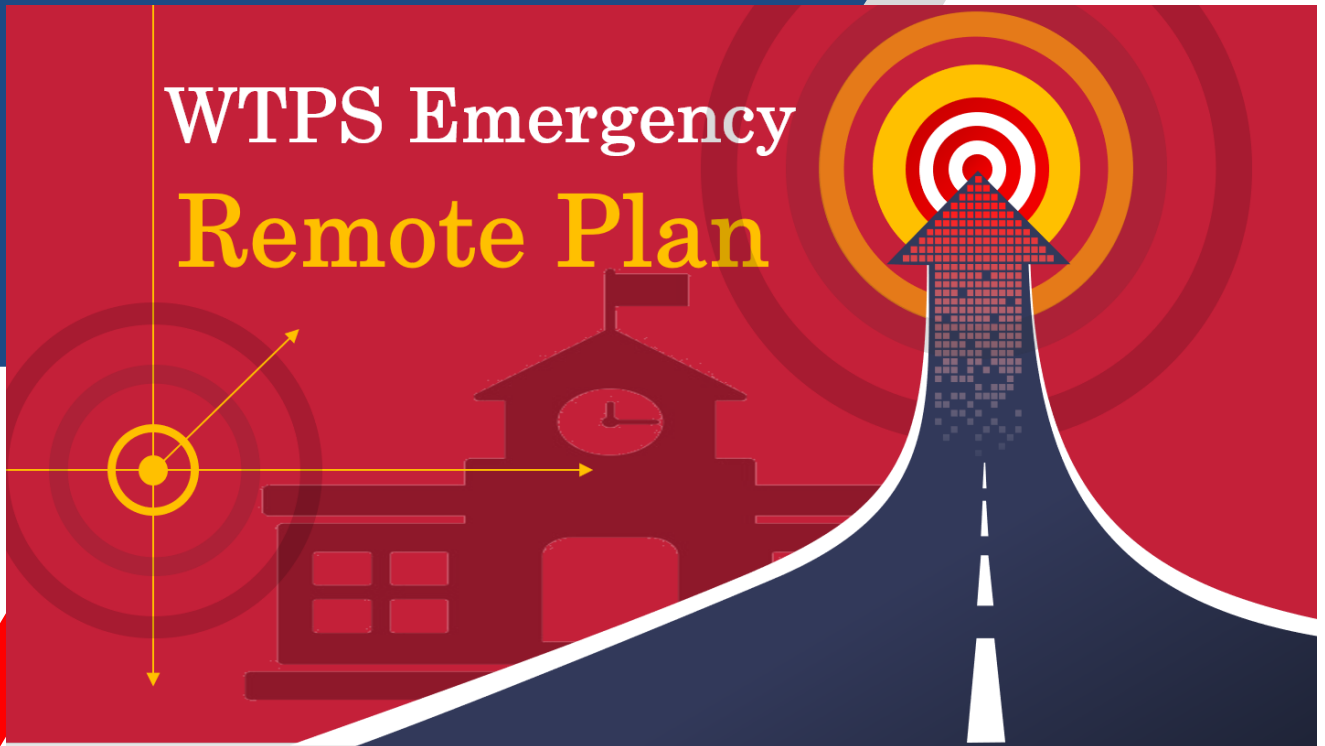


Washington Township Public Schools



WTPS Emergency Remote Plan



Interim Superintendent

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Washington Township Public Schools

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INTRODUCTION

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9. In addition, pursuant to N.J.S.A. 18A:7F-9.b. the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9.a., one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner.

Instructional Program

School Day

Instructional Schedule

Washington Township Public Schools will implement the regular instructional schedule for remote days. We determined that maintaining our existing schedule is the best way to keep our staff and students as safe as possible while providing meaningful instruction.

REGULAR SESSION	TEACHER IN	STUDENT IN	STUDENT OUT	TEACHER OUT
HIGH SCHOOL	7:10	7:20	2:10	2:35
MIDDLE SCHOOL	7:40	7:50	2:55	3:05
ELEMENTARY/ Kindergarten-Grade 5 BE-TJ-WH	8:40	9:05	3:25	3:55
ELEMENTARY/ Kindergarten-Grade 5 BI-HU-WW	8:40	9:30	3:50	3:55
Full Day Preschool GTECC	8:20	8:45	2:55	3:35

Elementary Minutes of Instruction

The educational program has been designed so that students and staff can easily pivot to a full remote learning plan which includes live virtual instruction. Therefore, our in-school lessons will pivot to remote and follow the regular class schedule. Each classroom teacher will provide families with the start time of each core lesson and the applicable links to access live instruction and the related resources. Teachers will be providing these times and links, since these will vary by classroom/grade level due to coordination needed among related services and special programming. Students with additional or alternative supports will receive notification from their related service teacher/provider (e.g., speech language, basic skill instruction, special education, gifted instruction, ESL, etc.) as to when and how to meet and/or receive services.

Curriculum and Instruction PreK-5

PreK – The use of Creative Curriculum delivered synchronously will be utilized.

K - Grade 2 – The use of Seesaw is the recommended platform to be used as a landing page for all daily assignments and student work. Activities will be housed on Seesaw to support learning and provide access to all learners. Special area teachers and related services may/will be using Schoology for their courses/services.

Grades 3 - 5 – The use of Schoology is the recommended platform to be used as a landing page for all daily assignments and student work. Activities will be housed on Schoology to provide students with digital assignments and links for live instruction.

Attendance will be taken daily and recorded into PowerSchool. Webex or TEAMS analytics will be used for attendance purposes. Students will be required to attend live instruction while keeping their cameras on. Students may change their background on the Webex or TEAMS link, and appropriate [virtual etiquette](#) will be expected.

Live Instruction Delivery Model	
Minutes by Grade Band	<ul style="list-style-type: none"> • Students should all have common start times that mirror the in-person schedule. Students can be placed in break-out rooms or reassigned to return at a later time for small group work. Staff should ensure that live instruction is reduced so that students are only live for core instruction for recommended time frames below. • PreK will have live instruction for approximately 2 - 2.5 hours and will follow the components of Creative Curriculum. Play will be modified to small break out groups or things to do at home. • K-2 students should have the live instruction for the minimum number of minutes outlined below. The subject area will begin at the same time as the in-person schedule: Reading – 20 minutes whole group; 10-15 minutes of small group (rotations) Foundations and fine motor rotations: 24 minutes (8 minutes per rotation) Writing – 20 minutes of whole group – followed by independent practice Math – 30 minutes of whole group; 24 minutes (8 minutes per rotation) Science/Social Studies –15 minutes Health/SEL – 10 minutes Special Area –25 minutes • Grade 3-5 students should follow minutes allocated in the in-person schedule. Breakout rooms should occur for independent and small group practice. Students may also work independently to complete an assignment and return for the close of the lesson.
Measuring Student Growth	<p>Student progress will be monitored in a variety of ways:</p> <ul style="list-style-type: none"> • K-2 students will use Seesaw for Schools to submit completed work to be scored using a standards-based grading model. • Students in grades 3-5, will continue to take digital assessments on Schoology, Eureka Math², and TCI. Again, completed work will be scored using the district mastery standards in the standards-based grading model. • Individual reading levels will be measured using Amira Learning, and if needed a virtual DRA will be set up and established. • STAR assessments may be administered whole group during a live virtual session, so that benchmark data and progress monitoring may occur. However, a teacher must lead the assessment session.

Digital Support for Emergency Remote Learning

In addition to Seesaw and Schoology, the following digital resources may be utilized

Subject	Remote
Welcome	<ul style="list-style-type: none"> Teachers will take attendance, welcome the class, and engage students in a remote activity. This will occur in homeroom.
Reading	<ul style="list-style-type: none"> Epic books – for whole group and small group practice Small group rotations / Amira (1-3), Beable (4-5)/ IXL
Foundations K-2	<ul style="list-style-type: none"> Foundations Fun Hub virtual activities Model skywriting, using digital tiles, and how to complete fine motor rotations in break out rooms.
Spelling 3-5	<ul style="list-style-type: none"> Vocabulary/Learning A-Z practice games Schoology spelling lists that coordinate with Spelling Connections
Writing	<ul style="list-style-type: none"> Live instruction can be supported with previously recorded writing lessons (stored in Schoology). Modeling using sample writing pieces shared via Webex or TEAMS
Math	<ul style="list-style-type: none"> Recordings to Model First in Math Games/Engaging in First in Math Eureka Math Squared Digital Tools / Equip
Science	<ul style="list-style-type: none"> Display or assign online textbook
Social Studies	<ul style="list-style-type: none"> Display or assign online textbook. Utilize <u>TCI</u> program materials as resources (videos and digital text to create targeted lessons
SEL	<ul style="list-style-type: none"> Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity
Health	<ul style="list-style-type: none"> Positivity Project or Nearpod Health Lesson (District Library)
Spanish/ WL / ESL	<ul style="list-style-type: none"> These lessons swill follow the in-person schedule. Spanish/World Language teachers will provide links to deliver live instruction. BrainPop and BrainPop ESL, Foreign Language for Kids by Kids, and videos may be utilized.
Special Areas	<ul style="list-style-type: none"> These lessons will follow the in-person schedule. Special area teachers will provide links to deliver live instruction. Each area has a variety of digital resources that can be shared (e.g., PebbleGo, Epic, Learning.com, Beable, Videos)
Basic Skills	<ul style="list-style-type: none"> During the in-person schedule, BSI staff will conduct break out rooms to work with small groups of students. Any supplemental services will also be delivered during their normal time. Resources such as Learning A-Z, Epic, BrainPop, Nearpod, Amira, and First in Math may be utilized.
Gifted and Talented	<ul style="list-style-type: none"> These lessons swill follow the in-person schedule. G&T teachers will provide links to deliver live instruction. BrainPop, Nearpod, and other digital tools may be utilized.

SECONDARY LEVEL

Students will be expected to attend live sessions daily in either the PRIDE schedule at the high school or the 8-period day at middle school. Teachers will take attendance and record it in the student information system.

Secondary Schedule: Full School Day

Student Day:

HS Students 7:20 – 2:10: **PRIDE** schedule

BLOCK	Day 1	Day 2	Day 3	Day 4
HOMEROOM 7:20 – 7:30 DAILY				
BLOCK A 7:34 – 8:29 55 minutes	Class 1	Class 2	Class 3	Class 4
BLOCK B 8:33 – 9:28 55 minutes	Class 4	Class 1	Class 2	Class 3
BLOCK C 9:32 – 10:27 55 minutes	Class 3	Class 4	Class 1	Class 2
LUNCH BLOCK 1 10:27 – 10:52 <i>*3RD BLOCK LAB SCIENCE MEETS UNTIL 10:47 ON SPECIFIED DAY*</i>				

LUNCH BLOCK 2 10:52 – 11:17 *4th BLOCK LAB SCIENCE BEGINS AT 10:57 ON SPECIFIED DAY*				
BLOCK D 11:17 – 12:12 55 minutes	Class 6	Class 7	Class 8	Class 9
BLOCK E 12:16 – 1:11 55 minutes	Class 9	Class 6	Class 7	Class 8
BLOCK F 1:15 – 2:10 55 minutes	Class 8	Class 9	Class 6	Class 7
	Drop 2 & 7	Drop 3 & 8	Drop 4 & 9	Drop 1 & 6

MS Students 7:50 – 2:55: 8-Period Day

<u>PERIOD</u>	<u>TIME</u>		<u>SPLIT LUNCH</u>
	<u>BEGIN</u>	<u>END</u>	
	7:45	Warning Bell	
HR	7:50	7:59	
1	8:02	8:51	

2	8:54	9:43	
3	9:46	10:35	
4	10:38	11:27	Gr. 6 10:38 – 11:00 11:04 – 11:27
5	11:30	12:19	Gr. 7 11:30 – 11:52 11:56 – 12:19
6	12:22	1:11	Gr. 8 12:22 – 12:45 12:49 – 1:11
7	1:14	2:03	
8	2:06	2:55	

Measuring Student Growth

Student learning will be evaluated through Schoology assessments, textbook platform assessments, and other informal measures.

Remote Special Education / Related Services

General Expectations for Special Education Teachers

While the District is in a remote environment, each student with an IEP must have access to educational opportunities, including all special education and related services in the IEP.

General Expectations:

- **Regardless of instructional delivery model or grade level (ICR, Resource Center, Specialized Programs) special education teachers are to follow their regular schedule using virtual platforms.**
- Use technology to access online programs such as IXL, American Reading Company, Sonday, Edmark, etc. as part of the remote instructional program.
- Communicate with Related Service Providers (OT, PT, Speech Language, etc) to ensure that students attend their regularly scheduled sessions. Students are not to be penalized when attending scheduled therapy sessions that may conflict with classroom instruction.
- Develop lessons, strategies, modifications, assessments, and accommodations according to the IEP.
- Provide materials, manipulatives, and items for at-home activities.
- Create opportunities for students to demonstrate progress towards IEP goals.
- Read and implement administrative communications and directives.
- Deliver ABA instruction, including discrete trial in a live virtual session, if included in the IEP.
- Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs.
- Write IEPs.
- Attend special education meetings virtually.

Related Services

Speech, Occupational, and Physical Therapist

Virtual Therapy sessions are held for all students requiring related services according to their IEPs and during their regularly scheduled day and time using remote platforms. Therapists will maintain a log of services in Realtime.

Additional expectations include:


- Consult with teachers to ensure they are aware that students will be participating in therapy sessions during their regularly scheduled day and time.
- Write PLAAFP and IEP goals for upcoming IEP Meetings.
- Participate in IEP/Evaluation Plan meetings.
- Score assessments and author reports, complete functional evaluations.
- Schedule annual reviews and reevaluation planning meetings for ESLs students, reevaluations may be waived.
- Correspond with parents and staff through phone/email/virtual meetings to support students.
- Monitor IEP goals and objectives.
- Document all attempts to setup sessions and parent contact efforts in the Case Management Notes section of Realtime.
- Provide materials, manipulatives, and items for at-home activities.
- Chronicle all attempts to provide services and o troubleshoot barriers associated with remote services in the Case Management Notes section in Realtime.

Teachers of the Deaf and Blind Services

- The Teachers of the Deaf and/or Blind will provide direct instruction to students through virtual meetings according to student IEPs.
- Teachers will attend IEP meetings and consult with staff and parents.

School Counselors

- Provide IEP related counseling sessions in accordance wit the IEP and during regularly scheduled days and times. Consult with teachers to ensure they are aware of counseling sessions that may conflict with classroom instruction so not to penalize the student.
- Chronicle all attempts to provide counseling sessions and troubleshoot barriers associated with remote services in PowerSchool.



Behavioral Services for Students with an Individualized Education Program

As with other special education and related services, the IEP Team makes the determination of whether, and if so which, social, emotional, or behavioral supports will be required or continued in a remote environment.

- Follow Individualized Education Program (IEP) regarding the student's specific behavioral strategies and/or Behavior Intervention Plan (BIP).
- Parents inquiring about additional support with behavior during remote instruction should consult with the student's CST Case Manager. The CST Case Manager will arrange a telephone consult or virtual meetings with the Behavior Consultant, where appropriate, and upon written parental request.
- The Behavior Consultant will provide staff training (Teachers and Special Education Assistants) as needed during the closure using remote programs/technology.
- The Behavior Consultant will continue to provide support and supervision of the district ABA (Applied Behavior Analysis) programs, including attendance at staff meetings, observation of students, and providing feedback on lessons. This will be completed through virtual platforms.
- The Behavior Consultant will attend IEP meetings as appropriate.



General Expectations for Special Education Assistants

Special Education Assistants will contact student(s) to assist with any issues that they may be having with assignments and provide direct support. Virtual meetings to provide reinforcement lessons are scheduled with instructional aides and student based on student needs. Other duties include:

- Provide services to the student as stated in the IEP.
- Follow the direction of the teacher when providing remote support services.
- Create materials for the remote environment.
- Provide live remote check-ins.
- Monitor and record student progress.
- Participate in class meetings.
- Assist, reteach, and redirect students when they are completing academic tasks in the remote environment.
- Follow and implement behavior strategies as outlined in the IEP or Behavior Plan.
- Attend professional development workshops.
- Lead breakout groups in a remote environment.
- Participate in virtual meetings as directed by the teacher.



Child Study Team

The Child Study Team will complete the following functions during remote learning:

- Contact parents of students with IEPs (Individualized Education Program) and let them know that you are monitoring progress of students and to reach out to you with any questions or concerns.
- Hold IEP and other meetings using Virtual Platforms during closure.
- Finalize IEPs from previously held meetings
- Complete Evaluation Reports from previously evaluated students
- Conduct evaluations as allowed by publisher. Additional testing may be completed upon reopening of school.
- Reevaluation of school age students may be waived or completed using existing functional data and information. If reevaluation is completed using functional information, additional testing may be completed upon reopening of school, if warranted.
- Schedule initial preschool level referrals, identification meetings and develop the evaluation plan. Any information that can be completed virtually (i.e., Social History, Teacher Interview) should be completed.
- To the greatest extent possible and appropriate, conduct reevaluations remotely (i.e., Social History Assessments, Checklist, Functional Assessments). Additional required testing will be conducted when school reopens.
- Update student program projection data and spreadsheets.
- Observe classrooms virtually to monitor student progress.
- Correspond with students, staff, and parents via email/phone/Virtual Meetings during designated school hours to monitor student IEPs
- Collaborate with teachers, related service providers, parents and administration as needed
- Monitor student progress and provide regular feedback to students and families on expectations and engagement in remote learning
- Assist in the process of removing barriers to remote learning.
- Ensure that related services are provided as outlined in the IEP
- Advocate for students to support academic achievement.



English Language Learners

The district will continue services for all identified and new ELL students, including high intensity ESL, if applicable.

The district will communicate with parents of ELLs, including providing translation materials, interpretative services, and information available at the parent's literacy level by using Transact and Global Wordsmiths. Transact allows for documents to be translated easily and Global Wordsmiths can translate bulk communication and provide phone support in the family's native language. Phone communications can be completed as less than 30 minutes from the request.

The ELL students will receive live instruction from their ELL teacher daily following the in-school schedule. In addition, after hours of support will be funded through the district to allow ELL students an opportunity to obtain virtual support on their classroom work from the ELL staff. All ELL students will have the same access to an iPad (PreK-2) and a laptop (Gr.3-12).

Virtual training will continue to occur for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, social-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country. This training will be led by our Sheltered English ELL Certified Staff and/or the certified ELL/World Language Supervisor.



Out of District Students

The office of Student Services will review the school closure virtual/home program information provided to all out-of-district students.

- An initial contact will be made by all Case Managers to their Out-of-District families to ensure appropriate access to their school's closure programs and services.
- Students will be monitored through contact with parents and out-of-district schools during the closure.
- IEP meetings will continue to be coordinated between the Child Study Team and out-of-district schools during closure.

Academic, Social, and Behavioral Supports

Academic, Social, and Behavioral Supports

The School District's MTSS / Social Emotional Learning (SEL) & Behavior Teams have services and resources for our district's staff, students, and families.

Member	Position	Building
Jennifer Grimaldi	Director of District School Counseling, WTPS MTSS / SEL Lead	Central Admin / WTHS Core
Dr. Janelle Alexander	Director of Diversity, Inclusion, Equity, and Belonging, School Safety/Climate & MTSS / Behavior Lead	Central Admin / WTHS Core
Gretchen Gerber	Director of Elementary Education	Central Admin
Dr. Steve Gregor	Director of Secondary Education	Central Admin
Danielle DiPinto	School Counselor	Bells ES
Jill Wanielista	School Counselors & ABS	Bells ES (Home)
Kelly Chropka	School Counselor	Birches ES
Erika Davis	Travel School Counselor & ABS	Birches ES (Home)
Larissa Fanning	School Counselor & Parent	Hurffville ES
Charlie Vogt	School Counselor	Thomas Jefferson ES
Michelle Krueger	Teacher & Parent	Wedgwood ES
Kristi White	School Counselor	Wedgwood ES
Charlie Zimmerman	Principal & Parent	Wedgwood ES
Corinne Arenz	School Counselor	Whitman ES
Christine Gehringer	Elementary Supervisor	District Grades P-5
Melissa Barnett	ELA Supervisor	District Grades 6-12
Jenny Kerfoot	School Counselor	Bunker Hill MS
Theresa Pietrowski	Principal	Chestnut Ridge MS
TBD	Travel School Counselor & ABS	Chestnut Ridge MS (Home)
Kathleen Gillespie	Teacher & Parent	Orchard Valley MS
Francesca Contino-Jackson	Student Assistance Coordinator (SAC) & ABS	Washington Twp HS
Dan Saia	Assistant Principal	Washington Twp HS
Nicole Venere	School Counselor & Parent	Washington Twp HS

Academic, Social, and Behavioral Supports

Topic	Subtopic	Implementer	Action and Resources
WTPS MTSS / NJTSS	SEL Five Competencies	- School MTSS / SEL Teams, Staff	- Use WTPS MTSS / SEL Repository: Shared Word Document
		- Elementary Teachers	- Embed in everyday lessons - Add Lesson Plan Learning Targets with SEL
		- Middle School Teachers, High School Teachers	- Embed in all content areas - Add Lesson Plan Learning Targets with SEL
	SEL Well-Being Wellness	- Departments	- Offer ongoing assistance per grade level/content area
	SEL Well-Being Trauma-Informed Care	- Building Administrators, Staff	- Use common language from SEL - Apply additional common language from ADL/No Place for Hate, Character Education, Equity, Mindfulness, PBIS, Restorative Practices
		- Director of District School Counseling, Director of DEIB, School Counselors, SAC/ABS	- Continue to use Panorama Education SEL Survey for all students - Continue to use School Climate Survey for all students
	Family Engagement/ Community Engagement Parents	- Director of District School Counseling, School Counselors, SAC	- Offer parent/student evening virtual webinars - Access community resources and mental health services
	Trauma-Informed Social Emotional Learning (Includes Racial Trauma)	- Director of District School Counseling, Director of DEIB, School Counselors, SAC/ABS	- Create atmosphere conducive for student-counselor centered relationships during virtual office hours
	School Climate and Culture	- District MTSS / SEL & Behavior Teams	- Continue to discuss district/building level information and be district decision makers using SEL and School Climate Survey results
		- School MTSS / SEL & Behavior Teams	- Assign team and oversee work of subcommittees to bring information to district team (i.e., SEL, ADL/No Place for Hate, School Safety/Climate Team)

Topic	Subtopic	Implementer	Action and Resources
	Tiers 1-3	- Teachers	- Outlined on our district webpage and found HERE .
	Tier 1 Prevention	- School Data Teams/Professional Learning Committees for School Counselors, SAC/ABS	- Meet to analyze student data to determine planning and assistance
		- Counseling & SAC Curriculum/Lessons	- Implement school-wide
	Tier 2 Intervention & Referral Services (I&RS)	- Directors, Building I&RS Teams	- Use District I&RS Manual
		- School Counselors, SAC/ABS	- Create small counselling sessions to target student needs
Tier 3 Individual & Referral	- School Counselors, SAC/ABS	- Schedule student appointments with using Microsoft Outlook Calendar to interface with Youcanbookme	
Wraparound Services and Supports	Centralize Services	- School Counselors, SAC/ABS	- Create School Counseling Offices as “One Stop Shops” by integrating School Counselors and SAC/ABS
	School Counseling Informed Consent	- Director of District School Counseling, School Counselors, SAC/ABS	- Have available on PowerSchool SIS and WTPS Counseling Webpages for annual parent approval
	Tier 1 School-Wide	- Staff	-Address student needs
	Tier 2 Groups	- School Counselors, SAC/ABS	- Identify and address remote students, special education, 504, ELL, family engagement
	Tier 3 Individual & Community Resources	- School Counselors, SAC/ABS, Building Administrators	- Offer parent/student evening webinars - Access community resources and mental health services
	Mentoring	Students (i.e., leaders, clubs)	- Student Peer-to-Peer – Identify students and create process
		- Directors, Supervisors, Staff	- Staff Peer-to-Peer – Identify department needs and create process
		School Counselors, SAC/ABS	- Hold ongoing peer consultation meetings by level

Topic	Subtopic	Implementer	Action and Resources
Career Technical Education (CTE)	Career Advisement and Development	- School Counselors	- Attend professional development, read professional articles to learn about College Access, Career Readiness/Accessibility
			- Use resources such as Naviance, WTPS Postsecondary Planning Guide, ASCA/NJSCA, NACAC/NJACAC, ACT Center for Equity and Learning, CollegeBoard Equity and Access, NJ HESAA
			- Identify similar student needs and run group counseling sessions

Meals

Meal Delivery Plan

- ✓ In the event that the district had to implement a prolonged closure, meals will be distributed to the extent possible.
- ✓ Pre-packaged meals (breakfast and lunch) would be available for pickup during scheduled times at school buildings.
- ✓ Delivery of meals to various areas of the Township would be set up using District busses.



Maintenance of Buildings

All District Buildings would continue to be maintained/cleaned per our normal processes to the extent possible. Depending on the nature of the closure, maintenance and cleaning will continue but may be scaled back if no one is occupying the buildings. Health/safety protocols would be put in place to protect our staff and provide a safe working environment.

Attendance Reporting

Attendance

Attendance will be recorded daily in the student information system, per policy. In the virtual setting, the following distance learning codes will be utilized:

- DLP – Distance Learning Present
- DLA – Distance Learning Absent
- DLE – Distance Learning Excused

Elementary and Secondary attendance procedures are noted below. Distance learning days present will count for the student’s “cumulative days present.” Washington Township’s Attendance Policy and Regulation 5200 will still apply.

For students who are expected to be attending virtually and are not present or reported absent, each school will be responsible for contacting the parent(s) or guardian(s) of those students to determine the cause of the absence and remedy to the extent feasible. If no contact is made, schools will implement protocols in Policy and Regulation 5200 for truant students.

Elementary

Attendance will be taken daily and recorded into PowerSchool. Webex or TEAMS analytics will be used for attendance purposes. Students will be required to attend live instruction while keeping their cameras on. Students may change their background on the Webex or TEAMS link, and appropriate [virtual etiquette](#) will be expected.

Secondary

Teachers will take attendance daily via Webex. Homeroom attendance is recorded in PowerSchool and all other class attendance will be recorded in Schoology. Teachers will require students to attend live instruction with cameras on.

District Specific Factors

District Specific Programs

Accelerated learning opportunities	Learning acceleration will be offered to students identified. If in-person options are available, these programs may occur in this manner. However, identified students will be invited to participate in accelerated learning opportunities that would occur virtually.
Social and Emotional health of staff and students	Please see above for SEL support; however, counseling staff will also be available for staff support. Wellness Wednesdays would resume, and staff will attend virtual sessions to support their mental wellness and health needs.
Title I Extended Learning Programs	Title I staff, BSI teachers, and interventionists will maintain their in-school and after school schedule for all Title I programming. Students will have access to their devices to participate in virtual lessons with digital supports to practice remotely.
21 st Century Community Learning Center Programs	We do not qualify for these funds.
Credit Recovery	Should remote instruction occur during the time frame when retentions occur, the district will continue to use its customary credit recovery programs. For middle school, students would be eligible to recover up to two courses through the New Jersey Virtual School. For high school, students could recover credits through Educere.
Other extended student learning opportunities	Enrichment services and gifted and talented programming will maintain their in-school schedule. Students will participate virtually.
Transportation	The Transportation Department will support meal delivery to the extent possible. Transportation would be used to support any possible in-person learning/meetings/testing that may be necessary.
Extra-curricular programs	To the extent possible, extra- and co-curricular programming will continue in the virtual setting.
Childcare	The district's before and after school childcare programs are run by an outside entity. Any services offered would be that entity's prerogative. The high school's childcare program, an instructional setting for students interested in early childhood education, would be able to offer remote instruction for those students.
Community Programming	Our community programming is run through our municipality "Parks and Recs." This entity would need to work with the district to communicate how these resources and opportunities can continue.

Technology and Connectivity

Technology and Connectivity

1:1 Initiative:

As a result of needing to meet the challenges of COVID-19 with remote/hybrid work and learning, the district committed to and has fulfilled its commitment of expanding 1:1 learning for all learners in grades Prek through twelfth grade. We concluded that teaching and learning has now changed and the positive changes/lessons we learned should continue. This continual commitment is evident by the changes made in the budget to support it and implementing a more reasonable technology refresh cycle for devices allowing for more frequent replacement. The District continues to provide mobile internet hotspots to families who are not able to provide home connectivity.

*See District Technology Support Protocol on the next page.

Washington Township Public Schools District Technology Support Protocol Reopening Plan

Technology Support During In-Person Learning

If a device is unable to be used during in-person learning, the following steps must occur:

- The teacher will attempt to troubleshoot the issue first.
- If a restart of the app/program followed by a total restart of the device does not fix the issue, the teacher will submit a Help Desk request, preferably in Incident IQ, with specific details of the issue including the device name/ID as this leads to quicker response times. Alternatively, they may send an email to the Help Desk or call ext. 4357.
- Elementary teachers will give the student a loaner from the cart in his/her room. There are also extra laptops in the IMC and first and second grade laptop cart.
 - Devices needing repair or support are to be brought to the school's main office. Once additional support is able to be staffed, devices will be brought to their work area on days when they are scheduled to be onsite.
 - Once the student device is repaired, it will be returned to the classroom, and the teacher will be return the loaner to the cart after wiping the device down.
- Daily, dedicated support offices are available for all secondary students to receive support.



Technology Support During Remote / Virtual Learning

- Parents can continue to contact the Help Desk to request support.
- A Support Specialist will contact the parent to see if the issue can be resolved remotely.
- If it cannot be resolved remotely, the Support Specialist will send an email to set up an appointment to come to the high school for curbside drop off and pickup to have the device fixed. If it cannot be fixed in a timely manner, a loaner will be provided.
 - For Middle School students, curb-side service will be provided at the student's school. In the event of a total closure, support will be provided in the high school.
- Once the issue has been resolved, the parent will be contacted and provided information for pick-up and return of the loaner to the appropriate building.



Ways WTPS Supports Parents With Technology



Washington Township has a two-pronged approach for supporting parents through hybrid and remote learning settings.

Parent Technology Portal

- Parent website with helpful videos and documents for all our programs
- Search by program name, school, or subject to see all of the available resources with help videos
- District teacher made videos created especially for parents
- Directions on how to request individualized help

Parent Technology Nights

- Each level will hold a parent tech night prior to the start of school
- Review how to log into the Classlink portal
- Review how to access individual programs
- Parents can ask questions and get support live through chat

Preparing for Closing (Full Remote Instruction)	
Communication Plan Description	Communication Action Steps
<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. Communicate and implement WTPS Plan related to full remote instruction to all constituents. Continue to warehouse all communications regarding the closing/transition to full remote instruction on the district's 2021-22 COVID-19 Information Webpage. 	<ul style="list-style-type: none"> Provide all communications on the district communication vehicles: <ul style="list-style-type: none"> Splash Page Facebook Twitter Email Voicemail Text 2021-22 COVID-19 Information Webpage WTPS Postmaster Provide communication to staff: <ul style="list-style-type: none"> Health and safety measures Any changes to remote instructional schedule, if necessary Any further direction from the NJDOE, NJDOH, CDC, and Gloucester County Department of Health Provide communication to parents: <ul style="list-style-type: none"> Health and safety measures Any changes to remote instructional schedule, if necessary Any further direction from the NJDOE, NJDOH, CDC, and Gloucester County Department of Health.
Preparing for Subsequent Reopening	
Communication Plan Description	Communication Action Steps
<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. Provide routine updates to staff and community regarding the transition back to in-person instruction. 	<ul style="list-style-type: none"> Provide all communications on the district communication vehicles: <ul style="list-style-type: none"> Splash Page Facebook Twitter Email Voicemail Text WTPS Postmaster Provide communication to staff: <ul style="list-style-type: none"> Health and safety measures Any further direction from the NJDOE, NJDOH, CDC, and Gloucester County Department of Health Provide communication to parents: <ul style="list-style-type: none"> Health and safety measures Any further direction from the NJDOE, NJDOH, CDC, and Gloucester County Department of Health.