

Wharton Borough Health Related Closure Plans (Updated May 4, 2020)

A Flexible Instructional Day (FID) Program is a tool now available to New Jersey public school entities to be used as an alternate approach to delivering instruction if a circumstance arises that prevents instruction in customary manner.

The structure of the Flexible Instruction Day will be asynchronous, with teaching staff presenting instruction, learning activities and assignments via Google Classroom and/or their district teacher page on the district website. Additionally, and to meet the individual needs and questions of each student, teacher's will be available via email, Google Classroom, etc. for student support between 9:00am – 12:00 pm and 1:00 pm – 3:00 pm on school days operating as a Flexible Instructional Day.

Electronic communications between teaching staff members and students will be performed in accordance with the provisions of N.J.S.A. 18A:36-40 and District Policy 3283. Additionally, the student parent will be copied on all emailed electronic communication from teacher to student.

The Wharton Distance Learning Plan includes equitable access to instruction for all students.

Demographics include (in numbers of students district-wide):

- State funded preschool: 45
- Homeless: 5
- Migrant LSE: 0
- Students with Disabilities: 135
- English Language Learners: 57

Any student without access to the internet at home shall contact their individual school principal for options for internet accessibility. The district has contracted with Optimum/Lightpath and distributed chromebooks will automatically link to district internet via Optimum.

The district employs two IT Specialists and will have one at our facility, each weekday, between the hours of 9:00 am – 3:00 pm. The IT Specialists will rotate days on site and the other will work from home.

School Counselors/CST/Educational Specialists:

School counselors and CST members will be available via Google Hangouts as needed. Ed Specialists may use their time for virtual conferencing with students, IEP meetings, etc. School Counselors will be reaching out to students who are not turning in assignments or checking in to

ensure that all student have access to instructional materials. The counselors will also follow up on teacher concerns expressed about individual students. Case managers, ESS staff and nursing staff may be reaching out for wellness checks as determined by the student's individualized Health Plan, 504, or IEP.

Special Education Related Service Providers:

Related Service providers such as SLP's Physical and Occupational Therapists, and Reading Specialists will have a repository of materials and videos for students to access. As with other staff members, the SLP's and Reading Specialists will have virtual office hours. Effective School Solutions will be available via email, Google Hangouts, and phone conferencing to provide support.

Related Services will be provided "virtually" to students via Google Apps/Zoom etc.

Special Education Instructional Staff Assistants:

Staff assistants will be required to check in with their teachers to join them in their Google Hangouts as needed. Staff assistants will complete professional development through NJ Safe Schools and GCN.

Approved Private Schools for Students with Disabilities/OOD:

Students will be transported to their placement when open. The placement will be responsible for coordinating services for distance learning. District case managers will oversee student progress.

All parents signed consent to participate in Virtual IEP meetings, evaluations, etc.

Nutrition:

Our food service provider will prepare breakfast and lunch options for eligible student families. This food preparation will occur at an off-site location. The food will be delivered to the schools for pickup.

The District will continue to offer free breakfast and lunch to the children of Wharton. Breakfast and lunch will continue to be available each Monday, between 10:30 am – 12:30 pm, with meals for Monday and Tuesday, and each Wednesday, between 10:30 am – 12:30 pm, with meals for Wednesday through Friday.

The district Business Administrator will distribute and record meals distributed.

Notification of Nutrition Programming has been communicated with student families in multiple languages via letter, Honeywell Alert System and has been posted on the district website.

Instruction and Assessment:

The structure of the Flexible Instruction Day will be asynchronous, with teaching staff presenting instruction, learning activities and assignments via Google Classroom and/or their district teacher page on the district website. Additionally, and to meet the individual needs and questions of each student, teacher's will be available via email, Google Classroom, etc. for student support between 9:00am – 12:00 pm and 1:00 pm – 3:00 pm on school days operating as a Flexible Instructional Day.

Primary grade students are provided materials, manipulatives and non-technology based assignments.

All staff, working remotely, are to be available between 9:00 am – 3:00 pm.

Teachers will be available, remotely, to students between 9:00 am – 12:00 pm and 1:00 pm – 3:00 pm.

Because such instruction is being provided, all students will be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.

In addition to Google Classroom the following software is available to students from home:

- Newsela
- Smarty Ants
- Star 360
- IXL
- Braining Camp
- Brain Pop
- Headsprout
- Raz Kids
- Sumdog
- Pearson Realize
- Envisions
- DimensionU
- LinkIt!

RTI meetings are being performed by teachers and administrators via Zoom and Google Apps.

Student learning experiences may include class learning activities, homework assignments, assessments, SEL activities, benchmark assessments, etc, with schedule and teacher feedback. The district "Google based" online learning infrastructure coupled with our online learning and

assessment software can be accessed at student homes. Learning activity links/procedures will also be posted on district teacher webpages.

ELL students will be provided learning activities and support, in the same manner, from their ESL instructor. ESL staff will work with students in core subjects providing necessary supports and modifications.

Brainpop Espanol and Raz-Kids for ELL subscriptions will be upgraded for ELL students to engage in reading, science, and social studies lessons at their domicile.

All documents and communication sent to all student families are provided in English and Spanish.

Translation services will be provided for all phone/virtual conferences/meetings etc. when necessary.

Practical special education accommodations will be provided by the teacher via the online forum for students. Re-teaching to meet individual needs may be completed via a teacher recorded instructional video or a posted online instructional video made available to students.

Student Grading and Assessment:

The elementary school will be marked on a pass/fail basis per content, as our youngest students are the most difficult to instruct via “Distance Learning”. The middle school will use a more detailed system, blending pass/fail and grading. This takes both students, with challenges, and those motivated by academic achievement, in mind. The grades and grade ranges are very similar to what the high school will be using, the only difference for Wharton occurs with the AS and NS ratings, as we have students with differing needs.

Both systems, elementary and middle, take into consideration the individual challenges faced by families and also, the “ranges” consider the lack of credibility of assessing “Distance Learning”.

Marie V. Duffy Elementary School Distance Learning Grade Reporting:

Elementary grading will be pass/fail. Circumstances will be considered for quantity of assignments completed for each student.

Teachers may provide feedback for individual standards they feel they can accurately provide a rating for. Exceeding Standards (4), Meeting Standards (3), Approaching Standards (2), Needs Support (1).

Alfred C. MacKinnon Middle School Distance Learning Grade Reporting:

A student with an average:

- Higher than a 95 will receive an ES “Exceeding Standards” as their grade and the exact number received will be used for honor calculations such as valedictorian/salutatorian, class placement in the middle school, and final grade calculation.
- 86-95 will receive an ES “Exceeding Standards” as their grade and a 95 will be used for honor calculations such as valedictorian/salutatorian, class placement in the middle school, and final grade calculation.
- 70-85 will receive an MA “Meeting Standards” as their grade and an 85 will be used for honor calculations such as valedictorian/salutatorian, class placement in the middle school, and final grade calculation.
- Below a 70, but completing assignments, will receive an AS “Approaching Standards” as their grade and a 70 will be used for honors calculations such as valedictorian/salutatorian, class placement in the middle school, and final grade calculation.
- A student completing and submitting little to no work will receive an NS “Needs Support” and will be deemed as failing that course for the grading period.

As stated above, this is an attempt to take in account all challenges faced by students and deficiencies of “Distance Learning” along with the numeric motivation need by some of our older students.

Teacher Schedule/Expectations:

Teachers will be available online following their grade level [specific schedule](#).

Google Classroom

Teachers will host lessons in Google Classroom. Ensuring students have the join code. Google Classroom lessons should consist of the following:

1. A mini-lesson (between 5 - 10 minutes long)
 - This can be a short video from the online textbook, a passage to read, a teacher created or online video.
2. Methods to group students:
 - Self-graded quiz created in Google Forms
 - Interactive textbook quiz
 - Teacher created groups
 - Other methods as determined by teacher
3. Differentiated paths for students to practice content:
 - Group A folder/activity list and group B folder/activity list.

- Co-teaching classroom environments - the general education teacher will be responsible for one of the two differentiated learning folders and the special education is responsible for the content of the other differentiated learning folder.
- Teachers will allow for a mix of on-line and non-virtual learning options (pencil and paper, reading a book, etc).
- Once independent practice is complete and students have turned this work in, feedback should be given within 24 hours. Virtual assignments will receive teacher feedback, not grades, for now.

Suggested activities for Step 3 include:

- Discussions via Google hangout
- Students utilization of “Flipgrid” to demonstrate understanding of content
- Choice board activities
- PBLs spanning over several days.
 - Students work, daily, on an online document with regular teacher feedback
- Station Rotation
- Independent practice links
- Meet the teacher on Zoom or Google Hangout for teacher station
- Journal responses to essential questions
- Students led “Book Chats” moderated by teacher

RTI teachers

Will provide assistance to struggling students on learning activities.

Specials teachers:

Grades K-5: will create a choice board containing activities students can do with minimal computer time during the “specials/exploratory” block of schedule. Options will be provided for each “special” content

Grades 6 -8: will create a Google classroom for students containing learning activities during their scheduled “specials/exploratory” block.

Cyber Bullying, Student Issues, Assignments not being completed:

Staff will email the school’s guidance counselor regarding any issues or concerns. Also, staff and counselors will notify parents of any students who are not turning work in and a weekly update of these communications will be shared with each building principal.

Facility Maintenance:

Custodian services will continue daily on a reduced schedule. Custodians will disinfect all classrooms and furniture and will continue daily disinfecting of “high-touch” surfaces. All custodial staff will work daily six hour shifts.

Unaffected Essential Staff Hours:

Essential Services/Employees:

One building office will be open per day and staffed with a secretary and an administrator from 9:00 am – 3:00 pm. The elementary office, middle school office and Child Study Team office will rotate each day, having them individually on site one day or two days per week, working from home on other days.

The Board of Education Office will be open daily with the Business administrator in daily to conduct food distribution and the superintendent will be in daily to oversee operations. One of three Board office support staff will rotate on a daily basis and work from home on other days. Office hours are 9:00 am – 3:00 pm.

The district's two IT Specialists will rotate days having on specialist on site each day to assist student families and maintain our capabilities and the other will work remotely. IT Specialist hours are 9:00 am – 3:00 pm.

Custodians will be in daily, working 6 hour days, to disinfect the buildings.

Essential Employee List by Job Title:

- Custodian
- Administrative Assistant/Secretary
- IT Specialist
- Administrator

Preliminary Outline for the Provision of Summer Services:

ESY Six Week Program: Four hours per day: June 22 – July 31:

- PSD
- Elementary School MD
- Middle School MD

ESY Four Week Program: Four hours per day: June 22 – July 17:

- PSD
- Elementary School LLD
- Middle School LLD

Title I Summer School Programs: Monday through Thursday: 8:30 am - 11:30 am.

Students will receive one hour of instruction daily in each of the following:

- Language Arts

- Mathematics
- STEM/21st Century Programs

Title I Garden Club

Title I summer Behavior coach

Title III Summer School: Tuesday – Thursday: 8:30 am – 11:30 am.

Summer Bridge Program: (to target potential learning loss)