

## CAPE MAY CITY ELEMENTARY SCHOOL DISTRICT

### REMOTE LEARNING SCHOOL DAY PLAN

In the event of a closure of school after three consecutive days of emergency closure due to weather or a health related emergency, the Cape May City Elementary School District will follow a Remote Learning Plan as outlined in this section of the Reopening Plan.

**Remote Learning will be available to students required to quarantine due to close Health Related Reasons. Parents requesting temporary Remote Learning should contact their building principal to arrange this learning platform. Any student granted access to this option will attend their classes virtually following their normal in-person schedule.**

#### **Equitable Access to Instruction for All Students**

- District teachers will develop online plans for instruction based on current instructional points in curricula in grades PreK-6. These will be posted on the district website by each teacher for their assigned classes and connected to Google classroom and other available platforms where developmentally appropriate.
- The district made automated calls prior to a closed school day to remind parents that school is closed, where to find the lessons on the district's website, and also instructing them on how to receive assistance from the district if they do not have internet access and/or the necessary technology in their home.
- Information on how to acquire subsidized internet access will also be made available online and in paper form.
- The district currently provides a 1:1 Chromebook device to all students. The current practice is that students keep their devices at school. In the event that Cape May City Elementary should close down, a chromebook will be dispensed from the main office or delivered to the student's home address. **The school surveyed families to determine which of them did not have access to internet services. These families were sent information about free internet service provided through Comcast and where appropriate the district provided hot spot technologies to these families to enable wifi internet access for their devices.**
- Teachers and Aides are expected to be attentive to email communications with students and families each week day during normal school hours. They are also expected to communicate with students and families frequently and especially if there are concerns about student progress in their class. Staff are expected to post grades into Google Classroom/SeeSaw & OnCourse on at least a weekly basis.

- There is a Tech hotline (609) 884 8485 x225 posted on our district webpage for students and staff to call in issues with Chromebook or connectivity in order to receive assistance with troubleshooting those problems.

**CAPE MAY CITY ELEMENTARY SCHOOL DISTRICT  
REMOTE LEARNING SCHOOL DAY SCHEDULE**

<b>Grade(s)</b>	<b>Virtual Class Instruction Teachers meet with class as a whole or small groups for all subject matter</b>	<b>Virtual “Specials” Rotation Teachers meet with class as a whole</b>
<b>Pre-K to K</b>	<b>8:30am to 10:30am</b>	<b>10:30am to 11:00am</b>
<b>Grades 1 to 2</b>	<b>8:30am to 9:30am 10:30am to 11:30am</b>	<b>9:30am to 10:00am</b>
<b>Grades 3 to 4</b>	<b>8:30am to 10:00am 1:00pm to 2:30pm</b>	<b>10:00am to 10:30am</b>
<b>Grades 5 to 6</b>	<b>8:30am to 11:00am 1:00pm to 2:30pm</b>	<b>12:30pm to 1:00pm</b>

**“Specials Rotation”**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:30am - 10:00am</b>	<b>Grade 1 HPE Grade 2 Art</b>	<b>Grade 1 SEL Grade 2 HPE</b>	<b>Grade 1 Art Grade 2 SEL</b>	<b>Grade 1 HPE Grade 2 Music</b>	<b>Grade 1 Music Grade 2 HPE</b>
<b>10:00am - 10:30am</b>	<b>Grade 3 HPE Grade 4 Art</b>	<b>Grade 3 SEL Grade 4 HPE</b>	<b>Grade 3 Art Grade 4 SEL</b>	<b>Grade 3 HPE Grade 4 Music</b>	<b>Grade 3 Music Grade 4 HPE</b>
<b>10:30am - 11:00am</b>	<b>Grade PK HPE Grade K</b>	<b>Grade PK SEL Grade K</b>	<b>Grade PK Art Grade K</b>	<b>Grade PK HPE Grade K</b>	<b>Grade PK Music Grade K</b>

	Art	HPE	SEL	Music	HPE
12:30pm - 1:00pm	Grade 5 HPE Grade 6 Art	Grade 5 SEL Grade 6 HPE	Grade 5 Art Grade 6 SEL	Grade 5 HPE Grade 6 Music	Grade 5 Music Grade 6 HPE

**KEY WORDS at KEY TIMES**

- We are planning intentionally for all kids. We have worked hard for several years to ensure that every student has a device and access.
- Technology integration isn't new and we now understand how it can be very helpful in unanticipated circumstances.
- Don't be scared, be prepared.
- Schools are considered essential services.
- We strive to minimize the number of days missed due to school closure.
- We want distance learning to be a time for students to practice and refine skills they have already learned through intentional and engaging practice. Distance learning may not be the best option for introducing new learning/skills.
- Distance learning does not mean hours in front of a computer. Having students engage in non-tech learning **is** a part of distance learning. The tech supports communication and feedback.
- Professional Educators will be required to participate in training for the use of tools and resources for distance learning.
- As we implement this plan, teachers will need to think differently about how to help students meet learning objectives.

**DIGITAL LEARNING TOOLS & PLATFORM**

All educators must have a universal landing page for students to access by April 20, 2023. For our district in all grades that landing page will be **Google Classroom**.

**SUPPORTING DIGITAL TOOLS**

- Google Hangout
- Zoom
- Microsoft Teams
- Classroom Dojo
- Study Island
- Remind 101
- Youtube

## **SPECIALIZED INSTRUCTIONAL TOOLS**

- Turn it in.com
- Newsella
- Kahn Academy
- Scholastic Literacy Pro
- Go Math! Math Series Instruction

## **WHAT DOES A DISTANCE LEARNING DAY LOOK LIKE**

The focus is on engaging learners in meaningful learning activities, **NOT** on seat time/face to face online time on a device.

## **AGE APPROPRIATE NEEDS**

Guidelines for total time spent on learning activities via virtual learning are as follows:

- **Grades PreK-K: 2-2.5 hours of total learning activity = one school day**
- **Grades 1 - 6: 4 hours of total learning activity = one school day**

Total learning activity includes learning activities that are online and self-guided. Asking a student to read a chapter or work through math problems etc. may take 30 minutes. Those 30 minutes would be included in the calculation of total learning activity.

## **EDUCATORS**

Educators at the Cape May City Elementary School District are responsible for designing instruction related to a specific content area, relying on District approved curriculum and materials to build student knowledge for that content area, selecting appropriate resources to support the instructional design, and then implementing the instructional lesson plans. Additional considerations may include:

1) The identification of the online tools that will best support their students' needs and the chosen instructional design

2) Promising practices in online pedagogy. The tips and tools CMCES educators provided here are intended to support the ways in which teachers and other instructional staff are thinking about planning for the meaningful engagement of students in the learning process through virtual means.

### ***Learning activities planned should include:***

- What to do each day/defining the essential question?
- Determine what work should be asynchronous (person to person not needed) and what should be synchronous (person to person). Plan for very short periods of synchronous learning.

(Sounds like: "at our next scheduled session, I will be available to meet with you if you have questions" - with an appointment sent to all students with a link to a remote meeting.)

- What are the standards kids should meet?
- What to do each day for reading, writing, math, daily challenge, etc.?
- Do videos! Videos of your lessons serve students who miss your live lesson or who may want to go back and review some portion of it at a later time. It is not recommended that you record lessons with students present as that creates a legal student record bound by FERPA rules and regulations. Also include instructional or other relevant and appropriate videos from Youtube.
- Use Zoom or Google Hangout with kids! Person to person connection between teachers and kids, and kids and kids is vital. The human connection is what people need the most. Zoom and Google Meet meetings should be no longer than the scheduled minutes when used with students **BUT need** not and in many cases **should** not fill the entire scheduled period.
- Make student deadlines for ongoing work.

### **District Attendance Policies and Practices During the Closure**

NJ Department of Education guidelines regarding student attendance during the closure indicate:

“Any day on which all students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day on which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.” Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.”

The Cape May City Elementary School District will record student attendance in each class period during the remote structured school day on the OnCourse student management system. Students who are absent from any class during any scheduled remote school day will receive an automated call home that evening indicating their absence from class and requesting parents contact the designated point of contact by the Chief School Administrator or attendance officer to explain their absence. School counselors, and assistant principals will reach out by phone or email to any student who is demonstrating excessive absence from their classes (more than three days) and attendance letters will follow. Extreme cases will be reported to each school’s Resource Officer who will follow up with home visits for truancy violations.

While there will be no effort to withdraw credit or fail students for poor attendance, this record will provide documentation and a system of measurement for future placement in academic programs the following school year. Grades will be determined by academic performance in work and assessments provided by the student.

## **English Language Learners, Special Education, and Related Services for Students with Disabilities**

- **ELL**
  - a. **ELL students will receive lessons and instructions in the language appropriate to their individual understanding.**
  - b. **Interpreter on Staff to help communicate information for our Spanish speaking students**
  - c. **Google translate for other World Languages**
  - d. **For Struggling Students - Teachers will utilize Universal Design Learning (UDL)**
- **Students with IEPs**
  - a. The Child Study Team Supervisor and case managers will oversee development of online plans to ensure that IEP goals are addressed. Paper copies of these plans will also be provided through the above referenced systems of communication.
  - b. Assistive technology will be sent home with students if required by the IEP.
  - c. Related services such as speech, occupational and physical therapy will continue remotely through Zoom or Google Hangout and activity sheets in paper form will be provided where appropriate. CST staff will monitor the amount of time that students are not receiving in person services in order to determine the individual eligibility for compensatory hours. Opportunities to make up the missed hours will be created for families to access once school is reopened.
  - d. CST evaluations, reevaluations, reviews, and all other necessary meetings will be rescheduled as appropriate to the need to maintain the safety and wellbeing of all participants during the shutdown.
  - e. The district CST will maintain contact with our out of district placement providers to ensure maintenance of the educational plans for these students.
- **Our School Nurse will maintain communication through email and phone calls to assist parents of our medically fragile students with information and advice during the closure.**

## **Staffing**

### **EDUCATOR EXPECTATIONS**

Educators will use district supported digital learning platforms in order to provide continuity of learning during potential long term school closures, including:

- delivery of content & communication
- providing feedback on student work
- collecting evidence of student learning

Teachers will include the Chief School Administrator, tech support, and special education teachers as collaborators on digital learning platforms.

### **Guidelines for Grades PreK-6 Teachers**

- Determine what will be required of students as evidence of their learning each day. Verified completion will result in a confirmed attendance for that day by period using OnCourse.
- All assigned work during the virtual learning days is aligned directly with standards and learning targets outlined and currently being covered in the course.
- Ensure extra content not directly related to learning targets/ standards is made optional
- Each student should have his or her Chromebook (or another device) to access e-mail, Seesaw, Google Classroom, or other systems used by his or her teachers.
- The assignment for each class will be posted in email, Seesaw, Google Classroom, or other systems used by his or her teachers by the start of the scheduled periods for that virtual day.
- The work assigned should take no longer to complete than a standard class period of the virtual schedule.
- Identify and coordinate non-tech options for families that do not have internet access at home.

### ***Grades Pre-K-6 Suggestions***

- Chunk daily work into reasonable and attainable daily assignments
- Establish a pattern of activity and due dates to get you and students in a routine
- Communicate when you will be grading and returning feedback on assignments
- Set up discussion opportunities in your online platform
- Respond/provide feedback directly to student work within one working day if possible
- Have students take pictures of hands-on learning and post
- Provide print materials for those students with limited technology considerations
- Attempt to provide opportunities that mimic components of a normal lesson as much as possible
- Provide examples of graphic organizers for students to make their learning visible.
- Video your mini-lesson
- Set up Google Hangout or Zoom for small group discussions, strategy groups, and personal connections with students.
- Provide families with all login, online platforms, and website information. Whenever possible, learning materials should be made available via Google Classroom.

- Provide optional enrichment opportunities (research, book, ALEKS, Khan Academy, or science projects)

### **Specials Teachers**

Specials teachers should plan to create their own Google Classroom/Seesaw as a landing page for their classes.

### **Specific to Special Education Instruction**

Special education teachers and related service providers need to pay attention to the following as well:

- Make sure you have extremely clear baselines for each of your student’s IEP goals right now.
- Make sure you have a very clear rate of progress toward those goals for each student to date. At what rate have students been progressing toward their goals?
- Be prepared upon reopening, to track student skill regression and recoupment. How does regression and recoupment rate compare to rates from other similar breaks? If students have not recouped all skills within 2-3 weeks, consider compensatory services.
- Create 14-28 days’ worth of routines for students to do at home related to IEP goal areas.
- Special Education teachers will need to make sure they know how to use the universal tools as well as the specialized resources.

### **EXPECTATIONS FOR INSTRUCTIONAL AND 1:1 AIDES**

- Aides should conduct “check ins” each day with each of their students via Seesaw, Google Classroom, Google Hangout, email, or Remind 101 to ensure completion of assignments, provide assistance, or answer questions from students or parents.
- Aides should consider meeting with students just prior to or just after the conclusion of each scheduled class meeting to prepare them for or answer questions about that day’s class meeting, assignments, or to provide assistance with work scheduled that day. Be aware that these student will have another class meeting to attend after each class so if necessary establish alternate meeting times or utilize email.
- Instructional Aides should maintain communications with their partner teachers through email, Zoom or Google Hangout, Google Classroom, and/or Remind 101.
- 1:1 Aides should maintain contact with each teacher on their student’s schedule daily via email, Zoom or Google Hangout, Google Classroom, and/or Remind 101.

### **Provision of School Nutrition Benefits or Services for Eligible Students**



- The district’s food service supervisor and staff will provide for a system to make meals available to eligible students.
- Meals will be constructed of shelf stable products that fulfill the meal components as directed by the Department of Agriculture.
- The district’s daily automated calls will inform parents on how to acquire food for their children. Instructions for doing so will also be posted on the district’s website.
- Food service personnel will be at each site to maintain an accurate count and record of each child that claims their meals.
- Coolers and proper handling techniques will be used at each distribution center.
- All food service personnel will wear appropriate PPE in the performance of their meal preparation and distribution responsibilities.
- District Transportation staff will be utilized to transport meals to the off campus distribution sites.
- The following information pertains to requirements necessary to receive a Department of Agriculture waiver request for meal reimbursement claims.

**SFA Name: Cape May City Elementary School District**

**Agreement #:00900710**

**Meal Distribution Sites and Schedule**

- Cape May City Elementary School 921 Lafayette St. Cape May, NJ 08204 Monday and Thursday 10:00am-11:00am

Meals to be claimed for reimbursement per day: Two meals (breakfast and lunch) per child per day.

**Facilities**

During the closure of the building, the custodial staff, under the supervision of the School Business Administrator, Chief School Administrator, and/or Facilities Manager, will be deemed essential employees and continue their routine cleaning duties, in addition to any other guidance that is provided by either the state Department of Health and/or Department of Education. A comprehensive and detailed list of the custodial duties is available upon request.

**List of Essential Employees Required to Report to School:**

Chief School Administrator      Supervisor of Student Services      Nurse

School Business Administrator      Facilities Manager      Administrative Assistant