will be delivered to those families who have been identified. We will also be expanding the signal of our wifi beyond to the front parking lot of the high school.

Remote learning in-service is implemented

- Teachers will be provided with training regarding the attached expectations and procedures for remote learning. This training will continue virtually via Microsoft Teams, and a schedule will be posted for various topics related to our platforms will be posted in Teams.
- Technology Integration Specialists will deliver and record the initial training and subsequent virtual trainings for teacher reference.
- The integration specialists will also avail themselves as a resource to troubleshoot problems remotely should a school closure occur. Tech support and resources will be available to all staff during normal business hours.

Remote Learning Guidelines

Teachers are expected work normal business hours, and plans must be posted to OnCourse. Students in grades 3-12 and families of students in K-8 will be emailed daily with directions from the teacher(s) no later than 9:30 a.m.

- PreK-2
 - ELA – 30 minutes
 - IDR (Individualized Daily Reading) – 15 minutes
 - Math – 20 minutes
 - Science/Social Studies (alternates) – 10 minutes
 - Health – 5 minutes daily or one 25-minute lesson per week
 - Special areas – 15 minutes per day (one special per day)
- Grade 3-5
 - ELA – 30 minutes
 - IDR (Individualized Daily Reading) – 30 minutes
 - Math – 20 minutes
 - Science/Social Studies (alternates) – 15 minutes
 - Health – 5 minutes daily or one 25-minute lesson per week
 - Special areas – 15 minutes per day (one special per day)

All elementary supplemental programming outlined in the chart below.

- Grades 6-12
 - No more than 20-30 minutes per subject per day
 - Students are encouraged to attend teacher periodic office hours; sessions may be recorded for students to view who could not attend

Attendance Tracking

All grade spans utilize a primary learning management system, Seesaw for Schools is used with students in K-2 and Microsoft OneNote used with students in grades 3-5, and Schoology is the primary learning management system in grades 6-12. All three of these programs provide robust analytics showing how frequently and for what duration students attend to their studies.

Students are not expected to log on to an assigned platform and complete daily modules at a specific time of day. To accommodate the needs of families that may not have multiple digital devices, have children from various grade spans, parents who may also work from home, or children who require parental support after returning from work, students are encouraged to work at their own pace asynchronously. Synchronous sessions are utilized for specific programming such as special education and student services programming, ESL instruction, and weekly social emotional check-ins.

Each of the seven elementary schools and four secondary schools has a set of protocols for teachers to follow once students are identified as non-participatory or non-attentive to their distance education. After contacting parents through voice and other electronic means, teachers are then directed to refer such students to their school counselor and CST case manager, if applicable. If the counselor is unsuccessful in reaching the parents or improving the child's academic progress, the school administrator(s) is notified. Phone calls and letters notifying parents of students who are approaching chronic absenteeism are sent per the Student Code of Conduct, which is aligned to district policy.



Elementary Online Learning Plan – Teacher Responsibilities

All plans must be submitted to families/students between 8:00-9:30 AM daily.

When developing daily activities, consider the importance of continuing established learning routines, when possible. Begin with review materials and after one week you are encouraged to blend review materials with introducing new content/standards. Please do not require students to print materials from home. Do not expect any assignments to be returned in paper form.

Pre K - 2	
Pre-K Teachers	<ul style="list-style-type: none"> Activities should reflect your daily routine and centers as much as you are able. For example, links to videos (songs, stories, etc.) that are familiar to the students from morning circle or centers. Consider guiding thoughts or talking points for families related to content or a video message for learners and families. All materials should reflect the accommodations and modifications in compliance with each student’s IEP if they are receiving Special Education Services. Differentiated materials and/or direction should be included as appropriate.
K-2 Teachers All subjects	<p style="color: red;">Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> ELA (30 minutes): Include phonics, grammar, reading, and writing activities. Resources for planning might include Foundations materials, Epic, Seesaw lessons, Nearpod lessons, Schoolwide materials, and/or Units of Study resources. Math (20 minutes): Include a variety of practice activities, math games, and fact fluency work. Math journal pages could be modeled using Seesaw. Additional resources for planning might include EM4, ConnectEd, NearPod, and/or FIM. Limit First in Math to an average of 5 minutes daily. Science/Social Studies (10 minutes): Consider integrating science and social studies topics with ELA. Health (5 minutes or 1 activity for the week): Positivity Project resources, Nearpod health lessons, Go Noodle videos, or mindfulness practice. IDR (15 minutes): Encourage students to read or be read to each day. Resources might include choice of trade books, Epic books, and school librarian’s teacher page links. In your daily plan, identify your special area schedule with teacher’s name and/or Spanish teacher’s name. Special area teachers will keep plans and activities current on their Teacher Pages. Please also include one line in your daily plans that states, “Visit your <i>World Language/Spanish Teacher’s Page for activities</i>”. <p style="color: red;"><i>*Please note: If a digital platform is being used, please use Seesaw or Flipgrid.</i></p>
Grades 3-5 and ELA Supports	
3-5 ELA Teachers	<p style="color: red;">Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> Reading/Writing activities (30 minutes): Resources for planning might include Wit and Wisdom materials, Spelling Connections/Spelling City activities, American Reading Company materials, grammar activities, Epic books, Nearpod lessons, Newsela, and/or state assessment practice. IDR (30 minutes): Resources might include choice of trade books, Epic, and school librarian’s teacher page links. <p style="color: red;"><i>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</i></p>
Grade 5 Read 180 Teachers	<p style="color: red;">Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> Read 180 Next Gen and System 44 software will be accessible for home use. Please assign 15-20 minutes of activities. Monitor student learning and provide feedback regularly.

	<ul style="list-style-type: none"> • IDR (30 minutes): Resources might include choice of trade books, EPIC and school librarian’s page.
Reading Specialists/ BSI Reading Team/ Interventionists	<ul style="list-style-type: none"> • Plan daily activities (10 minutes) matched to your students’ targeted goals and communicate plans to students/families. Consider using and/or referencing RAZ-Kids, EPIC books, and trade books, Foundations materials, and sight word resources.

Grades 3-5 and Math Supports	
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3-5 Math Teachers	<p>Create standards-aligned activities (20 minutes):</p> <ul style="list-style-type: none"> • Include EM journal pages, math games, fact fluency and state test practice. Resources might include ConnectEd, Nearpod, Khan Academy, and/or FIM. • Plans should include a variety of activities in addition to FIM. • Limit First in Math to an average of 8-10 minutes daily and encourage students to use resources beyond the Very Important Facts (VIFs). <p><i>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</i></p>
BSI Math Teachers	<ul style="list-style-type: none"> • Plan First in Math activities by grade level that support current curriculum or student goals (maximum of 10 minutes per day). Communicate activities to families/ students daily. An emphasis on the Practice Gyms, Just the Facts, and Very Important Facts should be targeted to reinforce standards and current units.

Grades 3-5 (Science, Social Studies, and Health)	
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3-5 Science or Social Studies Teachers	<p>Create standards-aligned practice activities (15 minutes):</p> <ul style="list-style-type: none"> • Resources for planning might include Online Textbook access, Nearpod activities, and Flipgrid activities related to the current unit. Consider linking videos from National Geographic or using our IMC resources (e.g., PebbleGo Next, Britannica, etc.). <p><i>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</i></p>
3-5 Health/ Homeroom Teachers	<ul style="list-style-type: none"> • Positivity Project resources (5 minutes each day, or one longer activity for the week), Nearpod health lessons, mindfulness activities • In your daily plan, identify your special area schedule with teacher names and/or Spanish teacher’s name. Special area teachers will keep plans and activities current on their Teacher Pages. Please also include one line in your daily plans that states, “Visit your <i>World Language/Spanish Teacher’s Page for activities</i>”. <p><i>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</i></p>

Special Areas and Pre K-5 Supports / Programming	
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Special Area Teachers	<ul style="list-style-type: none"> • (15 minutes per class/ grade level) Classroom teachers will direct families to visit your Teacher Page. Please keep it current with resources and plans for each week by grade-level.
World Language/ Spanish Teachers K-5	<ul style="list-style-type: none"> • WL Teachers: Please keep Teacher Page current with a variety of weekly activities/resources for each grade level you teach.
ESL Teachers	<ul style="list-style-type: none"> • Consider using SeeSaw or Flipgrid to send a video message to communicate and share short (5-10 minutes) activities with your students on a daily basis. You may also update your teacher pages with daily resources and plans for the week. You may also engage in live sessions, upon approval.
ELEMEntS Teachers	<ul style="list-style-type: none"> • Email grade 3-5 students and families directly with a 25-30-minute activity for the week.

ICR Teachers	<ul style="list-style-type: none"> • Please share the responsibility of planning and resource collection by coordinating a set-time to plan daily with the classroom teacher. All materials should reflect the accommodations and modifications in compliance with each student’s IEP. Differentiated materials or directions should be emailed to students and their families. Include the following statement on General Education Teacher plans: <i>Students receiving special education services will receive an email from (Special Education Teacher’s Name) with additional information.</i>
SCLD/POR Teachers	<ul style="list-style-type: none"> • Communicate with the General Education teacher if any student is in a blended program (Gen Ed/ICR and/or POR/SC). Include the following statement on General Education Teacher plans: <i>Students receiving special education services will receive an email from (Special Education Teacher’s Name) with additional information.</i> • Follow the grade level expectations/activity guidelines listed in either K-2 or 3-5 for each subject area using appropriate content/materials based upon current academic levels. • All materials should reflect the accommodations and modifications in compliance with each student’s IEP. Differentiated materials and/or direction should be emailed to students and their families. • Consider guiding thoughts or talking points and/or a video message with materials for families and learners to provide additional guidance/support.
MD/AUTISM Teachers	<ul style="list-style-type: none"> • All materials should reflect the accommodations and modifications in compliance with each student’s IEP. Differentiated materials and/or direction should be included. • Activities should reflect your daily routine (circle time/calendar) and centers as much as you are able. For example, links to videos (songs, stories, etc.) that are familiar to the students from previous activities (morning circle or centers). Binders/packets of known skills, procedures, and routines should be sent home with the learners to be used and/or referenced if needed. • Consider guiding thoughts or talking points and/or a video message with materials for families and learners to provide additional guidance/support • Due to the uniqueness of the needs within your program, any folders, manipulatives, consumables, or paper-based materials should be sent home as appropriate.

In the event of a school closure,
please review the following procedures below:

Preparedness

Effective immediately, teachers need to make arrangements for access to instructional materials at home, including bringing home their district issued laptop and charger daily. **If you have not logged into your laptop to date, you MUST complete this task at school immediately.** District issued laptops will not work at home unless the sign in process has been completed in the district first. Also, effective immediately, students should bring home library books, IDR books, math journals, and the Spelling Connections (Grades 3-5) books daily. By the end of the day on Friday, March 13, you will be receiving an email from Kathi Kersznowski to join a TEAM. Please join immediately. However, there is no further action required until a school closure has been determined.

Instructional Communication*

If we are in a remote learning environment, we ask each teacher to communicate DAILY with his/her class with instructional content for that day. A daily email with instructional plans must be sent between 8:00 a.m. and 9:30 a.m. Keep in mind, some students may need to complete the work after an adult has provided them with the directions in the evening. Please do not require students to print materials from home. However, students may respond using electronic tools such as those available in Seesaw or OneNote. It is IMPERTATIVE that teachers **do not** live stream or video chat for new learning, unless approved or for social emotional sessions. Do not expect any assignments to be returned in paper form. Unless notified, no grades should be entered. More information will be provided about grades, if applicable. Please be available to check email throughout the day and make the necessary plans for the next day should the school closure status continue.

In grades K-5, teachers should send communication to all parent emails. **All email addresses should be placed in the blind copy field (BCC) for privacy.** In grades 3-5, teachers should also send communication to student emails (FirstInitialLastName@students.wtpps.org). Teachers may also use Seesaw or Remind with families – whichever one with which your students and families are already familiar to alert them about the email. Please refer to the [WT Elementary Schools Remote Learning Guide](#) for guidance and direction on emailing families and students. There is a template in the [WT Elementary Schools Remote Learning Guide](#) for your use. (The remote learning guide will be presented on the in-service scheduled for Monday. A copy will also be sent to you via email along with directions to view the recording of the presentation.)

Primary Delivery Apps for Elementary

- Please reference the [Online Learning Plan – Teacher Responsibilities document](#) to guide your planning for remote learning. Please note this document will be finalized by for Monday’s presentation. However, the draft should provide you with some direction.
- Grades Pre K-2 will use **Seesaw** (and Flipgrid); Grades 3-5 will use **OneNote** (and Flipgrid) as a main resource.
- Some staff, such as special area teachers, will post their plans/activities on their Teacher Page.
- This online learning plan- teacher responsibilities document lists minutes for each content area, special area, and supplemental program. These minutes indicate the approximate time it would take a child to complete the work. Therefore, the minutes **do not** indicate the time a child is on a device.

A Few Other Options for Online Content Delivery:

** Any of these options should be delivered and/or communicated initially through Seesaw or OneNote*

- [Nearpod](#) - Deliver a student-paced Nearpod with activities; data collected to your dashboard
- [Buncee](#) – You can get a free educator premium account with a teacher dashboard in the event of a closure
- [EdPuzzle](#) – In a teacher account, get a YouTube video and insert stopping points for questions throughout the video. Student responses are recorded in your teacher dashboard.
- [Kahoot](#) – You can make quizzes that students can take asynchronously, and results will appear in your dashboard
- [Screencastify](#) – You can create screencasts (videos of what is on your screen) if you want to give students demonstrative directions
- [Screencast-o-matic](#) – Does the same thing as Screencastify
- [Padlet](#) – You create a digital bulletin board; students can post responses that are visible to all

Lesson Plans

- The remote learning plan in-service will provide information on lesson planning. Teachers will be using a template to email parents. This template can easily be used to copy and paste daily lessons into OnCourse. Since student plans are communicated daily, you can add plans to OnCourse on a day-by-day basis instead of at the beginning of the week. Plans must be posted each day in OnCourse by 10:00 a.m.

Support For You

**Teachers – if you and/or your students are not familiar with how to use these platforms, you should get in touch with your Technology Integration Specialist as soon as possible.*

Kathi Kersznowski and Mike Otto will be available for remote support regarding delivering educational content. You can always reach either of them by email (KKersznowski@wtps.org, Motto@wtps.org)



Teacher Distance Learning Preparedness

Secondary Level

We use many digital learning tools each day to deliver instruction. In the event of a school closure please review the following procedures below.

We ask all teachers to email their classes in the event of a school cancellation with instructional content or activity of no more than 20-30 minutes for that day. You can do this by sending an Outlook email using the [email class feature in PowerSchool](#). Your email message should go to the students' district email and parents should be copied as well in the Bcc: field. The email should include

- Learning Target
- Activities for lesson
- Directions to where they can find your instructional content as well as how to access the content
- Student Expectations

Example Email Text:

This is the classwork for Financial Literacy in the 21st Century (insert date here).

Learning Target: I understand that my interests, attitude, and abilities have an impact on my career path.

Activity: Students will complete a Nearpod presentation

Directions: You will need to access our Class Pages and find the link to the self-paced Nearpod. The link is also here <https://share.nearpod.com/vsph/eu7HT3t8LP>

Student Expectations: Students should complete all the Nearpod activities you will be provided a participation grade based on completing the Nearpod. Email me if you have any questions.

Some Tips:


Have a plan to talk with students in class about where you are posting instructional resources should we be closed. Please plan on using resources students are familiar with in your class. Keep in mind any accommodations you may need to make for students and review with them how to access their necessary accommodations through a digital assignment. Some ideas for delivering digital content are below. Remind students to bring home their laptops every day and get in a habit of bringing home your laptop as well.

- Post classwork to PowerSchool Unified Classroom/Class Pages, OneNote, and/or Schoology. Attach or include content in email to students, teacher webpage, or use Schoology. Use methods that your class is already familiar with.
- You can include classwork or specific directions where to find classwork in the email to students.
- You can populate content in a [OneDrive Folder and Share the Link](#) in the email

Need ideas on how to deliver content virtually?

- Create a PowerPoint with a Voice Over Lecture ([click for video-based directions](#)).
- Deliver a student paced Nearpod with activities.
 - Nearpod can combine videos and slides with questions and it is simple for students of all ages to login.
- Create a threaded discussion in either [Class Pages](#) or [Schoolology](#).
- Attach instructional materials and have students respond to you through email.

Technology Accommodations for Special Education:

- Read Aloud Text and Assessment Questions:
 - Word Documents, On
 - eNote, Forms, and Nearpod all have the [Immersive Reader](#) functionality built in.
Students can click on this icon  to have text read aloud. Immersive Reader can also mask text as well.
 - Some digital textbooks and programs have read aloud functions available in them as well.
 - Chrome Extensions such as [Read Aloud](#) can be added independently to student web browsers for students to hear the text being read on any webpage.
- Assignments and Assessments in Learning Class Pages, Schoolology, and Forms can be resubmitted multiple times as needed.
- Speech to Text Options (Scribe): The features are available in Word or OneNote. To enable click Dictate from the Home Tab.
- Record Voice Over in PowerPoints to assist students with reading in content areas.

Support for You

- You should contact your Instructional Technology Specialist if you need support in using any tools or would like ideas for how you can deliver content. During virtual school days, we will be immediately accessible through email and can provide a wide variety of support and assistance.
 - jhanlon@wtps.org
 - epitel@wtps.org



Provisions for Special Education and Related Services for Students with Disabilities

Remote Learning

- The WTPS remote learning action plan includes adapted materials and assignments to meet the needs of special education and Section 504 students. Please refer to the elementary and secondary level remote learning plans included within this document.
- Staff will be instructed that assignments and materials should reflect the accommodations and/or modifications in compliance with **each student's IEP at their instructional level.** Differentiated materials and/or direction should be emailed to students and their families. Teachers will document progress relative to IEP goals with the IEP
- Guiding thoughts or talking points and/or a video message will be sent with materials/activities for families and learners to provide additional guidance and support.

IEP Processes and Procedures During Health Mandated School Closures

- The District is putting forth a good faith effort to offer continuity of services via remote learning synchronously and asynchronously while following the child's individualized education plan.
- All communications between staff and home are documented via email, case notes, and service provider logs.
- Third quarter progress reports were completed using data existing prior to the closure and student work completed for the few weeks remaining in the quarter.
- Fourth quarter progress reports will be completed using existing data, noting whether students are progressing or mastering goals (if known). Additional comments will be added to the progress report rating the level of student engagement for each goal and related service.

CST Case Manger Follow-up with Families

- Child Study Team case managers t-based program to complete evaluation reports, work on upcoming annual review documents, and finish IEP related documents.
- Social Workers: Conduct social evaluations with parents and students via phone conference and virtual face to face meetings (WebEx, Teams).
- Psychologists: Meet with parents and students via phone conference and virtual livestreaming platforms (WebEx, Teams).
- Case Management: Send out Realtime surveys for upcoming meetings; conduct personal check ins with families daily via phone, email and/ or virtual platforms. Document in Realtime "case notes."
- Case logs to be maintained in Realtime.
- Check PowerSchool for student progress and communicate with special education teachers to inquire as to progress of students on case management lists.
- A process for calling parents on a regular rotation, with additional calls and meetings as needed.
- Special Education Administration will regularly review case notes of case managers.
- Students with limited or no participation will be reported to the Special Education Director who will follow up with written correspondence to the parents.

IEPs, Annual Review of IEPs, Meetings, and Rescheduling of Meetings:

- IEP meetings will be held as previously scheduled. Telephone conference calls and/or virtual platforms such as

Webex or Teams are to be used for meetings.

- No in-home, person to person evaluations will be conducted while the district complies with the State school closure mandate. Parent/Student/Teacher interviews, surveys, profiles, social histories will be completed remotely.
- Evaluations and reevaluations will be rescheduled as needed.
- District Child Study Team case managers and Child Study Team secretaries will communicate daily regarding timelines, scheduling of meetings/conference calls, and parent communications.
- The Realtime Program will be used for the tracking of scheduled meetings and document completion and sharing.
- Sertifi will be used as the electronic signature system. This will be used to document parental participation and consent.

Related Services:

Speech/Language, Occupational, and Physical Therapists, Psychologist/Social Worker will:

- Link voicemail to email for remote access
- Complete Reports
- Work on IEPs and Progress Reports
- Engage in a hybrid approach of telepractice that includes synchronous and asynchronous activities and platforms such as SeeSaw, Flip Grid, One Note, WebEx, and Teams.
- Engage in livestreaming sessions. Face to face virtual sessions may be provided using Teams and WebEx.
- Share individualized emails with families regarding expectations and suggested activities to reflect students' IEP goals.
- Use Flip Grid, Seesaw, or One Note to model targeted skill and capture students' approximations (if appropriate).
- Use games and district supported apps on iPad and/or laptop.
- Maintain service and case logs in RealTime for tracking services and sessions and communications with parents and/or students

Behavior Consultants/ABA Therapists will:

- Provide parent friendly recommendations for students that may have behavior challenges at home.
- Provide families with services virtually and/or through recorded communication
- Consist of in-district Behavior Consultants and Brett DiNovi Associates.

Out-of-District Students:

- Out-of-district schools will share action plans and revisions to those plans with the special education administration
- The Coordinator of Special Services will maintain a master spreadsheet of all OOD locations and information related to delays, early dismissals, ESY, Related Services, and interruptions in transportation services.
- CST Case Managers and Coordinator of Special Services will monitor OOD remote learning plans.

- Out of District students will be included in the District's Nutrition/Meal Plan while schools are closed.
- Students with limited or no participation will be reported to the Special Education Director who will follow up with written correspondence to the parents.

Communication:

- **Parents: In District/Out of District-** Coordinator of Special Services and CST Case Managers **will be** required to maintain ongoing communication via email, phone, and virtual platforms with parents.
- **All communications will be documented in Realtime.**
- **Contracted Providers** -Contracted providers will follow similar protocols as in-district providers as per agreed upon contracts. Administration will maintain ongoing communication via virtual platforms, email and/or phone with contracted providers.

Considerations for Native Language Translation:

- For document translation- Supreme Consultants, Rutherford, NJ
 - *Contact: Sonia Cancel* Soniac@supremeconsultants.com
 - Remote Bookkeeping is in place using Systems 3000

Special Education Extended School Year Remote Learning Plan: Summer 2020

In order to deliver a quality educational experience during these challenging times, students' social/emotional needs, special accommodations, and individual needs have been considered.

The WTPS Special Education Extended School Year remote learning plan includes adapted materials and assignments to meet the needs of special education students who have are eligible for ESY services. This plan shall be implemented in response to the health-related school closure due to the COVID-19 Pandemic.

General Guidelines for Implementing Remote Learning for ESY Services

- ESY instruction will be designed to address specific IEP goals where regression/recoupment has been documented.
- Special Education Teachers and Related Service Providers will access IEPs via the Realtime Program.
- Certified Special Education teachers who have applied through Applitracks will be approved by the Board of Education to deliver ESY services and program, July 6th to July 30th
- Certified Special Education Teachers and Related Service Providers will be approved for additional time as outlined in student IEPs.
- Eligible students will be included/invited to the Morning Meeting/Morning Circle. Those not in attendance will have recorded content shared with them.
- Students will receive instruction in ELA and/or Math and related services as identified in the IEP.
- Teachers will be provided with a lesson plan template including the lesson objective, activities, resources needed, and any related assessment.
- Teachers/Related Service Providers will be required to communicate daily with all families and/or students regarding lessons in each content area or related service(s) as listed within the IEP for ESY.
- Consideration will be given to differentiating and modifying content, process, and product to address individualized learning needs as specified in IEPs.
- Students will continue to use district issued devices and/or hotspots or hard copies.
- **Materials and Platforms:**
Should include, but are not limited to:
 - Nearpod - Deliver a student-paced Nearpod with activities; data collected to your dashboard
 - Buncee – Free educator premium account with a teacher dashboard
 - EdPuzzle – In a teacher account, get a YouTube video and insert stopping points for questions throughout the video. Student responses are recorded in your teacher dashboard.
 - Kahoot – You can make quizzes that students can take asynchronously, and results will appear in your dashboard
 - Screencastify – You can create screencasts (videos of what is on your screen) if you want to give students demonstrative directions
 - Screencast-o-matic – Does the same thing as Screencastify
 - Padlet – You create a digital bulletin board; students can post responses that are visible to all
 - Schoology
 - PebbleGo- Through school libraries, a curricular content hub specifically designed for K-3 students. Includes informational articles, ready-made activities, and literacy supports for students in core subject areas.
 - Boom Cards
 - Free Online books- Uniteforliteracy.com, EPIC, Margaret Heggan Library, Pebble Go, Tumble Books
 - FlipGrid
 - WebEx
 - Microsoft Teams
 - EdMark OnLine
 - IXL Online Program
 - American Reading Company – Schoolpace/Bookshelf

Instructional Communication

- Teachers will communicate DAILY (Monday – Thursday) with the class and individual students with instructional content for that day.
- A daily email with instructional plans must be sent between 8:00 a.m. and 9:00 a.m.
- Students will not be required to print or scan materials from home.
- Students may respond using electronic tools.
- Daily meetings/circle times are to be livestreamed and recorded, using a district approved platform. Recordings should be sent to the students that are unable to attend.
- Teachers are expected to participate in live stream lessons as appropriate or video chat with students/families, minimally once a week.
- Content presented must be unique to the recommended IEP goal(s) for the individual child.
- Progress Monitoring will be documented.
- **PSD through Grade 2** - Teachers should send communication to all parent emails. All email addresses should be placed in the blind copy field (BCC) for privacy.
- **Grades 3 – 12**, teachers should send communication to student emails (FirstInitialLastName@students.wtps.org).
- Related Service Providers will use telepractice and/or virtual platforms for therapy related services

Instructional Plan

Subject	Virtual Platforms	Length of Time
Circle Time/Class Meeting: Songs, calendar, SEL topics, Social Skills Programs	Webex Microsoft Teams Schoology	20 Minutes Synchronous (taped to be shared with those that cannot attend)
English Language Arts	See Saw (K-2) Flip Grid One Note Schoology	Minimum 30 minutes
Math	See Saw (K-2) Flip Grid One Note Schoology	Minimum 30 minutes

Progress Reporting

Progress reporting will occur at the end of ESY. Progress reports will be sent to teachers (2020-2021 school year), families, and to the file (via CST secretaries). Progress reports will be shared electronically.

Attendance

Monitor student response/engagement daily with materials/lessons. Attendance during synchronous learning will be noted but will not be included in daily attendance.

Lesson Plans

Lesson plans for each learner will be saved in Microsoft Word Document as a shared document with the supervisor(s). At the conclusion of ESY the lesson plan will be attached to the file (along with the progress report) by the secretary.

CONTINGENCY PLAN: Traditional Extended School Year:

THE ESY REMOTE LEARNING PLAN IS THE DISTRICT’S GOOD FAITH EFFORT TO DELIVER ESY IN A SAFE AND SECURE ENVIRONMENT. In the event the Governor requires school districts to reopen on July 1 WITH NO RESTRICTIONS, the contingency plan would be to implement extended school year in a typical school setting. The extended school year program will provide instruction to prevent regression of skills and will focus on targeted ESY IEP goals and objectives. Occupational, physical, and speech therapies will be provided individually, based upon the child’s identified ESY goals. A nurse will be on duty. Lesson plans will be submitted weekly with data-based progress reports due at the conclusion of the program.

Location: Elementary Extended School Year (ESY): Grenloch Terrace Elementary School. Secondary Extended School Year (ESY): Washington Township High School.

Dates/Times: Monday – Thursday from July 6-30 / 8:30-11:30 for secondary students, 9-12 for elementary students.

Transportation: Transportation will be provided for all students in the program.

Out of District Programs

Students receiving Extended School Year in an out of district placement will be provided services in the manner determined by the receiving school. Should the school determine that they will hold ESY in person, the Washington Township School District will continue to provide transportation. Should the out of district ESY Program close, alternate services for ESY within the Washington Township School District will be offered.



COVID-19 English Language Learners

District-Wide Plan

MEETING THE NEEDS OF OUR ELLs

- As a result of our district device survey, all students, including ELLs, will be provided with a laptop and/or hotspot, where necessary. If iPads are needed for specific ELL programming, they will be provided.
- ELL teachers and the IT Department will assist with setting up devices and hot spots remotely or at designated locations. If a translator is needed, one will be provided.
- Elementary students will be provided with school supplies where needed
- Tutorials for Seesaw and Flipgrid will be sent to parents in Spanish and other languages, where possible
- ELL students identified for free/reduced lunch will be informed of the appropriate local school/school neighborhood bus stop location
- The Director and Supervisor of ESL will continue to serve on State committees/hotlists to gain access to the latest information available from the State/NJDOE/WIDA.
- Regular education teachers will be offered Sheltered English Instruction via online classes at Stockton to continue to build our capacity among staff in our ELL targeted schools. As of 5/6/20, we have ten teachers who have registered and participated in the course.
- All new entrants enrolled in the district during remote learning will be offered ESL services, if the home screening indicates a possibility of an ESL placement. We will continue to await further guidance from the NJ DOE on how we conduct screenings.

COMMUNICATION WITH FAMILIES

- Transact will continue to help us with documents that need to be translated in each language.
- Translators will continue to assist families through our IEP discussions/meetings.
- All families were provided with instructions on how to use the translator feature on our website. These instructions will be revisited with families during remote learning.
- Our Spanish-speaking teachers will continue to converse with our Spanish families, as needed.
- At each level, teachers will confer with our students and families through Webex, Microsoft Teams, Flipgrid, and/or phone calls.
- The ESL Supervisor and building principals will continuously monitor all students who are inactive on our learning platforms. Families are first contacted by the teacher(s), then the counselor, and then the building administrator. This process is designed to ensure students and families are receiving the work and/or working toward a solution to resolve the issue.
- Teachers will continue to send out resources from the public library or from WIDA/community organizations to offer any assistance (food pantries, etc.)
- ELL students will continue to be recognized for their accomplishments via our public relations department.

DIFFERENTIATION

- ESL teachers will primarily use iXL, Raz-Kids, ESL Brainpop, Seesaw, Flipgrid and other digital applications to meet the variety of needs among our learners.
- All ESL teachers will collaborate with regular education teachers to be able to see the lessons delivered and make modifications. ESL teachers will have designated "push-in" days to provide targeted support and modifications.
- Our technology trainers will continue to hold technology workshops and conferences with all our teachers to assist them with remote learning and offer ideas to enhance and personalize learning.
- In an effort to support the mental health of all of our students, teachers are expected to modify work for a remote learning environment and reduce the amount of time for lessons. Safeguards are in place to protect students from failures for marking period grades or final course grades based on remote learning.
- Administrators will conduct pacing/curriculum modification meetings to map out the priority standards for the remainder of the year and review which assessments will be used. Resources from elementary administrators will be housed on a [website](#) with recommendations on lessons/assessments.
- Secondary teachers will be encouraged to move to our new Schoology platform where assignments and assessments can be easily modified. Although other programs support this effort, Schoology works directly with our Student Information System (SIS) and will improve our processes.
- The ESL Supervisor will teleconference with ESL teachers at all levels on a weekly/bi-weekly basis to discuss students. Many of our ELLs have siblings at various levels and we discuss them as a family as well as individual students. This will continue to provide us insight on how best to support the student and/or family. This time will also be used as an opportunity to collaborate among teachers and a method to share insights, apps, lesson ideas, etc.



COVID-19 Summer Services Plan

District-Wide Plan

Washington Township Public Schools has developed a preliminary outline for the provision of summer services listed below. Extended School Year (ESY) and our graduation ceremony plans are outlined in additional sections of this document.

21st Century Programs

In WTPS, the curricula are written from the perspective of 21st century education where students acquire the skills they need to succeed in the contemporary world and workplace. The district subscribes to the 4 Cs approach: collaboration, critical thinking, creativity, and communication. These skills are taught by creating real-life scenarios that require students to become problem finders as well as problem solvers. With so much information readily available to students, 21st century skills focus more on making sense of that information, sharing, and using it in smart ways. Performance-based tasks are good examples of how students practice and acquire the 4 Cs. At the secondary level, students may be asked to analyze the Millennial Goals of the United Nations, identify a complex problem at the root of one of those goals, and craft a resolution for change to be presented to students in other schools or districts through Skype or Webex.

One of the ways the district has monitored the infusion of 21st century skills is through learning walks. Supervisors and building administrators conduct learning walks periodically and enter data into an electronic data collection tool. One area of focus is to what level the [SAMR model](#) is being implemented. The SAMR model measures the utility of technology infusion from the basic level of substituting a traditional task with technology, adding little advantage, to redefining the task where the traditional method would be impossible without technology. The levels stand for Substitution, Augmentation, Modification, and Redefinition.

This summer an elementary team of administrators, technology integration specialists, and teachers will be participating in an Apple Leadership Cohort to enhance our planned expansion of iPad devices to a 1:1 initiative. This team, along with Apple, will develop a customized district plan to utilize our iPads to modify and redefine learning experiences so our primary learners can engage in meaningful tasks which allow them to explore, create, and become problem solvers.

Credit Loss for Seniors and Credit Recovery

The district uses the Performance Matters application through PowerSchool. This application helps leaders to analyze robust student achievement data. At the granular level, every senior's achievement during remote learning and beyond can be inspected and the early warning system will flag students who are in non-credit status. Each senior in this status will be enrolled in Educere, a distance learning platform that offers a full menu of courses from various content providers. Seniors will be guided through the credit recovery process and it is anticipated that the district's long-standing high graduation rate will continue. Additional information regarding our credit completion and summer school programming is outlined in our Counseling Plan.

Assessments of Learning Loss and Initial Plan to Address Learning Loss

Progress related to IEP goals will be communicated via 4th marking period *Realtime* progress reports. In addition to ESY services for qualifying students, and upon a review of student performance relative to goals within IEPs, the District will determine the need for additional time programs for the 2020-2021 school year.

The district uses STAR assessments for benchmarking student growth in literacy and mathematics in concert with the benchmarking features available in the Performance Matters application through PowerSchool. Student achievement is analyzed through this robust system and early warning indicators will flag students who have demonstrated learning loss. The district will utilize the locally funded intervention specialists, reading specialists, and basic skills staff to provide targeted interventions. Our district data meetings with classroom and content area teachers will continue and will allow staff and administrators to develop plans to assist students using Tier I and Tier II interventions. These data meetings supplement our PLCs and focus on individual students. If necessary, students may be recommended for further supports through our I&RS process. In addition, Title I staff and our additional time programming will be utilized to address specific areas of learning loss with our identified students.

STEM or other Programs

The district has offered a Women in Engineering camp for the past few summers. This STEM program appeals to the nontraditional learner and satisfies the requirements of the Perkins grant and the State's Career and Technical Education submission. In addition, the district continues to offer summer courses through Schoology that extend learning to advanced learners in science, math, and technology.

Title I Extended Learning Programs

All our Title I and locally funded additional time programs will continue throughout remote learning. Staff will use recorded instructional videos and/or Webex and Microsoft TEAMS to conduct synchronous sessions. After a review and evaluation of our additional time programs, the district may choose to offer additional summer programming for Title I students. Summer training for Title I staff will occur to provide professional development on effective strategies to accelerate learning; this training is aimed to support Title I staff and prepare them to deliver targeted supports in either a remote or in-school setting this fall. Title I students will also continue to have access to online platforms over the summer, such as First in Math and RAZ-Kids, and students will be encouraged through an incentive program to continue to practice these basic skills over the summer months.



COVID-19 Counseling Plan

District-Wide Plan

P-12 School Counselors & K-12 Student Assistance Coordinators (SACs)

- **Office Hours**
 - Home office hours remain the same as designated school hours
- **District School Counseling & SAC Department Website**
 - To access our internal information such as policies, protocols, forms, lists, etc.
- **Microsoft Outlook Email**
 - Sample Automatic Reply – *Our school district buildings are currently closed. You may contact me by way of email, and I will be happy to assist you.*
- **Avaya Telephone**
 - Sample Personal Greeting – *Hello, this is (Your Name). I will be available to assist you by way of email. My email address is (Your Email Address).*
 - Voicemail Message to Email – Follow the directions on our district site to have telephone calls sent to your email and monitor regularly
- **Telephone Calls**
 - *67 – Dial this before entering the telephone number and it will temporarily deactivate caller ID
 - [Google Voice - Directions](#)
 - [Remind text app](#)
- **PowerSchool Log Entries**
 - Continue to enter student data for direct and indirect services
- **New Student Registrations**
 - 3/16/20 Email - Follow direction from Katherine Carey
- **Collaboration/Consultation**
 - Emails/Telephone/Videoconference - Communicate with staff, administration, and parents for student needs and class support
- **Credit Completion/Summer School**
 - **Counselors** – Communicate with administrators, teachers, and parents to formally share online platforms:
 1. NJ Virtual - Middle School
 2. GCIT - High School
 3. Educere - High School
 - **Senior Credit Loss/Recovery** - Communicate with administrators, teachers, and parents on a case-by-case basis to determine best options.
- **Crisis Referrals**
 - **Community Resources** - School Counseling Webpages
 - **District Local Services List** - Refer students/parents/staff to use our list or link located in your Outlook Email Signature
 - **NJ Department of Children and Families** - Refer students/parents/staff to the telephone numbers
 - **2020 Remote Counseling** - Refer students/parents/staff to links, articles, video, etc.

- **BOE Policies/Regulations**
 - Collaborate with school administrators to follow established procedures in a virtual setting for Suicidal Ideation, Self-Harming Behavior, Threat Assessment, etc.
- **Virtual Counseling for Individual/Group Sessions & Classroom Lessons**
 - **Platform Options**
 - Appointments - Outlook, [Youcanbookme](#)
 - Documents - Microsoft Excel, OneNote, PowerPoint, Word, Nearpod, Padlet
 - Videoconferencing - Microsoft Teams, Cisco Webex
 - Elementary - Flipgrid, Seesaw
 - **Domains - Examples**
 - Academic - Grades, organizational skills, scheduling advisement, scholarships
 - Career/College (Naviance, Grades 6-12) - Lessons, surveys, transitions, postsecondary decisions
 - Social/Emotional - Coping skills, Stress/Anxiety
 - SAC - Smore monthly newsletter, Substance prevention/intervention and related mental health concerns
- **Intervention & Referral Services**
 - Documents - Refer to district manual
 - Videoconference Meetings - Schedule via Teams or Webex
- **Realtime - Section 504**
 - Documents - Complete and upload via Realtime
 - Student Accommodations - Confirm classroom teachers continue in a remote learning setting
 - 504 Eligibility & Review Videoconference Meetings - Schedule via Teams or Webex
- **Special Education/IEP**
 - Counseling Related Services - Continue for identified students via Teams or Webex
 - Videoconference Meetings - Attend as requested by child study team/case manager
- **Home Instruction**
 - **One-on-One Tutoring (Grades P-12)**
 - Counselors - Communicate to assigned tutors to provide asynchronous or synchronous instruction using the same platform as classroom teachers
 - Payroll Vouchers - Students' parents will email tutor to verify hours and submit electronically
 - **Educere (Grades 6-12)**
 - Counselors- Students continue courses as scheduled or new cases arranged and processed using the form on district site
- **CollegeBoard Advanced Placement Exams**
 - Email - Communicate information to staff/students/parents
 - Virtual - 45-minute exams at student's home setting
 - Materials - Student-issued laptop, printer
- **School Anti-Bullying Specialists (SAC)**
 - District Anti-Bullying Coordinator, Theresa Pietrowski tpietrowski@wtps.org - Collaborate

and continue HIB investigations and reports

- **Ombudsman Students (Grades 6-12)**
 - Megan Schaffer, Director - mschaffer@ombudsman.com - Students continue this placement

Intern & Practicum Graduate Students

- **Rowan University & Wilmington University**
 - Site Supervisors/Counselors - Collaborate to work remotely and communicate as directed

School Counseling Secretaries

- **Office Hours**
 - Home office hours remain the same as designated school hours
- **Avaya Telephone**
 - Sample Personal Greeting – *Hello, this is (Your Name). I will be available to assist you by way of email. My email address is (Your Email Address).*
 - Voicemail Message to Email – Follow the directions on our district site to have telephone calls sent to your email and monitor regularly
- **Microsoft Outlook Email**
 - Sample Automatic Reply – *Our school district buildings are currently closed. You may contact me by way of email, and I will be happy to assist you.*
 - Emails – Regularly monitor and reply
- **New Student Registrations**
 - 3/16/20 Email - Follow direction from Katherine Carey
- **Student Transfers**
 - Forms - Coordinate with parents and staff electronically
- **Protocols**
 - Projects - Continue accordingly per school

Additional Information

- **Professional Development**
 - PD Hours - Continue to log essential meetings and webinars
 - Wellness - [ASCA "The Ethics of Self-Care"](#)
- **Future**
 - Forthcoming based direction from the state and on the needs of the community, your schools, students, and parents



COVID-19 Graduation – Class of 2020

District-Wide Plan

Class of 2020 Graduation Plan

- On June 18th at 7 pm, our virtual graduation will be implemented.
- Video-taped ahead of time, our virtual graduation will feature each of our graduates walking across the stage in our Investors Bank Performing Arts Center in their caps and gowns along with all earned graduation regalia including sashes and cords they have earned in being a part of our various honor societies and other distinguished organizations.
- The video taping of our students will begin during the week of June 1st.
- Students will be given specific times to arrive at the high school, will park outside of our high school, and wait in their car to be called into our Investors Bank Performing Arts Center.
- Students will be video-taped “one at a time.” There will never be more than one student in the Performing Arts Center at a time.
- Each student will walk across the stage to pick up his or her diploma case from a table while being filmed and photographed. The student will then exit the stage and building while the next student is summoned from his or her car to enter the building. Small groups of students (10 or less) will be scheduled in half hour intervals and queued in their parked cars.
- Parents of students will be invited and encouraged to attend their individual son/daughter’s event on stage. They would remain at a distance in the performing arts center to observe their child walk across the stage, pick u their diploma and hear their name announced.
- Fewer than ten (10) people would be in attendance in our Investors Bank Performing Arts Center at any one time.
- The ceremony will also feature our traditional speeches delivered by students and administration (video-taped in advance of June 18th).
- While this event will need to be pre-recorded due to social distancing demands, we feel it is so important for our seniors to have their moment walking across the stage, hearing their name read for all to see and hear as they pick up their diploma casing.
- This ceremony is aligned with how our graduation ceremonies have been held historically. Once the diploma is earned at year’s end, students will be able to add their diploma to this casing.
- Our ceremony will adhere to the New Jersey State strict social distancing guidelines within the schedule of video-taping each graduate walking across the stage in our Investors Bank Performing Arts Center.
- The ceremony in its fullness will be broadcast via our local Cable Station and on the internet to our graduates, parents, relatives, friends and the full Washington Township Community on the evening of June 18, 2020, at 7:00 PM.
- Note: There remains a great deal of uncertainty regarding what we may be able to do in July or August, and only time will tell if we will be able to deliver live events for our seniors during those months. We are continuing to hold out hope for as long as we can. If social distancing restrictions are lifted in July, we are planning for “another live in-person graduation ceremony” adhering to all NJ State event requirements, on the following dates:
 - Wednesday, July 22, 2020
 - If social distancing restrictions are lifted at the beginning of August, then our date is Wednesday, August 12, 2020.



COVID-19 Nutrition Plan

District-Wide Plan

The following is a district-wide plan to provide meals to students who qualify for free/reduced lunch/breakfast. This plan will be enacted in the event of a school closing for an extended period of time.

Qualifying for SFSP

Our district does not currently participate in the Summer Food Service Program. However, once an application was available from the New Jersey Department of Agriculture, we successfully completed the application and were approved to serve under the Summer Program. This qualifies us to be eligible for meal reimbursement.

Number of meals we expect to serve

Prior to the closing of school, we were serving approximately 1,000 free/reduced lunches per day. We were not serving a large amount of breakfasts. We have qualifying applications for 1,525 students and are prepared to serve any student in need. We are serving breakfast and lunch packaged together for those who are currently participating.

Inventory

We are communicating with vendors to ensure that we have an appropriate stock of food on hand. We are attempting to purchase grab and go type items to minimize that time it takes to prepare and distribute the meals. We are working with our vendors to get a sufficient supply of easy to prepare foods that will still qualify as reimbursable meals.

Staffing

Staffing is being planned based on need. We are developing a list of staff who are willing to “volunteer” to work. We will ask for volunteers first to ensure that any staff with a compromised immune system does not feel obligated to work. Our list of staff/volunteers who are serving meals is sufficient to meet our needs and we are able to rotate workers so we are not relying on the same group every day.

Communication

We are communicating to parents/guardians via our normal communication platforms the availability of meals, pickup location/plans and our requirement to deliver the meal directly to our students and/or have the student’s pin number available so that we will qualify for reimbursement.

Meal Preparation

Meals are being prepped from our 9-10 kitchen. This kitchen has the most space and available equipment. We will have grab and go type items that we will combine with fruits and vegetables in a bag in order to qualify for a reimbursable meal.

Distribution

A “drive through” distribution process will be set up at the 9-10 wing of the High School. Prepped meals will be in close proximity to an outside door in the cafeteria. Parents/guardians can enter the 9-10 parking lot, follow the traffic pattern around the perimeter of the parking lot, and drive into an interior area where they will be able to pull up to the cafeteria doors and receive the meal from a staff member.

Distribution sites have been added to include each of our elementary schools, as well as four apartment complexes in town. We are utilizing school buses to transport the meals to each site. The meals are transported in crates and are distributed from the back of the bus by our staff/volunteers.

Contingency Meal Delivery Plan

In the event we learn of a family that has no means to pick up the meals, we will utilize bus drivers and volunteers to deliver the meals via school buses or personal vehicles if necessary.



COVID-19 Facilities Plan

District-Wide Plan

The following is a district-wide plan to keep buildings and grounds maintained in the event of a school closing for an extended period of time.

Buildings are checked daily for any damage/leaks resulting from weather events or vandalism. Exterior doors are checked for evidence of forced entry. The HVAC system is set on Holiday mode with safety measures set.

Grounds staff will work individually cutting/maintaining district fields and grounds. The maintenance staff will work individually to continue to perform routine and preventative maintenance while continuing with district maintenance projects. The custodial staff will work individually to clean buildings and prep classrooms for reopening. At times, custodians will need to work in pairs but will adhere to social distancing requirements.

DISTRICT PROFILE

(SU)
State Snapshot Report: Oct 15, 2019 (Generated: 3/16/2020)

WASHINGTON TOWNSHIP

Multiple Schools Selected

Student Characteristics	Total Students		Bells E.S.		Birches E.S.		Bunker Hill M.S.		Chestnut Ridge M.S.		Grenloch Terr Early		Hurfville E.S.		Orchard Valley M.S.		Thomas Jefferson		Washington Twp.H.S.		Wedgwood E.S.		Whitman E.S.		
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	
Total Students	7205	100.0%	445	6.2%	427	5.9%	571	7.9%	618	8.6%	325	4.5%	509	7.1%	524	7.3%	544	7.6%	2216	30.8%	498	6.9%	528	7.3%	
Grade Level																									
Pre-K	84	1.2%										84	25.8%												
Kindergarten	481	6.7%			4	0.9%					241	74.2%	1	0.2%			155	28.5%					80	15.2%	
Grade 1	499	6.9%	92	20.7%	68	15.9%							95	19.4%			74	13.6%			83	16.7%	83	15.7%	
Grade 2	540	7.5%	100	22.5%	80	18.7%							91	17.9%			85	15.6%			98	19.7%	86	16.3%	
Grade 3	558	7.7%	84	18.9%	94	22.0%							110	21.6%			82	15.1%			103	20.7%	85	16.1%	
Grade 4	557	7.7%	80	18.0%	87	20.4%							104	20.4%			75	13.8%			111	22.3%	100	18.9%	
Grade 5	557	7.7%	89	20.0%	94	22.0%							104	20.4%			73	13.4%			103	20.7%	94	17.8%	
Grade 6	556	7.7%					181	31.7%	201	32.5%					174	33.2%									
Grade 7	567	7.9%					201	35.2%	189	30.6%					177	33.8%									
Grade 8	590	8.2%					189	33.1%	228	36.9%					173	33.0%									
Grade 9	531	7.4%																		531	24.0%				
Grade 10	595	8.3%																		595	26.9%				
Grade 11	543	7.5%																		543	24.5%				
Grade 12	547	7.6%																		547	24.7%				
Gender																									
Male	3632	50.4%	223	50.1%	227	53.2%	291	51.0%	325	52.6%	173	53.2%	276	54.2%	263	50.2%	254	46.7%	1094	49.4%	243	48.8%	263	49.8%	
Female	3573	49.6%	222	49.9%	200	46.8%	280	49.0%	293	47.4%	152	46.8%	233	45.8%	261	49.8%	290	53.3%	1122	50.6%	255	51.2%	265	50.2%	
Race/Ethnicity																									
American Indian or Alaskan Native	3	0.0%							1	0.2%										1	0.0%			1	0.2%
Asian	307	4.3%	22	4.9%	17	4.0%	26	4.6%	31	5.0%	12	3.7%	14	2.8%	15	2.9%	21	3.9%	117	5.3%	18	3.6%	14	2.7%	
Black	606	8.4%	11	2.5%	21	4.9%	43	7.5%	68	11.0%	14	4.3%	37	7.3%	45	8.6%	74	13.6%	178	8.0%	66	13.9%	46	8.7%	
Hispanic	413	5.7%	32	7.2%	31	7.3%	39	6.8%	31	5.0%	23	7.1%	17	3.3%	26	5.3%	37	6.8%	115	5.2%	28	5.6%	32	6.1%	
Native Hawaiian or Pacific Islander	7	0.1%					2	0.4%			1	0.3%							2	0.1%	1	0.2%	1	0.2%	
White	5672	78.7%	373	83.8%	347	81.3%	444	77.8%	475	76.9%	263	80.9%	420	82.5%	415	79.2%	385	71.5%	1763	79.6%	368	73.9%	415	78.6%	
Multi	197	2.7%	7	1.6%	11	2.6%	17	3.0%	12	1.9%	12	3.7%	21	4.1%	21	4.0%	23	4.2%	40	1.8%	14	2.8%	19	3.6%	
Lunch Status																									
Free Lunch	1318	18.3%	72	16.2%	76	17.8%	117	20.5%	113	18.3%	47	14.5%	78	15.3%	107	20.4%	144	26.5%	366	16.5%	114	22.9%	84	15.9%	
Reduced Rate Lunch	275	3.8%	10	2.2%	16	3.7%	29	5.1%	26	4.2%	6	1.8%	2	0.4%	23	4.4%	22	4.0%	112	5.1%	14	2.8%	15	2.8%	
Not Eligible	5612	77.9%	363	81.6%	335	78.5%	425	74.4%	479	77.5%	272	83.7%	429	84.3%	394	75.2%	378	69.5%	1738	78.4%	370	74.3%	429	81.3%	
Special Education																									
Special Education	1197	16.6%	105	23.6%	81	19.0%	100	17.5%	80	12.9%	89	27.4%	67	13.2%	86	16.4%	96	18.0%	292	13.2%	92	18.5%	107	20.3%	
Not Special Education	6008	83.4%	340	76.4%	346	81.0%	471	82.5%	538	87.1%	236	72.6%	442	86.8%	438	83.6%	448	82.0%	1924	86.8%	406	81.5%	421	79.7%	
English Language Learner																									
ELL	65	0.9%	41	9.2%							11	3.4%			6	1.1%					7	0.3%			
Not ELL	7140	99.1%	404	90.8%	427	100.0%	571	100.0%	618	100.0%	314	96.6%	509	100.0%	518	98.9%	544	100.0%	2209	99.7%	498	100.0%	528	100.0%	
Time in District																									
In District Less than One Year	911	12.6%	35	7.9%	33	7.7%	35	6.1%	29	4.7%	265	81.5%	38	7.7%	32	6.1%	172	31.6%	104	4.7%	55	11.0%	112	21.2%	
In District 1-2 Years	1500	20.8%	189	42.5%	146	34.2%	51	8.9%	63	10.2%	58	17.8%	211	41.5%	75	14.3%	178	32.7%	171	7.7%	176	35.3%	182	34.5%	
In District 3 or More Years	4794	66.5%	221	49.7%	248	58.1%	485	84.9%	526	85.1%	2	0.6%	259	50.9%	417	79.6%	194	35.7%	1941	87.6%	267	53.6%	234	44.3%	
Students Retained Last Year																									
Retained Last Year	46	0.6%	1	0.2%	2	0.5%			4	0.6%			4	0.8%	3	0.6%	10	1.8%	17	0.8%	3	0.6%	2	0.4%	
Not Retained Last Year	7159	99.4%	444	99.8%	425	99.5%	571	100.0%	614	99.4%	325	100.0%	505	99.2%	521	99.4%	534	98.2%	2199	99.2%	495	99.4%	526	99.6%	

2. Last Special Education Submission: 10/15/2019
 3. Last State Assessment: 2018-2019
 4. Chronic Absenteeism counts for this report include all students with absenteeism rates of 10% or greater, regardless of time in membership. These counts may be higher than those used to calculate Chronic Absenteeism for ESSA Accountability.

Categories of Homeless Students

	Foster Care	Homeless Students	Crisis	Group Home
Pre-K	1	0	0	0
K	2	1	0	0
1	2	2	0	0
2	2	7	0	0
3	2	0	0	0
4	0	2	0	0
5	2	6	0	0
6	2	4	1	0
7	3	2	0	0
8	2	4	0	0
9	0	1	0	0
10	3	1	0	1
11	2	0	0	2
12	1	8	0	1



COVID-19 Business Continuity Plan

Technology Department

Business Continuity Team:

Joe Konecki- Director of IT

Joe Goffredo- backup lead. Server Admin & Application Support

Stan Szumowski- Network Storage

Jason Buttacavoli- Network Security & Wireless Access

Debbi Brown- Communications

Debby McGrail- Security Cameras & Central, operations, transportation, & food service support

Mike Ziccardi- Security Cameras & Central, operations, transportation, & food service support

Cathy Boyle- Software & laptop repair coordination

Jim Sturniolo- Laptop repair coordination, Offsite Support

Anthony Rizzo- Offsite Support

Kathi Kersznowski- Ed-Tech Liaison

03.11.2020

- Was informed of a “remote learning plan”, directed to make preparations
- Formulated initial needs/actions
- Sent all-user to IT staff directing that top priority is repairing staff and student laptops followed by prepping additional ones to use for families who don’t have them, staff who will working remotely, have on hand for repairs
- Formed Business Continuity Team (BCT)
- Scheduled WebEx meeting with entire IT Team and Ed-Tech Team for 3.12.2020
- Entire day dedicated to preparations

03.12.2020

- Met with BCT to explain their roles and provide initial assignments
- Held scheduled WebEx meeting, 2 hrs
- Status briefing - Joe Konecki
- We are facing a potential full or partial closing of the district. I’ve been tasked with developing an action plan as related to technology services. Much of this is unknown and quickly taking shape and being reshaped. Forgive me if you find out there are probably more questions than answers at this point as we move quickly to put a plan in place as we don’t know if or when it will need to be activated.

- **Objective:** Plan for successful supporting of the District’s “remote learning plan” and business operations from remote sites during a short or long-term closure. Should there be a closure, we may not be permitted to enter buildings, all or some. Need to plan for this possibility. Concretely, major objectives are:
 - Planning for students without technology
 - Planning for students without internet
 - Creating a Tech Support structure and process, good opportunity for collaboration with Instructional Technology.
 - Planning for a supporting the running of business operations remotely
 - **Approach:** Plan for a worst case scenario, not just this incident but other potential situations that could disrupt business beyond an infrastructure event which we’ve done some planning for in our Disaster Recovery Plan.
 - Use this as an opportunity for crafting a formal Business Continuity Plan (BCP) following this incident should the need arise again for similar or different situations. Most certainly, the state will require this once things return to normal.
 - Introduce Team and responsibilities for this project
 - **Instructional Tech Team**
 - Brief IT on instructional plans to provide ongoing instruction to students so IT can better support staff and students. Attend training on Teams as it is an important component for instruction for MS and HS and could be a powerful tool for IT as a Team.
 - Training for Microsoft Teams and OneNote
 - Group discussion with Ed-Tech on their needs and how we can best support
-
- Began documentation of plan and assigning tasks in MS Planner to track task progress and completion by team
 - Began process of potential HotSpot purchase from T-Mobile as it looks like most viable solution
 - \$20 per month with 12-month contract, per hotspot with unlimited highspeed 4G LTE data. Less expensive options too slow or limited, no way to control it will be used only for learning.
 - Developed and sent out surveys regarding laptop needs for staff, and VPN access for staff
 - Sent email to ETCSJ group outlining options for home internet to see if they have come up with other solutions and what they are doing

03.13.2020

- Added Stan Szumowski to BCP Team, taking ownership of managing network drives and ensuring everyone has remote access who needs it, working with Mike Ziccardi, Debby McGrail, and Jason Buttacavoli who are performing VPN installs

Notes:

Options for providing internet access at home:

- Direct families to the Comcast and Verizon Lifeline program, who knows if they will get approved and when they will actually get installed
- [Comcast discount](#)
- Direct them to [Earthlink](#) and [Altice Advantage](#), again installation time and if families can even afford it.

- We have one spare outdoor AP for the bus yard that can handle about 50 clients, install at the HS*
- Add additional APs to several buildings on the outside wall*
- List businesses with open wifi, contact management explaining situation requesting permission to advertise*
- *Concern with these three options, will kids have the means to get there?
- Purchasing hotspots
- 20 per month with 12-month contract, per hotspot with unlimited highspeed 4G LTE data. Less expensive options too slow or limited, no way to control it will be used only for learning
- Kajeer, slow and limited internet
- Sprint
- Verizon wireless
- AT&T

Actions taken already:

- Directed that laptop repairs for staff and students are priority to be completed
- Began prepping additional laptops which may be needed for office staff, or swaps if a laptop fails during closure. 50 completed as of 3.12.2020
- Formed Business Continuity Team
- Met with team and Ed-tech for situational briefing, briefing on ed-tech plans, training on critical learning tools students and teachers will be using
- Began documentation process
- Began installation and setup of WebEx for staff to communicate and possibly use as a means of provide remote support to staff and students. Est completion, 3.16.2020
- Began analysis of tech needs for families from survey, will be completed 3.13.2020
- Worked through creating directions for voice system access, may be needed for consultants trying to reach child study teams, SAC counselors, etc
- Put together options for home internet access
- Sent surveys to determine business/central needs

Challenges/Solutions:

- time

Plan once district closes:

- Provide remote support to students and staff. Process and technology to be used being explored.



Information Technology Department

529 Hurffville - Cross Keys Road • Sewell, New Jersey 08080 856.589.8500, ext. 7310

Technology Support Options and Procedures During District Closure

The IT Department will continue to provide support to our students, teachers, and staff while the District is closed through virtual means. Our hours of operation will remain the same from 8:00am - 4:30pm Monday through Friday.

For Staff and Teachers:

- Please continue to submit Help Desk tickets as you normally would at:
<https://wtps.incidentiq.com>

For Students and Families:

- Questions can be emailed to studenthelp@wtps.org For All

Users:

- We will continue to staff our Help Desk virtually, you may call us at 856.589.8500 ext. 4357. If we are busy helping someone else, please leave a voicemail with your name and contact information. When we call back, it will come from a blocked number, if you have these numbers blocked, please temporarily turn this feature off or call back at a later time.
- We will have the ability to remotely control your computer should the need arise. This will happen through WebEx where IT invites you to a virtual meeting via email, during the virtual meeting we will request control of your PC and you will be able to see everything we are doing. Please ensure your camera is OFF for the session. At any time you can end the session. Directions for this will be made available.
- In the event of a hardware issue, we will make arrangements with you to exchange your device for another one during normal business hours.

This document, along with other relevant information can be found by going to www.wtps.org/technology and going to the COVID-19 page.

WTPS Information Technology Business Continuity Plan

Version 0.1 (Draft) created • March 13, 2020

Version 0.2 (Draft) revised • May 18, 2020

1 Introduction

This document delineates our policies and procedures for business continuity in the event of an emergency that would cause extended school closure. The intent of this document is to allow our staff to keep district operations running and our faculty and students to continue teaching and learning in the most efficient capacity we can provide.

1.1 Purpose

This IT Business Continuity Plan establishes procedures to support the services essential to running the district in the event of an emergency.

- Provide access and resources to essential staff to continue to run daily operations of the district.
- Provide access and resources to faculty and students to continue learning in some capacity.
- Communicate with staff, faculty, and parents that the BCP has been activated and the situation will be continually monitored until normal operations can be restored.
- Ensure coordination with other staff who will participate in the BCP strategies. Ensure coordination with external points of contact and vendors who will participate in the BCP strategies.

1.2 Objective

The principal objective of the BCP is to develop, test, and document a well-structured and easily understood plan which will help the District continue operations as effectively as possible from an unforeseen emergency which interrupts normal business operations. Additional objectives include the following:

- The need to ensure that all department employees fully understand their duties in implementing such a plan.
- Determine all critical functions.
- Facilitate communications at all levels.
- Identify resource and personnel needs for operations to continue.

1.3 Scope

The scope of the procedures documented in this IT BCP will define how each department will continue operations in the event of an emergency.

1.3.1 Planning Principles

Various scenarios were considered to form a basis for the plan, and multiple assumptions were made. The applicability of the plan is predicated on the following key principles:

- There will be a school or district closure for an extended period
- District operations need to continue
- NJDOE has authorized remote learning for all students until emergency is over

1.4 Information Technology Business Continuity Team

The BCT is comprised of identified essential IT staff who bring expertise of various areas of IT services and support. They are responsible with ensuring their areas are properly supported and provide guidance in addition to supporting other areas as possible.

Joe Konecki- Director of IT

Joe Goffredo- Server Admin & Application Support

Jason Buttacavoli- Network Security & Network Access

Stan Szumowski- Network Storage

Debbi Brown- Voice Systems

Debby McGrail- Security Cameras & Central, operations, transportation, & food service support

Mike Ziccardi- Security Cameras & Central, operations, transportation, & food service support

Cathy Boyle- Software & laptop repair coordination

Jim Sturniolo- Laptop repair and Support coordination

Reid Smith- iPad/iOS Support

Kathi Kersznowski- Ed-Tech Liaison

2 IT Departmental Plans

This section defines the continuity plans of each department.

2.1 Technology

The Information Technology department will continue to support all services deemed necessary for continued district operations and remote teaching and learning in the event of an emergency closure. All services and responsibilities will be defined below.

2.1.1 Infrastructure

The role of the infrastructure team is to ensure all necessary network resources are available to students, faculty, and staff both internally and externally to maintain cybersecurity in a remote learning situation and to provide connectivity resources to students in need. The following entails specific needs and resources that will be provided by the infrastructure team.

- VPN – District VPN access will be given to any staff member where internal application access is needed.
 - As of April 2020, all staff and students will have the VPN client automatically installed whenever possible to improve future efficiency. Access to connecting to the VPN will only be activated on an “as needed” basis when there is a legitimate business need. **Anticipated deployment of the VPN client to all users to be completed by October 2020.**
- RDP – RDP access will be granted to staff only on an absolutely necessary basis to maintain maximize network security.
- Monitoring – The internal infrastructure will continue to be monitored to ensure a smooth return to normal business operations.
- Filtering – Students will continue to be filtered while on remote learning. The infrastructure team will continue to monitor as normal.
- Cybersecurity – The infrastructure team will continue monitor for cybersecurity activity and take necessary actions if needed.

Students in need of internet access – For those students who may not have internet access at home the district will do its best to provide suitable access. Several options are available for the district to provide:

- District will temporarily provide a filtered mobile hotspot to households without internet access.
- District will direct households to low or no cost resources that are available or would become available in the event of an emergency. [Comcast Internet Essentials](#), [Verizon’s Lifeline Program](#), and [Earthlink](#) provide low cost internet access for households in need.
- District will provide free wifi outside the Core of the High School where an outdoor access point has been installed to provide maximum range and reliability with ample parking space.

2.1.2 Server Administration and Infrastructure

- WTPS has migrated its infrastructure to a VMware platform running on Cisco Hyperflex nodes. All server administration is performed via the VMware vSphere client installed on Any Administrator's device and can be accessed directly connected to the VPN or RDP.
- All servers are backed up nightly via a Barracuda backup appliance as well as replicated to Barracuda's cloud storage.
- WTPS utilizes Microsoft Office 365 for business applications and is in a hybrid environment.
- Self-service password resetting is implemented in Office 365 for staff to quickly and securely reset their account themselves.
- For any server that does not support a virtual platform, WTPS will administer such server via VPN and RDP. iDRAC will be utilized for any physical server that is non responsive or need further troubleshooting. All physical Dell servers have a 4hr SLA on defective parts.
- Webex Meetings, Webex Teams, Microsoft Teams, and Schoology are leveraged to provided faculty, students, and staff with a safe and managed environment for distance learning, LMS services, and video conferencing services.
- All VPN, RDP, and SSO access requests and integrations are managed by the Server Admins.

2.1.3 Helpdesk Services

In order to properly support staff and students in a remote working and learning environment, the ability to provide reliable technical support services are crucial. All support services can be provided remotely except for hardware repairs and providing loaners using a combination of the following remote support applications: Webex Support, Microsoft Quick Assist, and Simple Help. Each product has its own benefits, and none of them are 100% reliable. The need and application cooperation dictates which remote application is used.

Software installation can be done remotely, but it is a tedious and manual process. **IT is expediting plans to migrate from our Alteris management platform to Microsoft Intune which will allow us to remotely push out software installations and better manage updates and patching. This is expected to be completed by October 2020.**

Hours for remote support are normal business hours, Monday – Friday 8:00am to 4:30pm. A small team is available every Monday and Thursday at a minimum at the HS to provide loaners and complete repairs. The same team have loaners at their homes in the event building access is not possible in which case the loaner can be provided to the family or staff member safely in the HS parking lot.

2.1.4 Voice

The ability to use the district's voice network remotely is limited due to software/hardware age and inherent capabilities. Staff are provided with information on how to receive voicemails in email and how to have calls forwarded to their mobile device. OneX communicator has been installed for staff to allow them to make outgoing calls where the caller ID shows the call coming from the district and not the individual's private line as well as receive calls going to their extension. The implementation process is

time consuming. The voice system needs to be upgraded or replaced to provide mobility for all users securely, privately, and quickly. As part of a unified communications plan, access to secure and safe video conferencing software is needed as well. We are currently using a free extended trial of Webex Meetings and Webex Teams that was provided to all business as part of Cisco's outreach during the covid-19 pandemic.

2.2 Access to Mobile Devices

In order to successfully implement remote working and learning, staff and students who already did not have access to a laptop through the district's 1:1 Learning Program in grades 6-12, a personal desktop computer, Windows-based laptop, or iPad were provided with one.

In anticipation of the likely need to implement remote learning again at some point in the 2020-2021 academic year and the District's desire to continue to infuse technology into learning, beginning in September 2020, students in grades 3-5 will transition from our *internal* 1:1 Learning Program to taking them home daily as students in grades 6-12 already do. Additionally, for students in K-2, district iPads will be reorganized to provide each student with their own dedicated and assigned iPad in time for the start of the new school year. Approximately 500 or 1 grade's worth of the iPads are very old and limited as iOS hasn't been able to be updated for the latest 2 major releases. A refresh cycle needs to be considered. This can fundamentally change remote learning by allowing more synchronous learning opportunities as students will no longer be sharing devices.

3 Return to Normal Operations

Once the emergency has been resolved and it has been deemed safe for staff, faculty and students to return to school BCP Plan will be deactivated and normal operations will resume. Upon completion of the BCP administration will review the process to determine if the plan was successful in providing the foundation for a smooth continuation process.

* Red text denotes actions planned between May 2020 – October 2020