



Distance Learning Plan for Flexible Instruction Days

Introduction

A **Flexible Instruction Day (FID)** is a virtual school day where students and staff have an opportunity to explore and engage in meaningful learning experiences that are: (a) aligned to the curriculum, (b) connected to standards, and (c) relevant to the current instructional sequence. These days are intended to continue to afford students meaningful learning experiences while connected with teachers virtually in the event of an emergency school closure, i.e. health related closure such as we are currently experiencing as a result of the spread of the coronavirus. Nothing replaces the genuine human interactions that happen authentically in the classroom between students and teachers. However, in the event that the schools are closed, we are hoping to replicate that connection as much as possible utilizing a distance learning approach.

While the structure of FIDs will be asynchronous, meaning there will not be direct student and teacher interface/interaction in most situations, the school day will run from 9:00 AM - 2:00 PM with an hour for lunch at the student's discretion. This will allow teaching staff adequate time to present the learning experience on their Google Classroom, Class Dojo, or website so that students can: (a) access the information, (b) prioritize their day, and (c) reach out to the teacher(s) through email or Google Hangout or Google Meet as deemed appropriate by the teacher should there be a question/inquiry or submission of work needed. Teachers will be available via email during these hours with the exception of 12:00 PM - 1:00 PM which will be identified as teacher lunch. Thirty (30) minutes of this FID will be set aside for physical activity of the students' choice with activity suggestions offered by our physical education teachers.

In order to record attendance, students should log in by accessing the Google Form linked [here](#).

Learning experiences may include *class work* and homework, but all work that is required for submission will be provided with feedback from the teacher making the assignment. Teachers

will also indicate the due date on all class work and homework that requires submission. Assignments submitted after the assigned due date may have their evaluation negatively impacted due to the late submission. In addition to their daily subjects, students should log on to their Related Arts teacher's web page, or Google Classroom, to determine what assignments they are also requiring be completed during this time period when the schools are closed. For example, if you have health on your schedule for a certain day, please log on to see the assignments that your health teacher has posted, etc.

Should FIDs be needed to extend beyond two (2) consecutive days, instructional videos will be posted on teacher Google Classroom or district web pages featuring either district classroom and subject teachers, related arts teachers, instructional supervisors or district administrators. The goal would be to further the instructional sequence and support student understanding as complemented by appropriately connected learning experiences. These videos will further the instructional sequence by serving as initial exposure to content as received in class or supporting student understanding by focusing on reteaching or clarifying previously instructed materials. These reteaching/clarification videos will be developed as a result of student-teacher communications and formative assessment, just as they are in class.

Alternately, teachers may determine that they want to start their classes with a Google Hangout or Google Meet periodically to convene a class in real time to answer student questions and/or to maintain the positive and supportive relationships with their students. Each teacher will determine if and when this is appropriate and will be supported in doing so by our Technology Department and our instructional coaches.

In the event that a student does not have access to a computer or internet service at home, provisions can be made by contacting your building principal.

Student/Parent Responsibilities: Grades 2-8

A Flexible Instruction Day is a day of school and students are expected to give the same amount of focus and effort to a FID as they would to any other school day. Flexible Instructional Days will begin for students at 9am and will last until 2pm with a one hour lunch period from 12:00 - 1:00 for the teachers to be mirrored or self-determined by the students and their parents. Students should be expected to log into their teacher's Google Classrooms to identify the expected work for the day. Students should expect to complete a full day's worth of work and may be asked to collaborate virtually with other classmates on assignments. Students, without a school approved excuse, will be held responsible for all work not completed by the assigned deadline. Deadlines

will be assigned at the discretion of the classroom teacher and assignments will be returned either graded or with feedback in a timely manner.

Student/Parent Responsibilities Grades K-1

At the K-1 level students will not be required to log into their school accounts. The focus of FIDs at the elementary level is to ensure that meaningful time during the day is spent on appropriate, reading, writing, science, social studies and mathematics activities. Between the hours of 9am -2pm students should engage in a reasonable manner with learning goals as developed by their teachers as well as keeping a journal on the learning that occurred. This journal should also memorialize any question that arose during the learning experience. Specific topics of focus in these areas will be provided by the classroom teacher through one of the following: instructional portfolio packets, email, teacher websites, Google Classroom, or other online learning management platform.

The nature of these assignments will be of a problem based learning format that will allow our younger students to really explore a topic in depth and using an interdisciplinary approach, i.e. reading a book and responding to it via a number of curricular approaches using writing, art, technology, music etc.

Faculty Expectations

In the event of a Flexible Instruction Day, faculty will be expected to be available through email between the hours of 9:00 AM -2:00 PM. Teachers will be available via email during these hours with the exception of 12:00 PM - 1:00 PM which will be identified as teacher lunch. Thirty (30) minutes of this FID will be set aside for physical activity of the student's choice, as well as other Related Arts assignments, as planned and assigned by their Related Arts teachers.

Learning experiences may include *class work* and homework, but all work that is required for submission will be provided with feedback from the teacher making the assignment. Student work assigned by each classroom teacher should not exceed what the district has determined as an *appropriate* amount of time. Appropriate in this case, is defined by the district as work lasting the approximate duration of a normal class period. For example, if you are a middle school teacher you should not be assigning more than 90 minutes worth of work over the course of two consecutive days. If you are an elementary school teacher, math work expectations should not exceed the amount of time dedicated to math instruction and practice during any single day.

Should FIDs be needed to extend beyond two (2) consecutive days, instructional videos will be posted on teacher Google Classroom or district website featuring either district teachers or instructional supervisors with a goal of furthering the instructional sequence and supporting student understanding. Virtual video assignments will be complemented by appropriately connected learning experiences. These videos will further the instructional sequence by serving as initial exposure to content as received in class or supporting student understanding by focusing on reteaching or clarifying previously instructed materials. These reteaching/clarification videos will be gathered through student-teacher communications and formative assessment, just as they are in class.

In addition, we encourage our teachers to engage their students in an online video format in real time such as Google Hangout or Google Meet allowing for those personal connections and relationships to be maintained. This also offers an excellent opportunity for students to engage with their peers and the teachers in a true virtual learning experience. Our tech department and technology coaches will be available to help foster these connections and make them possible. How and when this happens is entirely up to the teacher as determined by subject matter and student age and grade level.

Technology

Remote Learning Applications

- Google Classroom
- Google Slides
- Google Docs
- Gmail
- Google Sites
- Flipgrid
- Screencastify
- IXL
- Discovery Education
- Blackboard Webpage
- SeeSaw
- Khan Academy
- BrainPop
- Desmos
- BookCreatorApp
- PhET Simulation
- Padlet
- Pearson
- Reflex Math
- Stemscoptes
- Other

Learning Applications That Will Not Be Accessible

- SRI

Technology Hardware

- All staff have laptops
- Students in Grades 2 - 8 have chromebooks
 - Grades 6-8 take them home
 - Grades 2-5 will take home the devices for Flexible Instruction. A digital sign out sheet will be sent to all parents.
- “8” WiFi Hotspots to be loaned to students without Internet at home. A sign out sheet will be sent to all parents.
- Teachers can record lessons using Juno Lesson Capture or Screencastify.

Technology Support

- Helpdesk is available at all times
- Technicians would report to the district
- Staff or students would schedule a time for equipment repairs at the Board Office
- Home printing will not be supported. All documents and lessons should be shared electronically.

FAQ for Students, Parents and Faculty Members

What is a Flexible Instruction Day?

On days when we have a health related school closure, students in grades 2-8 will complete prescribed coursework at home via assignments that will be shared through Google Classroom. Student attendance will be based on digital check-in procedures via Google Forms.

Why are Flexible Instruction Days being implemented at this time?

At this time, Flexible Instruction Days will only be implemented if the school district is ordered closed as a result of a health related emergency such as the Coronavirus. This order to close the schools can only come from the state, county and local Health Department. The school district, and the New Jersey Department of Education, do not play any role in deciding to close the schools. The Health Department is the leading agency at this time and we must close immediately upon their issuing a closure notice. So literally this decision/order to close may be issued at any time.

The Chester School District has been 1:1 with Chromebooks in the classroom for many years. This has helped our staff better understand how to effectively leverage technology to support student learning. In addition, the rules surrounding what “counts” as a day of attendance have been temporarily altered at the state level in response to the Coronavirus outbreak, which provides districts with the flexibility to determine the structure of a school day. Under these rules, a Flexible Instruction Day is considered a day of attendance and will count toward our 180 day requirement.

How will student attendance be recorded?

Students will be required to “check in” to each course via a Google Form prior to **10 a.m.** on Flexible Instruction Days.

How will students be informed of their assignments?

On Flexible Instruction Days, teachers will share the required coursework via Google Classroom by 9 a.m. or assignments will be distributed to our younger students in advance depending upon the circumstances. This will be determined by teachers at each grade level, student age and subject matter.

What type of assignments will students be asked to complete?

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
- Interactive lessons on other platforms

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, online, etc.)
- Due dates of the assignments

When will assignments be due?

Assignment due dates will be determined by each student's teacher. For example, some assignments may need to be submitted the very next day, while others may be more long term in nature. Types of assignments and duration of assignments are expected to mirror normal classroom instruction to the greatest extent possible. For example, some students may be given one school day to complete their assignments. For example, if a Flexible Learning Day occurs on Monday, work would be due Tuesday at the beginning of the period. With that said, there may be times when a teacher will extend the due date for assignments. In those situations, the teacher will share that information with the students via Google Classroom or Classroom Webpage.

What if students are ill on a Flexible Instruction Day and cannot complete the work?

As with any school day, parents/guardians can call the school to excuse their children. Students would still be responsible for the assigned work, but would have one additional day to complete it. For example, if the Flexible Instruction Day occurs on Monday (with work due on Tuesday at

the beginning of the period), students who are excused due to illness would need to complete their work by Wednesday at the beginning of the class period.

What if students have technical issues that prevent them from completing their work?

Students and parents/guardians should contact the teachers who assigned the work to determine the best course of action. It is recommended that parents/guardians and students work together to develop an action plan for a Flexible Instruction Day that addresses issues such as access to the Chromebooks and internet connectivity. If there is an unforeseen circumstance that prevents students from accessing their assigned work, parents/guardians should call the school to excuse them. Students would still be responsible for the assigned work, and would have one additional day to complete it. For example, if the Flexible Learning Day occurs on Monday (with work due on Tuesday at the beginning of the period), students who are excused due to technical issues would be responsible for completing their work by Wednesday at the beginning of the class period.

My student has special needs - how will they receive accommodations on these days?

Please see the supplemental document - Virtual Instruction for Special Education and ESL Students

Will our students who are entitled to free and reduced lunch still receive it?

Yes please see our supplemental plan to provide lunch to our free and reduced lunch students from Pomptonian.

How can I stay in touch with school and district happenings?

- [District Website](#)
- [Blackboard](#)
- [District Facebook](#)
- [District Twitter](#)

Emergency School Closing Plan – Continued Meal Service

Preparing Meals

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

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

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

- With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go
- Alternately purchasing of 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.
 - This may also allow for distribution of more than 1 day's meal
 - Pomptonian has many districts using this type of product for breakfast in the classroom
 - FEMA, during Superstorm Sandy, distributed "meals ready to eat" to some of the shelters that Pomptonian ran
 - We are gathering a list of suppliers and available quantities
 - Depending on how widespread school closures are in New Jersey, or throughout 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

- Meals could possibly be distributed at the district's schools over an extended period of time
 - A "Kiosk" type service could be set up by entrances, for students to pick up a grab-and-go meal

- 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
- 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

We are currently checking with officials at the New Jersey Department of Agriculture to confirm how meals may be claimed so the district can be reimbursed for the meal.

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

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

Other Alternatives

- One Superintendent is exploring the use of vouchers or debit cards to facilitate service to "eligible" students

Special Education/ESL Emergency Plan

Preschool- Integrated “Reach for the Stars” Preschool Program

All families must have an adult present as their child views the video lesson.

1. Preschool teachers should develop a packet of work for their students to do which could include a video of one or two of their lessons to assist their students in the learning process. They could include various videos on preschool topics ie, Daniel Tiger’s Neighborhood, Blippi, etc.

General Guidelines for ESL/Special Education Teachers/Related Service Providers (ICS Teachers can collaborate with General Ed. Teachers- see below)

1. Special Education/ESL Teachers/Related Services Providers should prepare google classroom lesson- 20 minutes max- as needed for their students in each subject area. Students can then be invited to this lesson individually and/or group via Google Meeting.
2. Teachers will send email correspondence to families to inform them that they must have a gmail account and will send them the link to sign into their video session or Google Meeting with their student. Teachers can hold a class for their students either individually or as a group. Chromebooks will be sent home with second graders- special ed. and ESL students who will know how to use them. All other students in grade 3 through 8 will have their chromebooks to use at home.
3. All families must have an adult present as the student views the video/during the session for Related Services/ Pre-K to Grade 2. A parent is not needed during the ESL lessons. (This is due to a special education law.)
4. Students can also be provided all materials/packets of activities to work on by Special Education teachers/Related Services Providers/and ESL teachers so that they can continue their learning without needing the use of a chromebook especially for students in Pre-K through grade 2.

For the Google Meeting, Teachers and Related Service Providers will need to:

- Create a schedule for daily/weekly appointments.
- Once the schedule is created, send out a calendar invite to families and students of those said times so that they are aware of the time that the session will be

available.

- Your Virtual session will occur on Google Meet.
- Document attendance of each session.

Teachers/Related Service Providers will be inserviced on Google Meet/Google Classroom (for those personnel who do not have a google classroom- Youtube - Guide to Google Meet -https://www.youtube.com/watch?v=J_ywOjB1c4Q) and The New Google Classroom Tutorial-<https://www.youtube.com/watch?v=M6L-nZGIUTE>. Director of Special Services and Special Education Instructional Coach will provide staff with training. You are also welcome to check in with the technology coach in each school.

Lesson Content (K-5 Special Education Teachers/Reading Instruction/Wilson Instruction/ESL Teachers)

1. Instruction can include:
 - USA Test Prep
 - Raz Kids
 - Vocabulary/Spell City
 - Quizlet
 - Brain Pop
 - Google Classroom lessons you are already doing
 - GoogleSlides lessons where students ‘comment’ their responses
 - GoogleDocs lessons
 - Student email daily
 - Personalized System of Instruction as needed
 - Online spelling/vocabulary lessons
 - Reading A to Z language arts worksheets/leveled texts can be sent home
 - Vocabulary A to Z lessons sent home
 - Envision math lessons can be sent home
 - Video modeling of **daily living skills and life skills** to be followed (e.g., setting the table, sweeping the floor, washing dishes- travel to a museum)
 - Weekly phone conference check-in with parents to adjust instruction if needed
 - Reading Worksheets
 - Writing Mini Lessons- using RTR
 - IXL Math
 - Learning Ally

Please also include general education sites.

Be sure all materials are available to students electronically through Google Classroom. For our K-2 students, send these materials via email to parents.

In-Class Support Teachers on all grade levels: Work with your co-teacher to design specialized instruction to include accommodations and modifications within Google Classroom.

Instruction can include:

- USA Test Prep
- Raz Kids
- Vocabulary/Spelling City
- Quizlet
- Brain Pop
- Google Classroom
- IXL Math

See above for K-5 Special Education/ESL teachers for additional ways to present content.

BCBA/ABA Therapist/Parent Training/Counseling/Social Skills Groups

- Consultation with parents and teachers- schedule time with parents and teachers
- Counseling sessions: IEP students to receive counseling via google meeting.
- Set up Google Meet with students and document their attendance.
- Check emails daily and communicate with parents.

CST Pre-K-8

Annual Reviews: Work on documents collaboratively on google doc/ IEPdirect.

Meeting invites via email attachment. We can continue meetings using Google Meet. Teachers should provide their input but may not attend this annual review unless they can be included on a conference call. Their input should be included in Annual Review IEP document. As soon as we return to school, if parent would like, teacher can communicate verbally with parent.

Evaluations: Evaluations will not be completed until the children are face to face and in school. Reports of evaluated students should be completed and sent electronically to parents prior to due date. Re-eval eligibility meeting will be conducted using Google Meet.

Referrals: Can be made by parents over email. If a parent makes an initial referral through email while we are not in school, we will determine "Evaluations Not Warranted," note on the form under "Relevant Information" or "Options Considered" and that CST will reconsider the referral once school is back in session. Case Manager has the

responsibility to connect with parents when school is back in regular session.

- Parent contact through email.
- Case managers will be accessible for consultation with teachers.
- Monitor student attendance/participation.
- Be available to support teachers.

Out of District Students

If Chester is not in session, out of district students do not attend their programs and transportation will not be provided for these students.

Paraprofessionals

Will proceed with professional development via Safety Schools-to be determined.

Essential Personnel

In the event of a school closure, the district Administrative Team and Board of Education Members considered exactly which personnel must be available to perform which duties in order to keep the district operational in the event of a school related closure. The following personnel have been deemed “Essential Personnel” and required to perform the following specific duties.

The chief school administrator and her assistant (2), to oversee and coordinate operations; the school business administrator and her staff (4), to maintain business office operations; the technology coordinator, to assist staff using remote access and to implement any online instruction; staff involved in the preparation or delivery of food ; and custodial and maintenance staff including the Supervisor of Buildings and Grounds (17), to provide access to district facilities, and to clean and sanitize buildings as needed.

The building principals (3) will communicate with staff, parents and students and emphasize the importance of continuing teaching and learning expectations to the faculty/staff and students. The Director of Curriculum and Instruction will monitor lessons, offer 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 Director of Technology and district technicians (3) will support teaching and learning virtually for all students and faculty members. Administrative Assistants (4) will support Administration remotely or on-site as needed.

