



Questions and Answers to the March 1, 2021 Instructional Plan:

With elementary staff offering live synchronous instruction in grades 3-5, synchronous sessions in grades K-2, and in-person instruction increasing to five days in a two-week period, our current educational system will be impacted. The following Q&A document has been developed to address several questions that have been asked. We hope this provides clarification.



Q: With the addition of students attending on Wednesday, is the day a “catch-up” day?

A: In-person learning on Wednesdays offers a much-needed opportunity to increase our student contact time. Teachers will want to incorporate rigor and accountability for both in-person and remote students on Wednesdays, just as they do every other day.

K-2 teachers:

- ELA: Teachers might consider using the added day for essential writing conferences and guided reading instruction for in-person learners. Remote students should work on meaningful activities that support differentiation, choice, and the transference of literacy skills.
- Continue to follow the typical daily routine for math, science, and social studies. Therefore, PLCs should plan for an additional day of instruction.

Grade 3-5 teachers:

- Consider Wednesdays a typical learning day, and have students follow the same routine as they follow during the rest of the week. Therefore, PLCs should plan for an additional day of instruction.



Q: What are the expectations for supporting remote learners during the in-person learning time?

A: The response varies by grade span (see below).

K-2 teachers:

- Continue to provide instructional videos, lessons and activities for students learning remotely.
- Continue to connect with all students through live synchronous morning meetings and/or SEL activities.

- Offer synchronous whole group activities for a minimum of 30 minutes each day. Teachers are free to choose the subject and times that work best for them and for their students.
- Remote students depend on the REF session to be aligned to the classroom instruction, so kindly communicate with your REF and ensure your plans are posted in *the Grade Level Resources Group in Schoology* on Fridays by 9 a.m.

Grade 3-5 teachers:

- Are no longer required to provide pre-recorded instructional videos, particularly those that replicate any of the live lessons. However, it may be beneficial to have them as a back-up for the first week of synchronous lessons.
- Will provide a minimum of 50-60 minutes of live ELA per class, 30 minutes live math per class and 30 minutes of live social studies instruction per class daily.
- Attendance in the live synchronous sessions is required. However, student attendance is not linked to live sessions. Students will miss instruction if they miss the session. Please look for future guidance on attendance.
- Total live instruction is recommended not to exceed more than 2.5 hours of a student's day.



Q: What are the expectations for supporting remote learners after the in-person learning time?

A: The response varies by grade span (see below).

K-2 teachers:

- Every fully remote student should meet with the teacher at least **twice a week** for small group work/conferring.

Grade 3-5 teachers:

- Teachers should meet with fully remote students during set office hours or when support is needed by an individual or group of students. Departmentalized teachers should select different days/times for these sessions.



Q: What are the expectations for small group/conferring?

A: All students K-5 should have access to small groups and/or 1:1 conferring to support differentiation and/or IEP progress monitoring.

K-2 teachers:

- Plan to meet with each student twice a week for differentiated reading instruction. For hybrid students, this can take place during the school day on their in-person days. For fully remote students, this should be scheduled in the afternoon. This allows more time for small group/conferring in person, without the additional video lesson obligation.

Grade 3-5 teachers:

- Plan to continue to meet with students in the afternoon during office hours and small group sessions to provide additional support, confer with students about their independent reading, and address individual needs.



Q: Will REF sessions continue?

A: The response varies by grade span (see below).

- REF sessions will no longer take place in grades 3-5.
- In K-2, REF sessions will be provided by BSI and ELEMEnTS teachers throughout the day.

REF lessons will focus on ELA (Foundations and/or reading) and math (daily learning target) for 25 -30 minutes daily. If a REF needs to use a personal/sick day, please contact your principal to ensure coverage can be provided.

- ELEMEnTS teachers will continue meeting with the TAG students in grades 3-5 (by grade level/school) for approximately 2 hours weekly. This will include both synchronous and asynchronous learning.
- BSI teachers will continue to service K-5 students, pushing into grades 3-5 when possible.
- Intervention specialists will no longer be doing REF sessions after February 22nd. The goal for intervention specialists is to maximize their flexibility so they can coordinate I&RS and meet virtually with students in need of Tier II or Tier III interventions as per the I&RS process or basic skills programming needs. If the NJ DOE continues to move forward with testing, the intervention specialists will serve as the school testing coordinator.

Q: What are the PLC expectations?



A: PLC teams will continue to meet as needed and are required to post updated pacing guide/lesson information each FRIDAY by 9 a.m.

PLC teams need to develop pacing guides and lesson modifications when it is not possible to follow the guide/program as originally designed, and they should discuss standards-based grading for report cards routinely. If you are following the curriculum guide/manual as written, it is important for teams to explicitly communicate this information on Schoology. If not, the team will need to post a modified lesson. Pacing guides need to identify the lesson taught on specific dates.

- K-2 PLCs are still required to create instructional videos and activities for remote learners.
- Grades 3-5 PLCs are no longer required to create instructional videos that replicate what is being delivered through live instruction.

Q: How will attendance be impacted by live sessions?



A: During the WTEA rep council meeting this afternoon, it became apparent that there is confusion regarding attendance, particularly related to live sessions. Please look for a clarification statement and directions coming out to staff prior to February 25.

During our meeting with the WTEA, we recognized there was confusion on taking attendance and collecting assignments. The elementary principals will be sharing a common system so all staff members will have the same protocols. Please look for this information early next week.

Q: If a remote schedule is required for a school closure or a snow day, will we follow the old remote abbreviated period schedule or the new live one?



A: The response varies by grade span (see below).

- In K-2, teachers should follow the remote learning schedule in which the classroom teacher conducts 4 live sessions with students.
- In Grades 3-5, it would be best to keep the same schedule as an in-person learning day. This will allow students to use the same links and times to connect for ELA, math, and social studies.



Q: In grades 3-5, what do we do if we need a sick or personal day?

A: Substitutes cannot provide live synchronous instruction.

- If you are departmentalized, please inform your families that you need to cancel your live session for the day and alert your principal.
- If you are a third-grade teacher who is **not** departmentalized, please reach out to your building principal to see if appropriate coverage can be obtained.



Q: When will professional development occur?

A: See timelines below.

Math Adoption Committee: Program Presentations/Evaluations

- February 24th: Zearn 10:00 AM -12:00 PM and enVision 1:50-3:50 PM
- March 10th: Reveal *1:50-3:50 PM
- March 17th: Eureka *1:50-3:50 PM

*Staff in late schools will receive coverage at 1:05 PM.

Wit and Wisdom: (Audience: Optional for teachers in the first year of using the program)

Date: TBD

American Reading Company

- March 16: Specific Schedule to Follow



Q: When will parent conferences occur?

A: Teachers may schedule spring conferences anytime between March 22nd and April 1st.

Spring conferences will continue to serve as an opportunity to meet with the parents/guardians of students demonstrating the greatest concern.



Q: How often will students participate in special area instruction?

A: Students will still be expected to complete asynchronous special area assignments. Special area teachers will continue to provide the classroom teacher's prep. Wednesdays will no longer be dedicated for students to complete all special area assignments.

Students will continue to participate in their scheduled in-person special area instruction per the previously developed 7-week cycle. *Reminder: The *New Cycle* starts March 1st.

The district has developed a schedule for asynchronous special area lessons to be completed by off-cohort and remote learners beginning March 1. Classroom teachers - please include this information in your weekly schedule/daily plan.

- Monday- Art
- Tuesday- Music
- Wednesday- PE
- Thursday-Digital Literacy
- Friday- Library

All off-cohort and remote students are expected to complete the assigned special area asynchronous lesson on the district designated day of the week. Students who receive the special area lesson in-person **do not need** to complete the corresponding asynchronous special area lessons/submission for the week.

Office Hours: Special area teachers will provide an hour of support for students on their designated day of the week (e.g., Art on Mondays).

- Early schools- Primary grades 2:00-2:30 Intermediate grades 2:30-3:00
- Late schools- Primary grades 2:30-3:00 Intermediate grades 3:00-3:30

Wellness Wednesday: Each Wednesday, special area teachers will develop and teach lessons that support students with their social, emotional, and physical well-being. This will be an interdisciplinary approach to wellness.

A special thanks to the special area teachers who worked to troubleshoot challenges and offer suggestions to this plan. Meetings for all special area teachers will take place prior to March 1 to develop the Wellness Wednesday implementation.



Q: When will CST and I&RS meetings occur?

A: Every effort will be made to schedule CST meetings in the afternoon when possible.

Due to the many integral parts, testing may conflict with instructional time. When scheduling, the focus will be to attempt to limit the impact on live instruction and targeting off-cohort days when possible.

I&RS meetings will require substitute coverage, as needed.



Q: How will this impact World Language/Spanish instruction?

A: This work will still be asynchronous. Office hours will vary by school and grade.

These times will be communicated to each school/grade level.



Q: May we record our Webex or TEAMS meeting and make it available to absent students instead of posting recordings?

A: All live meetings do not require recordings. However, this might be a great resource for absent students.

There may also be some lessons that need recorded directions or support to implement (e.g., health, spelling, handwriting, etc.). If you choose to record a Webex or TEAMS meeting, keep in mind that it will take time to download and share. You'll also want to be sure to notify students that the session is being recorded. Any students with a "Do Not Photo" form, should not be visible in the video.