



Barnegat Township School District Remote Learning Handbook (K-12)

Note about access to district technology:

With the return to school, it is our goal to outfit every teacher with a new electronic device for educational use.



Expectations of Teachers

Live Streaming

For hybrid cohorts, prioritize introduction of new skills / content during in-person days. However, teachers must also provide a live stream of the direct instruction of new skills or content for their virtual students. This live stream should be focused on the front of the classroom (i.e. SmartBoard or white board) and must NOT contain images of students. The teacher can turn this off after direct instruction.

- Teacher gives a 10-15 mini lesson to demonstrate new skills / concepts / standards, while being live streamed in the classroom. These demonstrations **must** be live streamed for students at home and **can** be recorded and posted in your Google Classroom/ Class Dojo. Then the teacher steps back and puts practice problems on the board, guided practice together.
- Alternatively, the teacher might not choose to be in frame, and the video can show a whiteboard/Smartboard/ELMO document/etc. while the teacher narrates off camera.
- Use teacher discretion on how to live stream the delivery of new material. Teachers do NOT need to live stream the entire period of time with in-person students.
- Establish a way for students to ask questions - chat, Google Forms, etc. but those questions do NOT need to be answered in “real time” while the teacher is instructing.
- Resources for Videos: Jamboard, ScreenCastify, Voice over in PowerPoint or Google Slides, Flipgrid, Pear Deck, YouTube

Google Classroom & Class DOJO

- Every teacher grades 1-12 will have a Google Classroom. Kindergarten teachers must have a Class Dojo and may infuse that into a Google Classroom if they wish. [Google Classroom or Class Dojo](#)
 - Each section will have their own Google Classroom. Courses will NOT be combined.
 - Teachers are responsible to monitor, post assignments, and digital content on these platforms
- Teachers may use Google Meet break out sessions [a new feature] to hold small group lessons for students who are virtual.
- Science teachers can record themselves demonstrating labs through videos and/or conduct virtual labs. (Gr3-5 Inspire Science, CK12, and grades 6-12 Flinn Scientific, etc.)
- Teachers are expected to interact with their Google Classroom or

ClassDOJO on a daily basis. Teachers can use the District Website for general information regarding your courses [rules for the class, syllabus, etc]. Teachers may link their Google Classroom calendar to their District website page so parents are aware of the assignments that are due. [Video: Embed Calendar into Classroom](#)

- All major/minor assessments should be assigned via Google Classroom/Class DOJO. Teachers should use their professional judgment when giving formative assessments in the classroom setting, as this information will be crucial for differentiating during READ days.
- Teachers are required to develop their own procedures on how virtual and READ Day students will submit questions. Teachers may use email, Google Forms, Google Classroom, etc. Teachers will use their prep time and/or duty times, as appropriate, during the day to answer students questions. Teachers are expected to respond to student and parent emails within 24 hours.
- Teachers are expected to check in with their fully virtual students periodically throughout the week. Teachers should communicate through Email and Google Classroom Monday-Thursday and Google Meet on Fridays. However, on Fridays the teacher must prioritize the needs of the fully virtual students.
- Unique lessons, practice assignments and assessments should be created for individual students based on the IEP goals and objectives. Individualized accommodations should be provided and modifications made to assignments for each special education student. Eliminating questions should not be an accommodation for every assignment.
- The attached document outlines grades 7-12 student expectations in a Google Classroom. Teachers can make a copy and add to the document for their specific class needs. [Student Expectations](#)

READ Days

- Focus on either independent practice (for students who need it), or extension and enrichment activities (for students who have already mastered that skill or content) based on formative assessment data.
- Opportunities for differentiation based on student readiness
 - Who is ready to extend or enrich their learning?
 - Who needs remediation, or independent practice of previously taught skills?

Synchronous (Live) Hybrid & 100% Remote	Asynchronous (Pre-Recorded) Hybrid & 100% Remote
<p>In order to maximize the live instructional time we have with students we want to offer possibilities for engagement:</p> <p>Teacher sets up live streaming while students engage in a discussion assigned by the teacher</p> <p>Teach your lesson as per your lesson plan</p> <p>Use your data from formative assessments to individualize work for READ days.</p>	<p>Videos (screencastify, Jamboard) of standards will be pre-recorded and posted on the district website for all students to view and refer to when working virtually.</p> <p>Teachers can assign these videos for students to view on READ Days to expose them to the upcoming content.</p> <p>Any assignments aligned to these videos will be posted in the individual teachers classroom. For example, "Identify the theme of the text on our flipgrid.</p>

Internet Access / Digital Divide

- Families will be polled to identify those without reliable internet access.
- In the extent that virtual or remote learning occurs, the district would again work with Comcast to provide our families with "hot spots" to ensure reliable access at home.
- The district is 1:1 for computer access.

Communication with Parents/Guardians

- The teacher will be responsible for communicating with parents and students. School counselors/Child Study Team will support teachers in reaching parents.
- Communicating with parents/guardians on the first days of school is key. If there is a sickness/death in the family, parent/guardian loses their job, etc. it is important for teachers to be aware of any and all hardships students are facing during this time. We want to work WITH parents/guardians.
- Resource: [Student Communication Reminders](#)

Co-Teaching Information

- Resource: [Co-Teaching Models](#)
- Resource: [Co-Teaching Virtual Models](#)

BSI/Supplemental

- Students that receive Tier 3 Intervention or Supplemental should continue to receive these services in the event they are in a fully remote environment.
- Supervisors will meet with Basic Skills and Supplemental teachers to help them create virtual and in-person schedules, according to the needs of the students receiving services.
- Teachers should communicate with parents to determine times of day for sessions to occur in small groups or individually using Google Meet.

English as a Second Language (ESL)

- ESL students will receive services remotely via Google Meets and/or other interactive technologies. Classroom teachers have been trained in the SLOP model, and will continue using those strategies in a virtual environment.
- ESL teachers will follow established schedules for delivery of services, working to maintain the same model in conjunction with the rest of the educational program. Differentiated instruction will be provided via district technology and apps such as Jamboard, Senor Wolly, Rockalingua and other programs.
- In the event that families need translation services, the district will utilize one of the BOE approved district translators (If available in the necessary language.)
- To support ELL students, training for teachers and other certified staff on topics such as culturally responsive teaching will be provided through the Professional Development Academy.

Related Services

- Related Services should determine on an individual basis whether the student will be seen for therapy in-person or remotely. Factors to consider include:
 - Was virtual therapy effective for the student?
 - If the student is attending in person 2 days per week-what will they miss when they leave class for therapy?

MD/BD

Resource: [MD/BD Remote Learning Guidance](#)

Attendance

- When remote, students' daily attendance is monitored through their active participation in their Google Classroom / DOJO. This will be accomplished through a "question of the day."
- For K-4 students, this interactive question will be posed by the homeroom teacher.
- For grades 5-12 students, this question will be posed by their Health / PE teacher. It is recommended that Health / PE teachers use questions focused around topics related to health/wellness and social-emotional learning.
- Those teachers (K-4 homeroom teachers or 5-12 Health / PE) will be responsible for posting their students' daily attendance in Genesis.
- The question should be posted within 30 minutes after each building's start time in the morning, and answered by students prior to the close of the student's day (dismissal time).

Child Care

- Child care for teachers will be provided if necessary or needed to keep the school day running smoothly.

Extra-Curricular Programs

- Extra-curricular activities will continue or start when allowed by the state/county along with local conferences. The district will follow all cleaning protocols where needed and applicable.

Assignments/Pacing

- Please remain in close contact with your supervisor and the other teachers in your PLC regarding pacing, scope, and sequence.
- The length of the school day is 6 hours, so we expect that (for READ days or full virtual) students will be assigned approximately 6 hours of work on those days. Please make every effort to diversify the work assigned, so that students are spending this entire time in front of a screen.
 - Think about time on task when assigning remote work. Teachers should be mindful of how long it will take for students to complete an assignment.
- For secondary students with multiple classes, consider this rule of

thumb:

- 6 hours per day x 5 days per week = 30 hours of academic time
- Divide 30 hours by the number of classes a student takes (i.e. a freshman at BHS has 8 classes, so approximately 4.0 hours of work per subject per week for remote students)
- From the NJDOE, "full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families."
- AP classes should follow the guidelines from the College Board.

Number of Assessments

- K-5:
 - Reading/Writing/Math- 3 majors, 7 minors, 2 course participation
 - Science/Social Studies- Combined 3 majors, combined 7 minors, 2 course participation for each subject
 - Specials- Graded on a scale 1-5 ; Effort grade
- 6-12:
 - ELA/Math/SS/Sci/Business/WL - 3 majors, 7 minors, 2 course participation
 - Fine & Performing Arts/Phys. Ed/Technology - 3 majors, 4 minors, 5 course participation
- **Late Work:** Late assignments will be accepted without penalty:
 - Elementary = five (5) school days after the due date, or by teacher discretion due to extenuating circumstances in the student's life.
 - Secondary = three (3) school days after due date, or by teacher discretion due to extenuating circumstances in the student's life.

Grading Policy

Grades 2-12, On-grade & College Prep Courses

50% Majors

30% Minors

20% Course Participation

Honors Courses, including Level 1/Accelerated courses at

ROBMS 55% Majors

35% Minors

10% Course Participation

Advanced Placement Courses

60% Majors

30% Minors

10% Course Participation

Course Participation

- The district rubric has been modified to include features of Hybrid/Virtual learning. Under these circumstances, the district is moving away from the term "homework."
- Course Participation is to recognize work that is assigned for completion; work that is collected and graded for comprehension must go into the Major or Minor assessment categories.
- Click here for [Course Participation Rubric for Grades K-5](#)
- Click here for [Course Participation Rubric for Grades 6-12](#)

Types of Assessments that are effective with Hybrid/Virtual Learning

High School & Middle School Honor Code [Contract](#)

- Choice Boards
- [Tic-Tac-Toe Choice Board](#)
- [SlidesMania](#)
- Open Ended Questions
- Interviews with Students / Oral Assessments
- Student Presentations
- Students creating their own assessments and completing the assignment [teacher provides parameters]
- [NEA Authentic Assessment Toolbox](#)
- [Examples of Assessments created by Master Teachers](#)
- Please note, when creating groups for classroom assignments or projects, teachers are encouraged to mix students from different cohorts (i.e. M/W hybrid and some virtual only) to promote feelings of class unity.

Benchmarks

- Benchmarks will not be entered into Genesis for a grade. However, please continue to reinforce to students the value of Benchmarks, since they will continue to be used for:
 - course placement (Honors, accelerated, etc.)
 - Gifted & Talented program
 - Basic Skills Instruction / RTI process
 - Literacy Lab / Algebra I Lab at BHS
 - teacher differentiated instruction
- To ensure maximum use of in-person schooling, Benchmarks will be administered during READ days for students in grades 5-12. Grades 2-3 will begin Benchmarks in-person.

- Teachers should strongly encourage students to try their best and demonstrate academic honesty - The Barnegat Way!
- For grades 5-12, have students sign [The Virtual Benchmark Expectations Contract](#).
- Tentative Schedule for Math & ELA
 - Form C (from previous grade) - 9/14 - 9/18
 - Form A - 10/9 - 10/13
 - Form B - 1/25 - 1/29 (TBD at BHS due to conflicts with Midterm)
 - Form C - 3/25 - 3/31
 - District Summative - 6/1 - 6/4 (TBD at BHS due to conflicts with Final)
- Science & Social Studies (6-12)
 - LinkIt Benchmarks at the end of MP1 & MP3
 - TBD at the end of MP2 & MP4

DIFFERENTIATION FOR REMOTE LEARNING



Differentiation Pillar	Do's and Don'ts	Strategies
Learning Environment: The culture and climate of student/teacher interactions	Do: Provide interpersonal communication opportunities. Do: Personally connect with each student twice a week or more. Don't: Worry about making things "equal." The length or frequency of interactions matters less than the quality.	Remote conferring: Connect with the whole class, small groups, or individual students via phone, app, or online platform. Letter writing: Students also practice addressing an envelope properly.
Content: What students learn	Do: Promote student engagement by ensuring students understand concepts' and skills' relevance. Do: Focus on exposing students to concepts and skills and practicing them in ways that allow for your feedback. Don't: Worry about students having a deep understanding of all content.	Choice: Students choose from texts, concepts, ideas, or skills within a content area. Targeted questioning: The teacher chooses the content or text but differentiates the focus for students (e.g., some find text evidence to identify the setting while others find text evidence to determine the theme). Flexible pacing: Allow students to spend longer or shorter time with content depending on their interest.
Process: How students acquire learning	Do: Ensure access to reliable resources to practice skills and concepts. Do: Focus on skills that apply to all content areas (i.e. cause and effect, claim and evidence). Don't: Give students long packets of work. We run the risk of having students practice skills incorrectly or quickly becoming disengaged.	Video conferring Live-streamed lessons Video recordings of lessons: These can be teacher-created or -curated. Shared/interactive documents Simulations/experiments: For example, instead of completing a worksheet, students could find the area and perimeter of something in their own homes. Short, targeted practice Skill-based graphic organizers
Product: How students demonstrate learning	Do: Encourage students to share authentic examples of learning. Do: Ask students questions about their learning and provide opportunities for them to share with classmates. Don't: Worry about grading. Students must be successful if we want them to continue learning from home.	Student choice and interest Virtual collaboration: Students work with one another. Feedback: Differentiate delivery and depth. <ul style="list-style-type: none"> • Task-related feedback helps students understand the concept or skill [right/wrong, yes/no, stop/go]. • Process-related feedback identifies progress and errors, relationships between ideas, and next steps. ("What strategies did you use?" "What is/isn't working and why?") • Self-evaluation supports students who can self-direct learning by providing prompts that deepen reflection. ("How does this compare to...?" "How have your ideas changed?").



From "Why We Need Differentiation Now More Than Ever" by Lisa Westman, ASCD

Ideas to Promote Connection in the Online Environment

Greeting 1
Pair students up in breakout rooms. Share something that made you happy this week.

Roll Call 2
Ensuring you say every student's name and something you notice about them.

Bring your favourite... 3
Ask students to bring their favourite... and share why they choose their object.

Bring your Snack! 4
Ask students to bring their snacks for a tea party.



Add picture 8
Ask students to add a picture of something that makes them happy and post onto a Padlet wall. Students guess which picture is who.

Two Truths & a Lie 7
Each student think of two truths & a lie about themselves beforehand. Students have to guess which is the lie.

Scavenger Hunt 6
Ask students to find objects around the house and bring back. E.g. fruit, toy, favourite object, exercise equipment, book...

Movement 5
Ask students to move with you for 3 mins! stretches, squats, deep breathing

Lesson Plan Templates

- [Elementary lesson](#) plan template
- [Secondary lesson](#) plan template

Ideas for effective lesson planning

#1 Hook the Group	#2 I do, We do, You do	#3 Assignment Check & Review	#4 Present, Pause, Discuss (Repeat)	#5 Quick Assessment & Focused Instruction
<p>Present a problem or challenge</p> <p>Ask students to work collaboratively (without your help) to discuss & solve</p> <p>As students discuss and attempt to problem-solve, observe their interactions to identify gaps or misconceptions</p> <p>Debrief as a small group</p> <p>Follow up with instruction and/or modeling</p>	<p>Explain and model</p> <p>Run through an example or a couple of examples as a group</p> <p>Assign students additional practice to do after the call and provide a space online (Google Classroom Stream, Mentimeter open-ended question, or Shared Google Document) where they can post questions or request help if they get stuck</p>	<p>Provide a model, exemplar, or answer key for an assignment that kids completed at home</p> <p>Give students time to check, correct, & discuss questions</p> <p>Review as a group & provide follow-up explanation</p> <p>Build with additional instruction</p>	<p>Present information (~3-5 minutes)</p> <p>Encourage students to crowdsource their notes on a shared Google Document</p> <p>Pause and give students 60 seconds to write down any questions they have about the information</p> <p>Allow kids to ask their questions and discuss the answers as a group</p> <p>Repeat.</p>	<p>Use a quizzing tool. (Google Forms run as a quiz, Socrative, or Kahoot!) to administer a quick assessment</p> <p>Use the data to identify which questions students struggled with and work through those questions as a group.</p> <p>Provide additional instructions and scaffolds as needed.</p>

Second Chances / Retakes ~ Credit Recovery

- Click here for information on [Retakes/Second Chances](#)
- Forms for Retakes
 - [Elementary Retake k-1](#)
 - [Elementary Retake 2-5](#)
 - [Secondary Retake 6-12](#) ***Must make a copy of the form prior to sending it to your students or you WILL NOT get any results.

Additional Resources for Virtual Learning:

[Barnegat Virtual Resource Folder](#)

[ELA Resources](#)

[Epic](#)

[Example of Division Choice Board](#)

[Example of Weekly Science Assignment - Ocean Exploration \(Grade 3\)](#)

[General Virtual Learning Resources](#) (links for non-subject related resources)

[Languages](#)

[Math Resources](#)

[Music Resources](#)

[MS/HS Science Resources](#)

[National Geographic](#)

[PBS Digital Music Content and Field Trips](#)

[PBS Digital Theatre Content and Field Trips](#)
[PBS Visual Art Content and Field Trips](#)
[Readworks](#)
[Resources by Subject](#)
[STEM Resources](#)
[Texas Instruments STEM Activities](#)
[VH1 Music Educator Resources](#)
[Virtual Math Manipulatives](#)
[-Another Version of Math Manipulatives](#)
[World Language Resources](#)

Additional Resources for Virtual Learning for Elementary :

[Achieve the core](#)
[Actively learn](#)
[Barnegat Virtual Resource Folder](#)
[Better Lessons](#)
[Book adventure](#)
[Boom Learning](#)
[Brainpop](#)
[Commonlit](#)
[Connected](#) (Wonders/ELA series)
[Epic](#)
[Flipgrid](#)
[Flocabulary](#)
[I Know It](#)
[Kahoot](#)
[Kids search engine](#)
[Lucky learner](#)
[LearnZillion](#)
[Mangahigh](#)
[on-line resources](#)
[Padlet](#)
[Picture This](#) (This is a great resource of picture books by skill)
[Readworks](#)
[Scholastic](#)
[Smekens](#) (This a great website for lessons)
[Socrative](#)
[Storyline online](#)

[Teacherhub](#) (This is a great website for lessons that provide video responses)

[Thinkcentral](#) (Go Math/Math series)

[Virtual Math Manipulatives](#)

[XtraMath](#)

SOAR:

[ALEKS](#)

[Fastforward](#)

[IXL](#)

[Nessy](#)

[Splashmath](#)

The following resources allow you to easily convert from pdf to interactive worksheet. Class Click can be used in real time

Classkick <https://classkick.com/>

Wizer Me (free version) <https://www.wizer.me/>

Studies weekly for ELA and Science. (free trial only)

<https://www.studiesweekly.com/>

Writing prompts that can be used for daily check-ins:

[Check in form in Google Survey](#)

[September Writing Prompts](#)

[October Writing Prompts](#)

[November Writing Prompts](#)

[December Writing Prompts](#)

[January Writing Prompts](#)

[February Writing Prompts](#)

[March Writing Prompts](#)

[April Writing Prompts](#)

[May Writing Prompts](#)

[June Writing Prompts](#)

[Check-in links](#)

If the district goes 100% remote (i.e. no in-person instruction)

- If at any point the district chooses to go 100% remote for students, staff are expected to report to their classroom or office to work, barring another “stay at home” order.
- In this model, teachers would be expected to make synchronous instruction available to students.

Elementary Virtual Learning Information

How are classes set up?:

- Classes will be broken up into two groups: A & B & Full virtual
 - A = Monday/Wednesday
 - A students will have READ days on Tuesday & Thursday
 - B = Tuesday/Thursday
 - B students will have READ days on Monday & Wednesday
 - READ: Approaching, Meeting, or Extension activities via packets or technology
 - Full Virtual Students do not come to school at all
 - ALL students will participate virtually on Friday

How is planning working?:

- Planning:
 - You will teach the same exact in person lessons on Monday & Tuesday as well as Wednesday & Thursday.
 - You will only be planning lessons for 2 in person days.
 - You will only be planning READ activities for 2 days
 - You will plan for 1 full virtual day.
 - In Genesis lesson plans you will create two days of in person lessons and one day virtual using the new template

What do I do on Friday?:

- Suggestions: plan a Social Emotional lesson for the entire class via zoom or google meet, since this might be the only time they are together as a class.
 - Have a set time every Friday, For example 8:30-9:00 full class meet. (do not worry about whether students attend or not. Plan the meet regardless of who attends)
- Plan to meet with your virtual only students.
 - Example: 9-10:30

- Meet with your students (includes hybrid and remote students) in small groups:
 - 10:30-11:00: Approaching
 - 11:00-11:30: On level
 - 11:30-12:00: Exceeding
- Have open office hours every Friday at a set Time
 - For example: Standing Google Meet every Friday from 1:00-1:30 for questions
- Planning: 1:30-3:30

What does live streaming/teaching mean?:

- When you are directly teaching at the board you will broadcast your lesson for virtual only students. The video will be on your SmartBoard or dry erase board only.
 - You can mute and stop the stream at your discretion
 - Students will not be able to interact with you or the other students (Make sure all virtual students are muted. Make this part of virtual expectations for students.)
 - In class students will not be able to see virtual students and vice versa.
Therefore, don't project the virtual students onto your smartboard.

When do I answer questions from Virtual only students?:

- Virtual only students will be instructed to email teachers or message them via Google Classroom/Class Dojo within 24 hours during their prep or duty time.
 - Hybrid Students will be eating in the classroom and teachers will be monitoring. Teachers can use this duty time to respond to questions via email or google classroom.

What about late work?:

- Students will have 5 school days to hand in late work.
 - If an assignment is due on Tuesday a student can hand it in up to the following Tuesday.
 - Teachers MUST:
 - Note the assignment is missing (M) in Genesis
 - Contact the parent via, email, Dojo, or phone to notify of the missing assignment
 - Notify the student of the missing assignment via Google Classroom or Dojo.
 - Teachers have discretion to relax this policy due to extenuating circumstances ie: death, sickness. Vacation DOES NOT count.

Example of a week's lesson plans

A/B day 1

<p>Lesson Objective: Third grade students will determine the main idea of a text</p>
<p>Standards: RI.3.2.</p>
<p>Materials / Resources: Picture Book Wonders</p>
<p>Do Now: Writing prompt in Google Classroom/Class Dojo for attendance I do: Review and teach to whole class main idea Read the picture book,Teacher fills in graphic organizer on main idea</p>
<p>We do: After listening to another picture book students will fill out graphic organizer individually or with a partner on the main idea of the story and review as whole group</p>
<p>They do/READ day:</p> <ul style="list-style-type: none">● Approaching:<ul style="list-style-type: none">○ Leveled text with main idea questions● On Level:<ul style="list-style-type: none">○ Leveled text and students will write the main idea in a summary● Advanced:<ul style="list-style-type: none">○ Leveled text and students will compare and contrast main idea between two stories
<p>Assessment: (Summative, Formative)</p> <ul style="list-style-type: none">● Link- it quiz on Friday

A/B day 2

Lesson Objective:

Third grade students will determine the main idea of a text; recount the key details and explain how they support the main idea.

Standards:

RI.3.2.

Materials / Resources:

[Picture Book](#)

[Wonders](#)

Do Now: Writing prompt in Google Classroom/Class Dojo for attendance

I do:

Reread the picture book ,teacher finds the supporting details for the Main idea

We do:

Students will fill out graphic organizer individually and together after listening to the story from the previous lesson and find the key details to support the main idea

They do/READ day:

- Approaching:
 - Leveled text with main idea and key details questions
- On Level:
 - Leveled text and students will write the Main idea in a summary and underline the key details
- Advanced:
 - Leveled text and students will compare and contrast main idea and key details between two stories

Assessment:

(Summative, Formative)

- Link- it quiz on Friday

Friday /Virtual lesson

Lesson Objective:

Students will be able to interact and ask and answers questions appropriately on how to behave in Google Meets

Standards:

SL3.1

Materials / Resources:

Jamboard

[No, David!](#)

Do Now:Linkit quiz

I do:

Discuss what etiquette means

Read a picture book to the entire class through Google Meet

We do:

Create a jamboard together and make a list of rules for students on Google Meet manners

They do/Google Meets with groups

- Approaching:
 - Meet and review previously taught skill using approaching resources
- On Level:
 - Meet and review previously taught skill using approaching resources
- Advanced:
 - Meet and review previously taught skill using approaching resources

Assessment:

(Summative, Formative)

NA

READ Day Example Activities: READ: Remote Extension Activity Day

(Use the READ assignments just like centers in your classroom)

- Hard copies of graphic organizers
- Worksheets addressing skills
- Wonders' online or worksheets components addressing skills
- Think Central components addressing skills
- Online games addressing skills
- Leveled readers sent home with students or online books
- Choice boards/menu work

Example of Virtual Day (Friday):

- 8:00-8:30: All students in a Google Meet for a virtual lesson
 - (Ex, social-emotional)
- 8:30-10:30:
 - Meet with your virtual students
- 10:30-12:00:
 - Meet with your differentiated groups for instruction as needed
- 12:00-12:45:
 - LUNCH
- 1:00-1:30:
 - Open Google Meet for any student who has questions
- 1:30-3:00:
 - Planning and answer emails as needed

Example of a Hybrid day: (Monday- Thursday)

During your hybrid whole group teaching you will livestream the lesson to your students who are at home

- 8:00-10:00:
 - ELA whole group lesson
- 10:00-10:15:
 - Math whole group lesson
- 10:15-10:45:
 - Special (30 min prep)
- 10:45-11:15:
 - Student lunches in classroom
 - Teacher answers emails from virtual students as needed
- 11:15-12:15:
 - Math whole group lesson
- 12:15-1:00:
 - SS/Science whole group lessons
- 1:00:
 - Dismissal
- 1:00-3:00:
 - Additional prep/lunch

See below for a sample schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Day 1 lesson for A students</u>	<u>Day 1 Lesson for B students</u>	<u>Day 2 lesson for A students</u>	<u>Day 2 Lesson for B students</u>	<u>Virtual lesson for A, B and Virtual students</u>
A students: In school	B students: in school	A students: In school	B students: in school	A, B, and virtual : students will meet in a Google Meet
B student: READ (Remote Extension Activity Day)	A students: READ	B student: READ	A students: READ	<u>Small groups:</u> Approaching, Onlevel and Exceeding
Virtual: home on live stream	Virtual: home on live stream	Virtual: home on live stream	Virtual: home on live stream	Virtual: Google Meet

Barnegat Township School District



Pandemic Management Plan Revised July, 2023

BACKGROUND

UPDATE From NJ.Gov. 03/16/2020- [link](#)

TRENTON – Governor Phil Murphy today signed Executive [Order No. 104](#), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among the directives, Governor Murphy’s Executive Order indefinitely closes all public and private preschool, elementary and secondary schools, and institutions of higher education, as well as closes all casinos, racetracks, gyms, movie theaters, and performing arts centers. The order also mandates that all non-essential retail, recreational, and entertainment businesses must cease daily operations from 8:00 p.m. to 5:00 a.m. All restaurant establishments, with or without a liquor license, are limited to offering only delivery and/or take out-services only, both during daytime hours and after 8 pm.

“In order to slow the spread of COVID-19, we must take aggressive and direct social distancing action to curtail non-essential activities in the state,” **said Governor Murphy**. “Our paramount priority is to ‘flatten the curve’ of new cases, so we do not overwhelm our healthcare system and overload our health care professionals who are on the frontlines of the response. My Administration continues to work closely with our communities, stakeholders, union representatives, and business leaders to ensure that we all do our part to win the fight against the novel coronavirus and emerge stronger than ever.”

In order to slow the spread of COVID-19, Governor Murphy’s executive order directs:

- All gatherings of persons in the State of New Jersey shall be limited to 50 persons or fewer, with limited exceptions;
- All public, private, and parochial preschool programs, and elementary and secondary schools, including charter and renaissance schools, will be closed beginning on Wednesday, March 18, 2020, and remain closed as long as the Order remains in effect;
- Institutions of higher education will cease all in-person instruction beginning on Wednesday, March 18, 2020, and shall cease such in-person instruction as long as the Order remains in effect;
- The Commissioner of Education shall continue working with each public, private, and parochial school to ensure students are able to continue their education through appropriate home instruction
- The Secretary of Agriculture and the Commissioner of Education shall take all necessary actions to ensure all students eligible for free or reduced meals will continue to receive the services necessary to meet nutritional needs during closures;
 - All casinos, concert venues, nightclubs, racetracks, gyms, fitness centers and classes, movie theaters, and performing arts centers will be closed to the public beginning on Monday, March 16, 2020 at 8:00 p.m. and remain closed as long as this Order remains in effect;
- All other non-essential retail, recreational, and entertainment businesses must cease daily operations from 8:00 p.m. until 5:00 a.m.; and

- All restaurant establishments, with or without a liquor or limited brewery license, are limited to offering delivery and/or take out-services only.

The order will take effect immediately.

"These are extraordinary times, and educators throughout the state have been taking extraordinary measures to create plans for high-quality home instruction, ensure food security for children who depend on free and reduced lunch, and provide services for all special needs students," **said Education Commissioner Lamont O. Repollet**. "We understand that the closure can be a disruption for many parents, but we know nothing is more important than the safety of the 1.4 children we serve."

"We understand this is an unprecedented situation, and we are asking institutions to be extra vigilant in protecting the health and safety of their students, faculty, staff and the entire campus community. As institutions move to remote instruction, we urge them to ensure there are appropriate accommodations in place for students with disabilities, those who may not have access to internet services, and students who call their campus community home," **said Dr. Zakiya Smith Ellis, Secretary of Higher Education**. "We continue collaborating with institutions to address concerns."

Source and Spread of the Virus

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with MERS-CoV, SARS-CoV, and now with this new virus (named SARS-CoV-2).

The SARS-CoV-2 virus is a betacoronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir.

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States. Some international destinations now have apparent community spread with the virus that causes COVID-19, including in some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.

These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

- People are thought to be most contagious when they are most symptomatic (the sickest).
- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the New Jersey Department of Health and Senior Services assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

School Closure

The Barnegat Township School District will remain closed until the Department of Health and or Department of Education has cleared this district for students to safely return to school.

Chain-of-Command to Carry Out Pandemic Management Plan

Chain of Command for District/Building Based Team

Primary: Dr. Brian Latwis, Superintendent (609) 698-5800 (office)

1st Back-Up: Mr. Steve Brennan, Business Administrator (609) 698-5800 (office)

2nd Back-Up: Mr. Dan Gundersen, Director of Special Services (609) 698-5800 (office)

Mr. Jim Barbieri, Director of Curriculum and Instruction (609) 698-5800 (office)

Information Technology

The Barnegat Township School District Information Technology Department maintains a Disaster Recovery plan for all Educational Records and documents stored on district servers. Backup data storage will enable recovery of these documents and records in the event of a disaster.

Faculty have remote access to Google lesson plans, email, Drive and Google Classroom as well as their class pages located on the District website.

Essential Staff

Superintendent
School Business Administrator
Director of Curriculum and Instruction
Director of Student Services
Administration (as needed)
Nurses (as needed)
Administrative Assistants
Business Office
Secretaries
Mail Courier
Transportation Director
Food Services
Security
Custodial Staff
Technology Staff
Buildings and Grounds

ROLES AND RESPONSIBILITIES

Superintendent:

- Maintains authority over ALL pandemic or crisis management plans.
- Maintains protocol for personnel policies appropriate for both possible long and short term duration of pandemic absences.
- Plans for cross-training for "core" and "essential" jobs.
- Will promote faculty/staff physical and mental well-being.
- Communicates with the media and parents. Guides administration in the communication process.

School Business Administrator:

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.
- Plans for cross-training for "core" and "essential" jobs.
- Assures clean and sanitized buses and drivers that are free of illness. Secures plans to transport ill students if necessary.
- Assures clean and sanitized buildings that are free of illness.
- Develops a continuing nutrition plan.

Director of Curriculum and Instruction:

- Maintains academics and student learning.
- Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning for up to two weeks, or longer if directed.
- Ensures hard copies of material are made available to those in need PreK-12
- Ensures on-line learning materials are made available PreK-12.
- Provisions will be made for students who do not have access to a technology device or Internet at home.

Director of Student Services:

- Identifies students special needs
- Maintains a confidential roster
- Builds on current accommodations, modifications, and services
- Works with supervisors and teachers to ensure assignments are accessible by all students.
- Informs and trains adults as needed
- Coordinates with the Superintendent and School Business Administrator to assure necessary medical supplies and assistance are available.

- Communicate as necessary with the Superintendent, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the pandemic management plan as necessary.
- Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPI Pen, EMT, etc.) in the nurse's office. The list will be updated annually.

Facilities Coordinator:

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
 - Filling of soap and hand sanitizers
 - Ensuring all paper towel holders are filled and functioning at all times
 - Sweeping and wet mopping of all floors
 - Vacuuming of rugs
 - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
 - Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors
 - Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines
 - Cleaning of vents
- The Facilities Coordinator with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.

Director of Dining/Chartwells:

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas. Ensures servers are free from illness.
- Provides a contingency for the continued provision of food for free and reduced meals.
- Coordinates with Transportation Department for delivery of free and reduced student meals

Information Technology:

- Hot spots will be provided to students if needed during the distribution of devices.
- Students will keep the device until further notice as directed by the school district.
- A record of all loaned devices shall be maintained by the Principal in conjunction with the IT department.

General Education, Special Area and Special Education Teachers:

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.
- Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted.
- Keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to email a copy of their log to their direct administrator.

Related Service Providers

Based on current guidance related to the education of students with disabilities during COVID-19 school closures, special education and related services will be provided “to the most appropriate extent possible while students are away from their schools/programs” (NJDOE, March 2020). Furthermore, “the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically” (USDOE, March 2020) “to the extent that it is safe, practicable and ethical in light of the circumstances. We anticipate parents will be willing partners in this educational process and will cooperate and participate as needed.”

Building Administration:

- Reinforce student infection control procedures.
- Support and endorse nursing decisions.
- Monitor and report absences to the central office.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning days, be available via Google Hangout for conferencing with the central office and the administrative team.

Administrative Support Staff:

- Reinforce infection control procedures.
- Respond to parent phone calls using District talking points document
- Maintain a log or journal of all calls received
- Keep building administration informed

Training

The following training shall be completed according to assignments and responsibilities:

Administration and All Staff

- Superintendent or designee will review the Pandemic Management Plan with the administrative staff.
- Updates to the plan will be disseminated to all staff by the Superintendent, Director of Curriculum and Instruction or Director of Student Services
- Administrators and supervisors will monitor the plans for E-learning, IEP/504 accommodations and modifications expectations as well as teacher and student expectations for remote learning.
- Administrators and supervisors will provide feedback to teachers as appropriate to ensure the delivery of a meaningful virtual learning experience for all students.

Business Operations

At all times, the Business Administrator shall be prepared to have a remote work plan available to run all key operations. The Business Administrator shall run a test of remote operations twice annually. In the event of the potential for a pandemic situation, all Business office staff will be directed to bring home their computers, chargers, passwords and a flash drive of any pertinent network files. The Business office operations will continue as follows:

Key Operation:	Remote Work Plan:
Payroll	<p>The Business Administrator will ensure that payroll operations continue to run remotely from both of their remote locations. Systems 3000, the accounting and payroll portal, have been set up to allow remote access from District issued computers to the BA and ABA, and the Payroll Supervisor. Both staff will have access to the District bank accounts via their District laptops only. The Business Administrator will set up mobile access for both staff to complete secondary verification to access the bank accounts. All payroll supporting reports will be printed to PDF and saved on the local machine and a flash drive for printing upon the District re-opening.</p> <p>All staff will receive copies of their pay stubs to the Systems 3000 portal as usual. If an employee requires a handwritten paycheck it will be mailed to the employee. The Payroll Specialist is also trained as a backup to run payroll if the need arises.</p>
Accounts Payable/ Receivable	<p>The Business Administrator and the Bookkeeper will ensure that invoices can be entered remotely. The Bookkeeper will continue to enter all invoices received via email and process any purchase orders as needed. The Business Administrator will hold off site a small amount of checks in the case that an emergency check needs to be written. The Business Administrator will also be able to process wire transfers remotely if the need arises. Any emergency payments will be discussed with the Superintendent of Schools prior to payment being made. All checks will be retroactively approved at the next Board of Education meeting.</p> <p>The Business Administrator will also continue to monitor cash flow as cash and physical check payments</p>

	will not be received. The Business Administrator will request the Township make all tax payments in the case of a pandemic event.
Transportation	The Transportation Coordinator, will maintain the Transportation Department with the Business Administrator in keeping the staff apprised of closings, openings, and needs for transporting students and meals.
Human Resources	The Director of Curriculum and Instruction and Human Resources Coordinator will have remote access to the HR portal to continue to conduct any HR needs.
Food Service	The Business Administrator and Director of Dining will keep the Food Service Department abreast of potential closing and re-opening dates. The Director of Dining will continue to process all required State reports and submissions through the SNEARs web based portal.

Facilities Operations

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

- Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
- Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.
- Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.
- All touch point cleaning is to be completed utilizing Botanical Disinfectant Solution (Bioesque) and (Purell) Cleaning Solution.
- Ensure all District buses are cleaned regularly with use of Botanical Disinfectant Solution (Bioesque) and (Purell) Cleaning Solution.

General Cleaning Procedures

Area: Classroom, Classroom Bathrooms, LGR, Teacher's Lounge:

- Begin with fully supplied cleaning cart
- Look at the room top to bottom
- Check lights/ceiling tile/blinds
- Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
- Any replacement/repairs you can't perform, put in writing to supervisor
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from ceiling
- Clean whiteboard per teacher's instructions, wipe down trays with correct product
- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp mop floors with correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using Botanical Disinfectant Solution (Bioesque) and (Purell) Cleaning Solution.
- Turn off lights, close door - go to next classroom
- End of shift, restock your cleaning cart for start of next day

Area: Kitchen, Kitchen Office

- Pick up mats as needed to clean floor
- Check, clean all soap and paper dispensers
- Dust with feather duster, wipe down all walls, hood vents, mobile carts
- Wipe down front of serving counter, door handles, all window glass
- Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
- Clean, disinfect sinks with correct products
- Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case
- Dry mop, wet mop floors with correct product
- Put mats back down

Area: Bathroom

- Check, clean all soap, paper bathroom dispensers
- Clean bathrooms as required with all correct products towards the end of your shift

- Check all fixtures for water flow, loose parts. Report as needed to supervisor

Area: Hallways, Gym, Auditorium

- Check, clean all dispensers
- Check, replace ceiling tile, lights
- Dust mop, run machine over hallways with correct products (Gym, Auditorium - $\frac{2}{3}$ times a week)
- Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Building/Grounds

- Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
- Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
- Inspect boilers every two hours, fill in log books as required (seasonal)
- Put up, take down American and State flag daily

Daily/Monthly

- You need to get familiar with where the distinguishers are in your sections - inspect and sign the inspection card once a month (this is State required of schools)
- You will need to complete any checklists that are put into your area to track different things that are needed/asked for

Good of the Entire School

- We need to check, lock all doors/windows to secure the school day/night
- All lights MUST be turned off in any section of the school not in use
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer's directions
- We need to save all microfiber products for re-use

Office Cleaning Procedures

Daily Office Cleaning Periodic Office Cleaning

- Empty trash can/clean exterior/reline Dust ceiling vents
- Dust with synthetic/feather duster Clean interior windows
- Disinfect countertops Clean vertical surfaces
- Spot clean vertical & horizontal surfaces Spray clean windows/glass surfaces
- Spot clean glass Vacuum upholstered furniture
- Spot clean carpet Clean whiteboards
- Vacuum carpeting Clean chairs
- Dust & damp mop floor Dust blinds
- Check & refill all dispensers Damp mop/wax tile floor

Infection Control Procedures

"Recognize," "Respond," and Report"

Recognize Early

- Immediately report suspected influenza and/or coronavirus cases to public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

Surveillance and Epidemiology

Schools will track the number of absentees and specifically monitor for student and staff reporting signs and symptoms of influenza and/or coronavirus. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include “social distancing” or “non-pharmaceutical interventions” and include the following:

- Increasing separation amongst students
- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of influenza and/or coronavirus. These include:

- Providing masks for the affected to wear.
- Identifying a place to isolate the affected.
- Developing policies for discharging sick students.
- Develop procedures for transporting sick students

Quarantine

People who have been exposed to influenza and/or coronavirus are at risk for contracting becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms, it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is health department officials who draft and enforce orders of quarantine. Because an influenza and/or coronavirus outbreak is expected to be fairly widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the spread of infection to contacts is likely to be encouraged.

Work Quarantine

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. They may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Social distancing (see below)

- Respiratory protection (mask)
- Gloves
- Strict hand washing enforced
- Facility disinfection procedures

Mitigation Measures, Including Social Distancing

Maintain prevention strategies to make the school environment conducive to good hygiene by:

- Buildings that have been completely sanitized are closed to all staff.
- Reminding essential staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.
- Reminding essential staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all areas where essential staff continues to work and remind staff to dispose of used tissues in waste receptacles.
- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.
- Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.

Student Spacing

Students' learning is currently being provided through online platforms. No assignments shall require students to have physical interactions with other students. For students that require the pick up of physical work, parents will schedule an appointment for pickup and social distancing procedures will be followed.

Managing Illness in Staff, Students or Visitors

- In collaborations with the local health department, educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza and/or coronavirus at work/school, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.
- Invoke your school policy about staying home and returning to work/school.

E-LEARNING

Remote Learning Days

We believe that learning can take place anytime and anywhere. While we are providing Remote Learning Days will allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success. These days will also enable us to take advantage of our investment in technology and will help students develop skills in independence and time management.

Goal: To implement an alternative instructional process that is flexible yet meets the standard for structured learning time so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar year. This requires several objectives and an understanding that this may look different at each level, preschool, elementary, middle school and high school.

General Plan for Remote Learning Days

- Remote Learning Days are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency.
- On Remote Learning Days, students will be expected to use their district log-in to access Google Classroom and other web-based materials that have been developed to support the appropriate grade level standards and curriculum.
- Families in need of a device have signed out district devices. Additional devices are still available at this time between the hours of 10am and 2 pm. Pickup will be moving to by appointment only as the demand for devices goes down.
- For families with no internet access, we have provided directions for obtaining free internet from local providers during this time.
- By request, hard copies of work that is equivalent to the online work will be available for pick up in the main office.
 - Parents will make requests weekly to the building principal.
 - Principal will contact teachers to provide a printable copy of all work for the week and send it to the designated administrator.
- A Remote Learning Day is a day that students and teachers stay home but it is a school day.
- Staff members have their district issued device, with a charging device.

General Procedures for Remote Learning Days

- From 8:15 am - 3:15 pm general education teachers, special education teachers, special area teachers, school counselors, school nurses, and interventionists will be available for students and families to contact virtually, as needed.
- Student needs related to established additional school supports (ELL, 504, IEP) will have their work modified based upon their needs. This will happen prior to the Remote

Learning Days and may include additional time and resources for these students upon their return to school.

- All students are expected to complete the assignments independently putting forth their personal best effort (parents may read directions to students if needed).
- On Remote Learning Days, the required coursework will be posted through Google Classroom, District website, Class Dojo, and/or Remind that is run by the teachers by 8 a.m.
- Teachers will be available via phone calls on classroom phone (if faculty is allowed in the buildings), email, Google Classroom, Remind or Class Dojo to answer questions and support students with their work.
- Students may be asked to complete a variety of learning tasks that include, but are not limited to:
 - Reading assignments (either digital or paper-based)
 - Video assignments with accompanying assessments
 - Youtube/ or video based
- Teachers will provide detailed instructions about the assignments that will include the following information:
 - Purpose/objective of the assignments
 - Description of the tasks, including the directions/resources required to complete the assignments
 - Assignment submissions (in-person when students return, online, etc.)
 - Due dates of the assignments
- Students will be expected to work each day for a minimum of 4 hours, equivalent to a half day of school instruction.

Instructional Plans

General Overview

Preschool

Reading parent to child and playing games that integrate preschool standards will be the emphasis of the work that is provided from Creative Curriculum and aligned with the Preschool New Jersey Teaching and Learning Standards. Directions for scaffolding the work will also be provided to ensure needs of each learner are met.

Elementary Kindergarten - Grade 5

English/Language Arts - Grade level assignments that correspond with ELA standards will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Rubrics and directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

Mathematics - Practice of material previously taught along with projects and thematic assignments and consistent with the current scope and sequence.

Social Studies/Science- Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

Physical Education/Health-Suggestions for movement and healthy habits and behaviors will be provided.

Related Arts - Learners will engage in review and reinforcement activities that promote application of concepts and skills for world language, art, music and media literacy.

Special Education - Properly leveled assignments will be provided by the teacher as well as independent packets based on IEP goals and objectives as appropriate.

Communication - You may expect and continue to communicate with your child's teacher and/or the supervisor of special services via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

Grades 6-12

English Language Arts - Grade level assignments that correspond with standards for each grade will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Rubrics and directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

Mathematics - Continued practice of skills learned will be required via technology or packet. Assignments with appropriate grade level content and objectives will be consistent with the current scope and sequence.

Science - Reading and comprehension assignments related to current science units and grade level standards will be posted.

Social Studies –Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

Physical Education/Health- Suggestions for movement and nutrition will be provided based on grade level standards.

World Language - Assignments will include daily review of vocabulary, parts of speech, verb conjugation, basic commands in an oral and written form.

Art - Learners will apply the seven elements of art in a drawing, painting, sculpture or free form.

Music - Learners will practice the application of the seven elements of music in a vocal rendition or in an instrumental piece.

Special Education - Assignments will be modified or individualized based on need.

Communication - You may expect and continue to communicate with your child's teacher and/or the supervisor of special services via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

Technology Support

Barnegat Township School District technology staff will offer limited support for hardware, software and account-related issues on Remote Learning Days. Staff members can submit technology issues through SchoolDude offsite. Students/staff should email their questions or problems to techquestions@barnegatschools.com or kkarp@barnegatschools.com.

Students who are ill on a Remote Learning Day and Cannot Complete the Work

Sick children should be reported via email to the child's school nurse. Students would still be responsible for the assigned work, but would have additional day(s) to complete it.

Students who have technical issues that prevent them from completing their work If there is an unforeseen circumstance that prevents students from accessing their assigned work, parents/guardians should pick up the available hard copy packets of work that will be available in the conference room of the Office of Student Services (next to the Board Office).

EQUITABLE ACCESS

As a proactive measure prior to the closure of the district, the Barnegat Township School conducted a Technology Accessibility Survey to determine the technological needs of our students in order to provide options in the event of a long term school closure. The information provided in this survey will be seen only by Barnegat Township School Administration and will not be shared. Parents that indicated on the survey that their child does not have access to a dedicated device or WiFi at home, Barnegat Township Administration contacted them in order to clarify their student's technology needs and better plan access for all students.

- Families in need of a device have signed out district devices. Additional devices are still available at this time between the hours of 10am and 2 pm. Pickup will be moving to by appointment only as the demand for devices goes down.
- For families with no internet access, we have provided directions for obtaining free internet from local providers during this time.
- By request, hard copies of work that is equivalent to the online work will be available in the main office on Fridays.
 - Parents will make requests weekly to the building principal.
 - Principal will contact teachers to provide a printable copy of all work for the week and send it to the designated administrator.

Accommodations will be provided for assignments by the special education teacher based on students' Individualized Educational Plan. Based on current guidance related to the education of students with disabilities during COVID-19 school closures, special education and related services will be provided "to the most appropriate extent possible while students are away from their schools/programs" (NJDOE, March 2020). Furthermore, "the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically" (USDOE, March 2020) "to the extent that it is safe, practicable and ethical in light of the circumstances. We anticipate parents will be willing partners in this educational process and will cooperate and participate as needed."

Assisting the Special Needs Population

Special needs populations present particular challenges to emergency and crisis planners. Planning considerations should address the needs of students and staff with hearing, mobility, sight or other physical or health impairments. Other groups that may need special considerations include non-English speaking students and students within specific age ranges that have specific requirements.

CONTINUING NUTRITION PLAN

Storage Areas (food, medication)

Storage areas containing food and medication are as follows:

- Food Storage – Cafeteria
- Water Storage – Cafeteria
- Medication – Nurse’s Office

Continued Meal Service Plan

During the school closure due to a pandemic, the food service department will be directed to make daily meals for each student who qualifies for free or reduced breakfast and/or lunch per the Master Eligibility List (MEL). Meals will be decimated on Mondays and Thursdays to reduce the frequency of interaction between employees and community members.

The process will include communication to the family informing them of the approximate time and location of the delivery. As a precaution, the family should indicate to the District if their health has been compromised. In the event of a compromised health situation, the District will make appropriate arrangements that ensure the family receives the meal. Any arrangements will ensure as minimal contact as possible between the staff member and the affected family. The food services department should ensure that once the first week of shelf stable meals is ordered, that an additional order is placed. Should shelf stable pre-packed meals become unavailable, the Barnegat Food Service Department would be asked to propose an alternate shelf stable meal that may be made up of multiple items as opposed to one package.

The Barnegat Food Service Department would be responsible for inputting the daily meals into the point of sale system and maintaining proper edit check reports for each of the days that the meals were appropriated for. This will allow for the meals to be reimbursed through the monthly report submitted to the State via the SNEARS portal.

COMMUNICATIONS

1. The Superintendent will provide updates and the latest research information to staff, students, and parents via phone/text message and the district website.
2. The Superintendent will cancel and announce cancellation of all large group activities including sporting events through consultation with the NJ Health Department and/or County Superintendent's office.

Coronavirus Secretarial Response to Parent Inquiries

Directions:

1. Parent phone calls that are received by clerical staff will respond by using the Phone Script below: If the parent requires more support, please ask the caller the child's name. Look up the child's name in Genesis to ensure the caller is the guardian of the child. Once information is verified, please transfer the call to the school nurse.
2. Calls that are received from community members that do not have children in our school, will be transferred to the Building Principal. If the media contacts the office, take a message and inform Colette Bach.

Media:

1. **The Superintendent will be the media spokesperson for the district.** In the event that the Superintendent is unable to serve in this capacity, the **Director of Curriculum and Instruction** or **Director of Student Services** shall perform this role.

The Barnegat Township School District Board of Education maintains the following policies related to media communications: [Policy 9400 Media Relations](#)

POLICIES/REGULATIONS

Home Instruction due to Health Condition

The Barnegat Township School District Board of Education maintains the following policy and regulation related to Home Instruction due to Health Condition [Policy 2412 Home Instruction due to Health Condition](#)

Control of Communicable Disease

The Barnegat Township School District Board of Education maintains the following policy and regulation related to Control of Communicable Disease [Policy 8451 Control of Communicable Disease](#)

Harassment, Intimidation, and Bullying

The Barnegat Township School District Board of Education maintains the following policy related to Harassment, Intimidation, and Bullying. [Policy 5512 Harassment, Intimidation, and Bullying](#)

Cooperation Between Parents and School

The Barnegat Township School District Board of Education maintains the following policy related to Cooperation between parents and school: [Policy 9200 Cooperation Between Parents and School](#)

Emergency and Crisis Situations

The Barnegat Township Board of Education maintains the following policies related to Staff Emergency Training [Policy 8420 Emergency and Crisis Situations](#)

School Lunch Program Biosecurity Plan

The Barnegat Township School District Board of Education maintains the following policies/regulations related to storage areas: [Policy 8506 School Lunch Program Biosecurity Plan](#)

RESOURCES

[COVID-19 Resources from the CDC](#)

[Barnegat Township School District Health Updates](#)

[Barnegat Township School District Remote Learning Handbook](#)