



# **Mendham Borough School District**

## **Emergency Virtual or Remote Instruction Plan**

The NJDOE published a Broadcast on August 17, 2022 providing a Guidance document outlining the requirement for school districts, charter schools, and APSSDs (LEA) to annually submit a proposed program of emergency virtual or remote instruction (Plan) to the Commissioner of Education. Implementation of a Commissioner-approved Plan will permit a LEA to utilize virtual or remote instruction to satisfy the 180-day requirement in the event of a public health-related district closure. N.J.A.C 6A:32-13.1 is a new code section adopted in July 2022 that provides the framework for a LEA to develop a Plan. The NJDOE Broadcast indicates each Chief School Administrator must submit a Board-approved Plan to the County Office of Education by September 30, 2022. The August 17, 2022 NJDOE Guidance was developed to assist LEAs in developing and submitting the Plan and includes a checklist to identify components that must be included in the Plan.

By October 30, 2022, each Chief School Administrator must submit the LEA's Plan for the 2022-2023 school year, approved by their district board of education, and the completed checklist to their county office of education. School districts must also post its Plan on their website.

## Checklist for Emergency Virtual or Remote Instruction Plan

**The Mendham Borough School District Emergency Virtual or Remote Instruction Plan accounts for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.**

1. District-wide Technology Survey results identified students in need of devices and/or internet access. Devices were deployed and hot spots were purchased and deployed in preparation for staff/student potential internet access issues.
2. Student access to platforms, such as Google Classroom, IXL, etc. is tracked by log-ins and other collection measures including the submission of assignments and virtual attendance capability
3. Administration continues to support families and troubleshoot any technology issues. We have developed a Student Help Desk as well as a Flexible Teaching & Learning Help Desk for staff. All students have been provided a device assigned to them, replacement devices are available if required.
4. Parent pick-up of work as needed due to technology concerns and/or academic changes. Individuals such as a newly classified student.
5. Alternate plans have been created for students whose parents have expressed concerns regarding the amount of screen time. Plans with a more guided approach by the parent with hard copy versions of tasks to print out are completed by the student.

**The Mendham Borough School District Emergency Virtual or Remote Instruction Plan addresses the impact of virtual or remote instruction on the school lunch and school breakfast programs.**

The district has developed a plan with our Food Service provider Pomptonian to arrange for students to receive their free lunch during virtual learning days.

Mendham Borough is partnering with our surrounding Districts; Mendham Township, Chester Borough, Chester Township, Washington Township and West Morris Regional High School to assist in preparing and delivering the free lunches to our students if there was a need to go virtual and have remote instruction. Families will be contacted by the Business Office to explain the services being provided.

Black River Middle School in Chester Township will act as a centralized location for Pomptonian to prepare and organize the student's meals by district. West Morris Regional High School will use their two minibuses and one of their large school buses to deliver the cold temperature meals to the students' homes for the days that these services are needed. West Morris Regional High school bus drivers will be following various school bus routes delivering the meals to the Mendham students as well as other school districts students who receive these services. Lunch is being delivered between the hours of 10:45 AM and 12:00 PM.

### **Pomptonian Food Service Emergency School Closing Plan**

#### **For Continued Meal Service**

##### **Preparing Meals**

*If a school closing is isolated, meaning not every school served by Pomptonian:*

1. Pomptonian serves over 100 districts in New Jersey and operates over 300 kitchens
2. Pomptonian's normal supply lines would be more than sufficient to continue production
3. Pomptonian could, with permission, switch meal production to a neighboring community and an emergency vended meal agreement could be implemented
4. Arrangements to transport meals to the closed school or a designated site can be arranged
  - a. Possibly using district vehicles
  - b. Possibly using district buses

*If school closings are widespread, involving 50% to 100% of New Jersey districts:*

1. With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go
2. Alternately purchasing pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freezing. These meals also do not require temperature control during delivery.
  - a. This may also allow for distribution of more than 1 day's meal
  - b. Pomptonian has many districts using this type of product for breakfast in the classroom
  - c. FEMA, during Superstorm Sandy, distributed "meals ready to eat" to some of the shelters that Pomptonian ran.
  - d. We are gathering a list of suppliers and available quantities
  - e. Depending on how widespread school closures are in New Jersey, or through the country, this could affect availability.

##### **Meal Distribution**

Schools closing would be meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to the COVID-19 Virus

1. Meals could possibly be distributed at the district's schools over an extended period of time
  - a. A "Kiosk" type service could be set up by entrances, for students to pick up a grab-and-go meal
2. The community may designate other sites for meals to be picked up. Transportation to those sites can be accomplished using district vehicles or school buses
3. If it is not possible to establish a select number of distribution sites, a possible solution is to distribute meals using established bus routes

#### **Kitchen Safety/ Food Safety**

Pomptonian's staff has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

Kitchen cleanliness and sanitizing continues to take place daily

#### **Cafeteria Cleaning**

Individuals other than Pomptonian's staff responsible for the cleaning of the cafeteria/dining rooms should also have review training to emphasize the importance of sanitation and its role in preventing the spread of viruses.

#### **Tracking of Meals**

The district should print rosters of the students in each individual school and their pay status.

- a. If using bus routes to distribute the free meals, it may be beneficial to create a roster per bus route

#### **Other Alternatives**

If necessary, the District will explore the use of vouchers or debit cards to facilitate service to "eligible" students

**The Mendham Borough School District Emergency Virtual or Remote Instruction Plan contains the required length of a virtual or remote instruction day.**

#### **The Mendham Borough School District Emergency Virtual or Remote Instruction Plan includes equitable access to instruction for all students.**

1. Each teacher in grades K-8 employs his/her own Google Classroom to communicate with students about instruction.
2. In Pre-K, the staff, students, and families are primarily communicating through Google Classroom. Through the use of this platform, students can demonstrate their learning through words, pictures, and videos. A daily schedule is posted each morning and includes a literary activity, art project, outdoor recommendations, and individual student work based on the classroom theme. Individual student resources include related services and BCBA

consultation. Live classes will be conducted through Google Meet in the PreK Google Classroom site.

3. Special Education Teachers and Classroom Aides, are co-teachers in Google Classrooms and they can modify and differentiate instruction for students and work with them in small groups and individually as needed
4. All students have access to a device to access learning at home or provided by the District, inclusive of a “hot spot” for internet access as needed
5. Students have access to hard-copy assignments in the event of internet or power outage.

**The Mendham Borough School District Emergency Virtual or Remote Instruction Plan ensures that all students, with their varied and age-appropriate needs, are addressed through the plan.**

Online platforms being utilized were chosen and employed to account for the age and needs of students. Familiar platforms utilized prior to virtual learning continue to be utilized such as *Zearn*, *Link-It!*, *Readworks*, and *Reading A-Z* at the primary level and *IXL*, *Zearn*, *Discovery Education*, *TCl: Science*, and *InfoBase* at the middle level. We have implemented ClassLink as a single-sign on solution for all students for ease of access.

*Google Classroom* is being utilized for our Preschool Students and primary students. *Google Meet* is being utilized for small group instruction at the primary and middle levels.

The Mendham Borough School District Emergency Virtual or Remote Instruction Plan demonstrates 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.

### Instructional Time

#### Pre-K

- Daily schedule posted Monday-Friday; including outdoor activity extensions
- *Google Classroom* platform for staff greeting and students' demonstration of work
- Daily student schedule includes Related Arts
- Morning Meeting "live" through Google Meet
- Small-group "live" lessons through Google Meet in ELA and Mathematics
- Teacher-recorded demonstrations and supplemental content in the Arts in SeeSaw
- Attendance taken daily

#### Grades K-4

- Recorded audiobooks and animations for students
- *Google Meet* platform for small group instruction and class meetings
- Principal-recorded Morning Meeting and check-in
- Teacher-recorded lessons
- Attendance taken daily

#### Grades 5-8

- Students follow a reduced typical A/B schedule inclusive of Homeroom, EEE/Advisory Lunch/Recess and RA
- Attendance taken each class period throughout the day
- A focus on synchronous instruction occurs throughout the day. *Screencastify*, *Loom*, and *Google Meet* are also utilized.

### Assignments and Independent Work

#### Pre-K

Students in preschool will use *Google Classroom* as the primary means of daily communication. Theme-based learning guides instructional planning. In addition to the material provided by the classroom teacher, the following is provided on a daily basis: digital video books, additional links to theme-based songs, poems, and art activities.

#### K-4

Students at the primary level use a variety of platforms for independent work; these vary by subject area and purpose. They are utilized for review of skills or assessment of standards and reinforcement of skills. Platforms include: ClassLink, *RAZ Kids*, *PDF Activities*, *FOSSWeb*, *TCI Social Studies*, *Zearn*, *GetEpic*, *ReadWorks*, *Flipgrid*, *Seesaw*, *IXL*, *Writing in Google Docs*, *Slides* and *BrainPop*

## 5-8

Students at the secondary level also use a variety of platforms for independent work; these vary by subject area and purpose. They are utilized for review of skills or assessment of standards and reinforcement of skills. Platforms include: *ClassLink, Affirm, IXL, ReadWorks, FlipGrid, Edpuzzle, Writing in Google Docs, Padlet, Slides, WeVideo, TCI Science, Discovery Ed Social Studies, Eureka* and related platforms, *Wit & Wisdom, LinkIt!*, etc...

### **Measures of Student Learning**

## Pre-K

Creative Curriculum, Individual Education Plans Progress Reports, and informal teacher assessment

## K-4

*RAZ Kids, Affirm, ASSISTments, Zearn, Google Docs, Small Group Conferencing, Self-Reflection Entries, Reading Logs, ReadWorks, LinkIt*

## 5-8

*Google Docs, Affirm, Zearn, Google Forms, Flipgrid, ReadWorks, Small Group Conferencing, Self-Reflection Entries, Work Logs, LinkIt, WeVideo, Quizizz*

### **Addressing Special Education Needs**

**The Mendham Borough School District Remote or Virtual Instructional Plan addresses 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.**

Students with Individual Education Plans will continue to receive program support and related services through distance learning. Instructional staff who provide services to our students with disabilities provide students with instruction through different modalities designed in consideration of individual student needs. Special Education Teachers and Classroom Aides, are co-teachers in Google Classrooms and they can modify and differentiate instruction for students and work with them in small groups and individually as needed.

**\* The Mendham Borough School District Remote or Virtual Instructional Plan addresses methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications.**

Special education teachers and Child Study team members will maintain ongoing communication with families through electronic communication, teleconferencing, and video conferencing. Related services including Speech and Language Therapy, Occupational Therapy, Physical Therapy, Teacher of the Deaf, and BCBA Consultation will be delivered in accordance with a student's IEP.



**\* The Mendham Borough School District Remote or Virtual Instructional Plan describes how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.**

The Mendham Borough School District will monitor student cases through team meetings, individual staff conferences, weekly meetings with Administration, and telephone/video communication with families. Case managers, special education teachers, and related service providers will maintain logs documenting student contact time, parental concerns, and current information from the Director of Special Services. Transportation arrangements for Special Education students in out-of-district settings will remain in effect. Case managers will maintain ongoing, reciprocal communication with both families and the Directors of these educational institutions to ensure continuity of support and services.

**\* The Mendham Borough School District Remote or Virtual Instructional Plan addresses procedures for virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.**

The Mendham Borough School District will continue to address the needs of students with Individual Education Plans through virtual meetings. All student Annual Reviews will continue to occur within the timelines of individual student plans. Initial evaluation and re-evaluation planning meetings will continue to occur. Student evaluations will be addressed in a myriad of ways: functional review (when appropriate), waiving in-person evaluations until school closure is concluded, record review, and social assessments. Unique circumstances are brought to the attention of the Director of Special Services.

### Addressing ELL and Bilingual Needs Plan Component 3

**\* The Mendham Borough School District Remote or Virtual Instructional Plan includes ESL and bilingual education to meet the needs of English Language Learners (ELLs)**

ELS teacher will continue to work with ELL students including

- Supplemental assignments in support of learning English
- Weekly Google Meet meeting between individual students and ELS teacher

**\* The Mendham Borough School District Remote or Virtual Instructional Plan contains how the district communicates with ELL families, including translated materials and directions, interpretative services, and literacy level appropriate information.**

Communication includes:

- Email
- Phone calls
- Google Classroom
- Weekly emails sent in English and translated when needed.

<ul style="list-style-type: none"> <li>▪ Use of translator as needed</li> </ul>
<p><b>* The Mendham Borough School District Remote or Virtual Instructional Plan addresses alternate methods of instruction, differentiation, access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers.</b></p> <p>Methods of instruction, differentiation, access to technology, and strategies to assist and augment ELL access to curriculum includes:</p> <ul style="list-style-type: none"> <li>▪ Online platforms in Spanish (FOSS web, Raz-Kids)</li> <li>▪ Using “Translate” tool in Google Docs for responses</li> <li>▪ Using Google Translate</li> <li>▪ Eureka Math Textbooks in Spanish were sent home prior to school closure</li> </ul> <p>Differentiated/Modified (student specific) Reading and Writing Instruction/Assignments posted daily and feedback offered through teacher/student conferencing</p>
<p><b>* The Mendham Borough School District Remote or Virtual Instructional Plan includes training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country utilizing the following resources:</b></p> <ul style="list-style-type: none"> <li>● Addressing Student Trauma, Anxiety, and Depression (<a href="https://www.colorincolorado.org/immigration/guide/trauma">https://www.colorincolorado.org/immigration/guide/trauma</a>)</li> <li>● US DOE MIGRANT EDUCATION PROGRAM: (<a href="https://results.ed.gov/curriculum/idr_curriculum">https://results.ed.gov/curriculum/idr_curriculum</a> )</li> </ul>

### **Rationale**

The Mendham Borough School District Remote or Virtual Instructional Plan outlines procedures in the event of a public health-related school closure. Continuity of learning is the continuation of education in the event of a prolonged school closure. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance.

However, many considerations play a role in the development of distance learning programs, such as accessibility, type and quality of materials, and the length of time that this type of learning must be maintained.

Specifically, the planned services of this plan include at a minimum:

1. equitable access to instruction for all students.

2. the provision of appropriate special education and related services for students with disabilities and,
3. the provision of school nutrition benefits or services for eligible students.

### **Goals**

The Mendham Borough School District has developed the following plan to ensure the continuity of instruction should circumstances require schools to be closed by the New Jersey Department of Health or local health officer.

1. Ensure the continuity of instruction if and when a pandemic negatively impacts the district's ability to maintain daily operations.
2. Continue to provide students with authentic, meaningful, and comprehensive learning experiences.
3. Mitigate or completely eliminate possible exposure to and spread of pandemic influenza among students, parents, guardians, employees, and community members
4. Ensure compliance with all state and local statutes and regulations.

### **Prerequisites for eLearning**

Foundational components essential for the facilitation of distance learning and or eLearning have been put in place within the Mendham Borough School District. These include:

1. Continued and successful integration of Google Workspace for Education and Google Classroom that provide all students anywhere, anytime access to curriculum-aligned resources, assignments, and applications to create content. This includes Google accounts for students in Pre-K, kindergarten and first grade.
2. Ensuring that both students and staff have ongoing access to content-specific resources which can be accessed via various Google Workspace for Education Suite tools.
3. Continued training (as needed) for students in the use of online resources.

4. Ensuring all students have access to Internet-connected devices at home, including the provision of such devices to students who do not presently have access, as well as the provision of District owned “Hot-Spots” to those families who do not have Internet access.
5. Training for parents, as needed, on how to assist students in accessing eLearning resources.
6. All teachers have both a District-issued laptop and Chromebook, equipped with a webcam to support interaction with students. Software can be installed or purchased for the express purpose of using the device as a digital whiteboard with screen recording capabilities.
7. Assignments and requisite materials are posted to Google Classroom. In addition, all class resources including but not limited to videos, audio files, documents, presentations, notes, activities, and assessments are made available online.
8. Leveraging the features of Google Workspace for Education and Google Classroom, teachers have the ability to provide electronic feedback in the form of comments, rubrics, and grades, and additionally teachers and students are able to communicate with each other directly

### **Plan for Remote or Virtual Teaching and Learning**

Due to the unpredictable nature of pandemic influenza and its potential to have a significant impact on the district and the surrounding community, the ability to remain open with teachers reporting to school may not be a viable option. **Regardless of whether schools remain open and staffed or are forced to close, students and teachers will continue to follow the school calendar as well as the bell and rotating schedules adhering to the procedures outlined below:**

- a. In the event that the closure impacts internet access, teachers will distribute “pencil and paper” tasks for students to bring home and have ready to support learning. Materials will include a “pacing chart” that students can follow in the event that they cannot communicate with teachers.
- b. Teachers and students will follow a schedule (see below) that replicates a truncated [four (4) hour] school day.

- c. Online eLearning sessions will be facilitated via Google Meet with Google Classroom, as a repository for all resources, assignments, etc. Attendance and participation are tracked via GoGuardian. At the end of each session, teachers are emailed a list of students present.
- d. Students will complete tasks either independently or within a shared Google Classroom session, depending on the subject area, grade level, and specific tool teachers are using.
- e. Staff will use Google Meet to facilitate synchronous student learning.
- f. Upon return to school, students will be responsible for the content and skills covered during the school closure.
- g. Principals and Directors will monitor assignments, classwork, and streamed sessions to ensure compliance and continuity of instruction and to provide assistance to teachers. GoGuardian implemented in all grades allows for further monitoring of student activity.
- h. Staff will continue to post grades to Genesis, which includes guardian access to the Parent Portal.
- i. Physical education teachers will provide guidance on the types of activities that students may complete. For example, the teacher may lead a yoga activity or pre-record a video demonstrating a workout routine. Students will record their activities via a Google Form. Students will note the type of physical activity they completed, and the time they started and stopped exercising. Health classes will follow the same delivery procedures outlined in this document.

### **Class Meeting Schedule Grades 5-8**

#### GRADES 5 & 6

Block	Time	Minutes
Home base	8:30 - 8:40	10
2	8:42 - 9:18	36
3	9:20- 9:56	36
4	9:58 - 10:34	36
5B	10:36 - 11:12 snack	36
6	11:14 - 11:50	36
7	11:52 - 12:28	36
EEE	12:30 - 1:00	30

#### GRADES 7 & 8

Block	Time	Minutes
Home base	8:30 - 8:40	10
2	8:42 - 9:18	36
3	9:20- 9:56	36
4	9:58 - 10:34	36
5B	10:36 - 11:12 snack	36
6	11:14 - 11:50	36
7	11:52 - 12:28	36
EEE	12:30 - 1:00	30

**\*Related Arts will continue to follow a [4 day rotation schedule](#)**

### **Class Meeting Schedule Grades K-4**

<b>Grade K</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	EL Skills	EL Skills	EL Skills	EL Skills	EL Skills
9:20- 10:10	EL Module	EL Module	EL Module	EL Module	EL Module
10:10-10:50	Science/ SS	Science/ SS	Science/ SS	Science/ SS	Science/ SS
10:50-11:10	SNACK	SNACK	SNACK	SNACK	SNACK
11:10-12:10	Math	Math	Math	Math	Math
12:15-1:00	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts

<b>Grade 1</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	EL Skills	EL Skills	EL Skills	EL Skills	EL Skills
9:20- 10:10	EL Module	EL Module	EL Module	EL Module	EL Module
10:10-10:50	Science/ SS	Science/ SS	Science/ SS	Science/ SS	Science/ SS
10:50-11:15	SNACK	SNACK	SNACK	SNACK	SNACK
11:15-12:00	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts
12:00-1:00	Math	Math	Math	Math	Math

Grade 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	EL Skills	EL Skills	EL Skills	EL Skills	EL Skills
9:20- 10:10	EL Module	EL Module	EL Module	EL Module	EL Module
10:10-10:55	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts
10:55-11:15	SNACK	SNACK	SNACK	SNACK	SNACK
11:15-12:15	Math	Math	Math	Math	Math
12:15-1:00	Science/ SS	Science/ SS	Science/ SS	Science/ SS	Science/ SS

Grade 3					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	EL Module	EL Module	EL Module	EL Module	EL Module
9:20- 10:05	Related Arts	Related Arts	Related Arts	Related Arts	Related Arts
10:05-10:55	EL ALL Block	EL ALL Block	EL ALL Block	EL ALL Block	EL ALL Block
10:55-11:15	SNACK	SNACK	SNACK	SNACK	SNACK
11:15-12:00	Science/ SS	Science/ SS	Science/ SS	Science/ SS	Science/ SS
12:00-1:00	Math	Math	Math	Math	Math



Grade 4			
	4-K	4-SG	4-C
8:35-9:20	Related Arts	Related Arts	Related Arts
9:20- 10:10	MATH	MATH	MATH
10:10-10:50	MODULE	MODULE	MODULE
10:50-11:10	SNACK	SNACK	SNACK
11:10-12:10	ALL BLOCK	ALL BLOCK	ALL BLOCK
12:15-1:00	Word Study 1st Day - 4SG 2nd Day - 4C 3rd Day - 4K (...continue rotation)	Science 1st Day - 4K 2nd Day - 4SG 3rd Day - 4C (...continue rotation)	Social Studies 1st Day - 4C 2nd Day - 4K 3rd Day - 4SG (...continue rotation)

### **Related Arts Schedule**

Related Arts	Grade 4	Grade 3	Grade 2	Grade 1	Grade K
	8:35-9:20	9:20-10:05	10:10-10:55	11:15-12:00	12:15-1:00
Students will be working on projects/Assignments created by the Related Arts (RA) teachers. RA Teachers will be available via Google Classroom for the grade levels at the times noted above to communicate with students on progress and ask/answer questions as needed.					

**Class Meeting Schedule Preschool**

<b>Pre-K</b>	
9:00-9:30	Morning Routines
9:30-10:30	1st Structured Activity Literature & Art
10:30-10:50	Morning Snack
10:50 -11:15	Fine Motor Activity
11:15-11:45	2nd Structure Activity Literature & Art/Music/Movement
11:45-12:15	Snack
12:15-1:00	SeeSaw Group Activities

### **Students Receiving Special Education and/or Related Services**

The Mendham Borough School District will continue to provide instruction for students receiving special education and related services. Services may differ for individual students, however the list below outlines the methods in which student shall be provided Special Education and Related Services:

1. The Director of Special Services will meet with all Special Education Teachers and Related Service providers throughout this process and will maintain communication with all members of the Special Education Department.
2. Individual instructional packets prepared by the Special Education Teacher.
3. Instruction will be delivered through Google Classroom (where applicable).
4. Access to software including, but not limited to *Reading A-Z Kids*, *IXL*, *Learning Ally*, *Khan Academy*, *Kami*, and predetermined sites identified by Therapists and Special Education Teachers.
5. Students will access related services through a combination of practice with general strategies and individual consultation with students or parents through weekly email communication, specific to IEP goals and objectives.
6. If school closures extend for longer periods of time, Speech Therapy sessions may be conducted through virtual therapy sessions.
7. Upon re-opening of the school, all students' instructional plans shall be reviewed and determinations of compensatory instruction will be determined.
8. The Mendham Borough School District currently has three students receiving instruction in approved private schools. The Director of Special Services is in communication with these schools specific to their school health-related closure plans.

### **English Language Learners and Tier III Students**

English Language Learners and students receiving Tier III services will continue to receive supplemental instruction through online platforms such *Freckle*, *Reading A-Z* [ELL version], *ReadWorks*, Teacher-created Instructional Packets/Resources and Google Classroom through the services of our Intervention Specialist.

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

All students in the Mendham Borough School District have access to a device for school use at home. The district is aware of only one student in the district who does not have adequate Internet at home. The district will provide the student with a hotspot at the district's expense.

### **Professional Development**

Staff will continue to prepare lessons to maintain the continuity of instruction during their grade-level planning time and use Faculty and Curriculum meeting time. Principals will use their Team Leader meetings to disseminate information regarding expectations for teaching and learning in the event of school closing due to a public health-related closure. In addition, a delayed opening for students may be utilized for faculty and staff to enable our staff to have additional, dedicated time to collaborate and prepare the necessary instructional resources aligned to our Remote or Virtual Instructional Plan.

### **Commencement of Flexible Teaching and Learning Plan**

For the first day of school closure, the district may utilize an inclement weather/snow day for students and a remote professional development day for faculty, if needed. In the event that an inclement weather day is necessary, on the second closing day we will implement our remote or virtual instructional plan until the reopening of school.

### **Attendance Plan**

#### **Hilltop Elementary School**

1. During periods of virtual or remote instruction, student attendance will be taken in individual classes via Google Meet as teachers start the day with a whole-class meet. Activity and participation can also be measured via Go Guardian and completion of work in Google Classroom. The district attendance policy will remain in effect, with the building principal informing the parents of students who accumulate 4 unexcused absences as an initial contact, followed by possible referral to Intervention & Referral Services (I&RS), disciplinary action, and/or loss of course credit for continued excessive absences.
2. We will continue to follow our standard in-person procedure, teachers will take home base attendance per one of the above methods and record absences in Genesis. The school nurse will run the attendance report and contact the families of any student not "present." Parents will continue to report absences, tardies, and early dismissals to the nurse, who will update Genesis accordingly. Classroom teachers will make direct contact via phone/email with parents of students who are not meeting expectations.

### Mountain View Middle School

1. During periods of virtual or remote instruction, student attendance will be taken in individual classes via Google Meet or Go Guardian. Activity and participation can also be measured via Go Guardian. The district attendance policy will remain in effect, with the building principal informing the parents of students who accumulate 4 unexcused absences as an initial contact, followed by possible referral to Intervention & Referral Services (I&RS), disciplinary action, and/or loss of course credit for continued excessive absences.
2. Following standard in-person procedure, teachers will take home base attendance per one of the above methods and record absences in Genesis. The school nurse will run the attendance report and contact the families of any student not present. Parents will continue to report absences, tardies, and early dismissals to the nurse, who will update Genesis accordingly. The building secretary will email staff with the attendance report. Classroom teachers/teams will continue to update Genesis with assignment and assessment grades and make direct contact via phone/email with parents of students who are not meeting expectations.

*Faculty/Staff Absences:* Staff will continue to follow procedures outlined in the Staff Handbook utilizing the Frontline Absence Management platform.

### **Facilities Plan**

In the event of a school closure, all school facilities will be properly monitored by district custodial/maintenance staff. Should health conditions warrant, a rotating skeleton crew will be deployed. In addition to all existing established procedures, the school custodial staff will implement a deep clean of the school building, including classrooms, restroom facilities, gymnasium locker rooms, and cafeterias.

The Buildings and Grounds Manager and Essential Employees reporting onsite will ensure that operating systems remain functional to the extent possible. Systems checks will be conducted in person and remotely.

The Mendham Borough School District will follow all recommendations outlined in numerous Government publications and advisories which are already established and will adjust procedures and policies accordingly as new advisories are released and updated.

### **Essential Personnel**

In the event of a school closure, the following non-teaching personnel are deemed essential and required to perform specific duties.

In developing and updating our emergency preparedness plan, the District considered their own unique and particular circumstances to determine which personnel would be considered essential and need to perform some duties during a closure.

The chief school administrator, to oversee and coordinate operations; the school business administrator, to maintain business office operations; staff needed in the preparation or delivery of food (neighboring District provided their location and staff through a joint regional plan developed by our shared food service provider Pomptonian); and custodial and maintenance staff including the Supervisor of Buildings and Grounds (7), to provide access to district facilities, and to clean and sanitize buildings as needed.

The building principals (2) will begin the virtual school day with an announcement, they will communicate with staff, parents and students and emphasize the importance of teaching and learning expectations to the faculty/staff and students.

The Director of Curriculum and Instruction will monitor lessons, offer “on the spot” professional development and order equipment and resources as needed.

The Director of Special Services will hold virtual CST meetings, communicate with Special Educated and Related Services Staff and ensure that the needs of our Special Education students are fully addressed.

The Technology Coordinator will be on-site to monitor the Tech Support link for Faculty and Staff and the Parent Tech Help Desk and to troubleshoot any technology issues.

Administrative Assistants (7) will support Administration remotely or on-site as determined by need and circumstance.

### **Other Considerations**

#### **Hilltop Elementary School**

- a. Virtual/remote instruction will maintain the in-person structures that provide opportunities for differentiated instruction, and gifted/talented classes.
- b. Student social/emotional learning will continue to be addressed through daily meetings with teachers. The district Student Wellness Committee will continue to meet to discuss trends and identify needs. Virtual counseling will be offered, along with staff/student check-ins. The Staff Wellness Committee will provide opportunities for virtual gatherings and share resources and strategies.
- c. Remediation/support in ELA and Mathematics will be offered virtually.
- f. Teachers will organize virtual field trips and presentations as applicable.

#### **Mountain View Middle School**

- a. Virtual/remote instruction will maintain the in-person structures that provide opportunities for acceleration, including accelerated Mathematics courses and differentiated instruction.
- b. Student social/emotional learning at the middle level will continue to be fostered through Advisory, which will follow the bi-monthly meeting schedule via Google Meet. The district Student Wellness Committee will continue to meet to discuss trends and identify needs.

Virtual counseling will be offered, along with staff/student check-ins. The Staff Wellness Committee will provide opportunities for virtual gatherings and share resources and strategies.

c. Remediation/support in ELA and Mathematics will be offered virtually.

f. Teachers will organize virtual field trips and presentations as appropriate.

h. Extracurricular clubs will continue to meet virtually. Student athletes will be provided with suggested workouts and skill drills via Google Classroom pages managed by coaches.

*Disclaimer*

No Health-related School Closure Plan can include or anticipate every issue, challenge or circumstance that may arise; therefore, the plan remains a fluid, working document that will be modified to address the Districts' need.

The information in this *Remote or Virtual Instructional Plan* is subject to change. The District understands that changes in NJ Administrative Code will supersede, modify or eliminate the information summarized in this plan.

This *Remote or Virtual Instructional Plan* and any information, policies and, procedures, to which it refers may be modified, altered, or discontinued at any time by the District at the discretion of the Board of Education and/or Superintendent of Schools.