



Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

School Year: 2025-2026

Contact Information

County: Essex

Name of District, Charter School, APSSD or Renaissance School Project:

West Orange Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Hayden Moore, Superintendent of Schools

Phone Number of Contact: (973) 669-5400

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?	1-2	Yes	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	7-9	Yes	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	5	Yes	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	1-2	Yes	

Notes on Equitable Access to Instruction

West Orange Public Schools are committed to ensuring continuity of instruction in the event of a public health-related closure through a robust emergency virtual or remote learning plan. Aligning with state regulations (N.J.A.C. 6A:32-13.1 & 13.2), the district utilizes virtual instruction to fulfill the 180-day requirement, ensuring that all students receive a minimum of four hours of instructional time per day, with specific adaptations for kindergarten.

Our remote learning plan guarantees that each student has access to an individual technology device and a diverse array of age-appropriate digital resources. Recently, we have expanded our initiative to provide one-to-one device access from Pre-K through Grade 12. These digital resources span all content areas, tailored to meet developmental needs and are integrated seamlessly into both in-person and virtual instruction settings, ensuring equitable access for students with Individualized Education Plans (IEPs) and Multilingual Learners (MLs).

To maximize student growth and learning, our plan incorporates synchronous and asynchronous learning opportunities. Building on successful practices from the 2020-2021 school year, we have reinstated grade-specific virtual learning schedules that proved effective in engaging students and promoting academic progress.

Assessment plays a critical role in our virtual instructional environment. We have implemented additional online diagnostic tests across all grades to continually assess student growth and progress. These assessments, complemented by locally designed tools aligned with our Board-approved curriculum, are integrated with iReady diagnostic assessments to provide comprehensive insights into student learning needs.

Recognizing the digital divide, we have facilitated access points and other supports for families requiring additional digital assistance. In cases where necessary, we can also provide hard-copy textbooks and supplementary resources to ensure equitable learning opportunities for all students.



Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	3	Yes	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	3	Yes	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	3	Yes	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	3	Yes	

Notes on Special Education Needs

In West Orange Public Schools, ensuring that all students, particularly those with Individualized Education Plans (IEPs), receive equitable access to quality education is a top priority, whether in-person or through virtual learning environments. Each student, including those with specific needs, is provided with a dedicated device to facilitate seamless participation in both settings.

Teachers adeptly integrate instructional resources used in traditional classrooms into virtual platforms, ensuring continuity of learning tailored to individual student requirements. This approach not only supports the diverse needs of students with IEPs but also allows for flexibility during transitions between in-person and virtual learning environments. In cases where additional resources are necessary, such as hard-copy materials, they are readily provided to ensure that every student has equal opportunities to engage with their education.

To maintain effective communication and support, case managers and teachers regularly connect with families through phone calls and Google Meet video conferences. This ongoing engagement is essential for monitoring student progress, discussing program implementation, and addressing any concerns that may arise. Special Education Supervisors for different grade spans have implemented robust systems to track and report missed services promptly, ensuring that students continue to receive the support outlined in their IEPs, whether through virtual sessions or in-person services when feasible.

Meetings to discuss IEP services and other educational needs are conducted either in-person or via Google Meet, accommodating the preferences and needs of families while adhering to safety protocols and accessibility standards.



Addressing Multilingual Learners (ML) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of MLs?	3	Yes	
2. Does the program describe how the LEA communicates with families of MLs including providing translation materials, interpretative services, and literacy level appropriate information?	3	Yes	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure MLs access the same standard of education as non-ML peers?	3	Yes	
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?	3	Yes	

Notes on Supporting ML Educational Needs

In West Orange Public Schools, we prioritize meeting the educational needs of Multilingual Learners (MLs) with a robust support framework tailored for both in-person and virtual learning environments. Our commitment to equity ensures that ML students continue to receive essential sheltered instruction services through platforms like Google Meet, aligning closely with State and Federal requirements.

To facilitate effective communication, each student's Chromebook is equipped with Google Translate, enabling seamless translation services to bridge language barriers. Our district's Technology page hosts instructional videos guiding students and families on the use of Google Translate for enhanced accessibility.

We provide a comprehensive array of digital resources designed specifically for MLs, including BrainPop for all ML students and Imagine Learning for newcomers. These platforms offer differentiated learning experiences tailored to students' varying stages of English language proficiency. Additionally, ML students have access to mainstream tools such as iReady and Flocabulary, which offer personalized pathways in core subjects like reading and math, ensuring targeted academic support across all levels.

Our educators undergo training in trauma-informed teaching practices and participate in building-based socio-emotional learning (SEL) programs. Professional development opportunities at grade, department, and district levels emphasize culturally responsive teaching approaches, enhancing educators' ability to support ML students from diverse backgrounds effectively. Through tools integrated into SEL lessons, teachers access resources focusing on SEL skills, trauma-informed practices, and the impact of migration, fostering a nurturing environment that supports both academic achievement and socio-emotional well-being.



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	7-9,13	Yes	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	1-3, 7-9	Yes	

Notes on Attendance Plan

Attendance in West Orange Public Schools is a critical component of our educational framework, ensuring that all students remain engaged and supported, whether in-person or in a virtual learning environment. Daily attendance will be recorded in accordance with our district policy, with proactive measures in place to support student participation. For students who do not log in to virtual sessions, our staff will promptly make phone calls to remind families of the importance of attendance in virtual learning.

Our district's code of conduct applies consistently across both in-person and virtual settings. Students demonstrating non-compliance or inappropriate behavior will be addressed according to policy guidelines, which may include verbal warnings, parental contact, counseling referrals,

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	5	Yes	

Notes on Safe Delivery of Meals

West Orange Public Schools prioritize the safe delivery of meals to ensure all students have access to nutritious food during virtual learning. When the district is in-person, each school offers and daily breakfast and lunch program. If the district returns to short-term virtual instruction the district will return to its successful process of "grab and go" meals (breakfast and lunch). Meals are distributed through designated pick-up locations at schools, adhering to strict health and safety protocols. Families receive detailed instructions regarding pick-up times, locations, and procedures to minimize contact and maintain social distancing. Meal packages include a variety of nutritious options suitable for all dietary needs, with allergen information clearly labeled. Staff members can wear personal protective equipment (PPE) during distribution to ensure safety, and sanitization measures are rigorously followed at all times. The district encourages families to participate in the meal program to support students' well-being and nutritional needs during virtual learning periods.



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	6, 13	Yes	

Notes on the Facilities Plan Other

West Orange Public Schools have implemented a robust facilities plan for a safe learning environment. High-touch areas are cleaned frequently using CDC-recommended disinfectants. Hand sanitizing stations are strategically placed, and ventilation systems are optimized. Classrooms and communal areas follow physical distancing guidelines with clear signage and designated seating. PPE will be provided as needed. Regular communication with families and staff ensures everyone is informed about safety protocols and updates.

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	5	Yes	
b. Social and emotional health of staff and students	4	Yes	
c. Title I Extended Learning Programs	5	Yes	
d. 21 st Century Community Learning Center Programs		No	
e. Credit recovery	9	Yes	
f. Other extended student learning opportunities	5	Yes	
g. Transportation	6	Yes	
h. Extra-curricular programs	5	Yes	
i. Childcare	4	Yes	
j. Community programming	4	Yes	

Notes on Other Considerations

West Orange Public Schools prioritize comprehensive student support, offering advanced learning opportunities, robust SEL programs for staff and students, and tailored credit recovery options. Extracurricular activities promote engagement, with virtual participation options. Wrap-around services include counseling, health support, and community partnerships. We provide limited childcare options for working families and maintain open communication to ensure all students have access to academic, social, and emotional support necessary for their success.



APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts? Yes ☒ No ☐

Notes on APSSD Sharing Plans

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.		Yes	

Notes on Essential Employees

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the transition to virtual or remote instruction.

Board Approval

Date of board approval (mm/dd/yyyy): August 18, 2025

Notes on Board Approval

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☒ No ☐

2. Link to website: [West Orange Public Schools](#)

West Orange Public Schools

Remote Instruction Contingency Plan

2025-2026

In the event of a public health related school closure, the West Orange Public Schools will implement the following Remote Instruction Learning Plan.

EQUITABLE ACCESS AND OPPORTUNITY TO INSTRUCTION

Much of the remote work outlined in this plan is to be facilitated through digital technology and/or printable consumable-based learning plans. Since not all families have access to internet and/or devices, provisions have been made to ensure that all students can access the curriculum and instruction during operation of the Remote/Home Instruction Learning Plan:

- Devices are loaned out to families who need them;
- Assignments and projects that are not technology-dependent have been developed;
- Books, papers, and other materials are distributed to families in advance of the closure or available for pick up throughout the closure;
- Staff continue to survey families to measure and address any ongoing digital divide, as needed.

The Remote Learning Plan thus takes advantage of digital technology while ensuring that no student's learning is compromised by a lack of technology.

Remote learning, also referred to as distance learning, is learning that happens outside of the traditional classroom. It gives students who are not in school for in-person education access to online learning materials and instruction. All students will be provided personal devices (e.g. Chromebooks, iPads, laptops, etc.) to access the internet and a hotspot if Wi-Fi was needed.

If remote instruction is necessary, personal devices may be utilized for blended learning and continuity of usage with district digital programs. All students will have the opportunity to access online lessons and complete assignments, projects, and assessments either during in-person or remote learning.

Should a student or a parent have an issue with their Chromebook or internet connectivity, they are to notify their Building Principal to make the necessary accommodations; devices and/or hotspots will be provided as needed.

During remote learning, it is imperative that all staff maintain communication with students (via phone calls, emails, Google Meets, or other district approved online platforms) to ensure students are completing assignments, are actively engaged, and maintain their social and emotional wellness.

Additional Resources

Grades	Instructional Resource	Comments
Pre-K	Printable/consumable based on and linked to developmentally appropriate tasks along with Google Classroom lessons and activities (Modifications/ Accommodations provided in accordance with IEPs or 504s).	Printable paper/consumable-based assignments can be made available for students without device and/or Wi-Fi.
K-2	<p>Printable/consumable materials and resources aligned to the grade level curriculum will be accessible via Google Classroom (Modifications/Accommodations provided in accordance with IEPs or 504s).</p> <p>The following student consumable materials were created to avoid bringing class notebooks back and forth.</p> <ul style="list-style-type: none"> ● reading response notebooks ● writing booklets ● student text/workbooks 	Printable paper/consumable-based assignments can be made available for students without device and/or Wi-Fi.
3-5	Printable/consumable materials and resources aligned to the grade level curriculum will be accessible via Google Classroom (Modifications/Accommodations provided in accordance with IEPs or 504s).	Printable/consumable-based assignments can be made available for students without device and/or Wi-Fi.
6-8	Google Classroom lessons and activities linked to the core content standards (Modifications/ Accommodations provided in accordance with IEPs or 504s)	Printable/consumable-based assignments can be made available for students without device and/or Wi-Fi.
9-12	Google Classroom lessons and activities linked to the core content standards (Modifications/ Accommodations provided in accordance with IEPs or 504s)	Printable/consumable-based assignments can be made available for students without device and/or Wi-Fi.
Other:	<p>Related Services: Google classroom lessons assigned by related services providers for targeted IEP goals and objectives; paper-based assignments will be made available for students without device and/or wifi. <i>Compensatory services may be provided upon return to school.</i></p> <p>Counseling Services: Google classroom lessons assigned services providers. In addition, support may be provided via school approved video conferencing platforms or a phone conference.</p>	

ENSURING CONTINUITY OF SERVICES

ESL Instruction

ESL instruction will continue remotely utilizing school-based digital platforms such as live Google meets and Google classrooms. School and district communications will be sent home in Spanish and Haitian Creole. Translators will be made available to contact parents and the ML Family Resource Coordinator will conduct student/family outreach as needed.

ESL instruction will be differentiated to address student learning needs. Strategies in Sheltered Instruction will be implemented in general education classrooms for alternate methods of instruction to ensure MLs access the same standard of education as non-ML peers. Access to technology will be addressed as needed via loaned Wi-Fi hotspots and loaned district Chromebooks.

Special Education and Related Services

- Provisions will be made for Preschool Children with Disabilities with Individual Education Programs (IEPs), as they are entitled to special education and related services pursuant to the IDEA, even though they are not subject to the state's compulsory education law.
- IEPs will be reviewed to determine services that can be provided remotely and student current level of functioning will be determined.
- For students with discrete trial instruction, it will be determined if any maintenance programs can be run at home by the parents.
- Staff will complete updated baseline assessments for all related service goals wherever possible. Having a current baseline will provide data necessary for the teams to determine what, if any, progress was lost during closures.
- We will have related service staff develop home-based activities, such as fine motor work, speech worksheets, etc. that align to the goals in the student's IEP.
- We will ensure that, to the extent appropriate, the students are prepared to complete home-based work and/or that parents are informed on how to run home-based programming.
- IEP teams will be prepared to determine any loss during school closures.
- All instruction will be geared towards the goals and objectives in the student's IEP, including the necessary accommodations and modifications considering the change in learning environment for each student.
- Focus will be placed on the maintenance and reinforcement of learned skills, as opposed to significant acquisition of new skills. While new skills may be presented, consideration will be given to:
 - Student ability to independently acquire new skills
 - Students need for multisensory presentation of concepts
 - Availability for adult support and guidance
- Communication will be made daily with students and parents with information on:
 - Sample schedules for instructional activities with expected time allocations
 - Brain breaks
 - Feedback on work progress
 - Executive functioning supports
 - How to set up a learning space in the home free of distractions
 - Tips to minimize distraction
 - Tips to organize during distance and virtual learning
 - Alternatives to digital learning and interaction to facilitate social growth
 - Tips to manage time and workload
- Should Flexible Instructional Days (FIDs) be needed to extend beyond two (2) consecutive days, instructional videos will be posted on teacher Google Classroom showing either district teachers, related service providers, or instructional supervisors with a goal of furthering the instructional sequence and supporting student understanding and will be complemented by appropriately connected learning experiences. Teachers can record instruction, reteaching, and clarification videos through Google Meet.

- Google Meet may also be considered for question-and-answer interactions to supplement instruction and compliment email communication. Schedules may be used for these experiences and are not mandatory, but should be recorded and posted on Google Classroom for the reference of all students.
- IEP meetings, evaluations, and other meetings to identify, evaluate and/or reevaluate students with disabilities will be held when feasible via Google Meet or Zoom.

Social Emotional Learning and School Climate and Culture

Social Emotional Learning curriculum, activities and/or lessons will continue to be integrated into the remote instructional plan, K-12. The School Counseling Department, in partnerships with various providers, continues to develop and implement social emotional support by way of professional development, support groups, integration of SEL components into lesson planning, and providing a plethora of resources to students, staff and families around social emotional learning and trauma.

District Goals:

- A district goal has been identified and Board approved around SEL in order to ensure:
 1. SEL activities are incorporated daily into all lessons
 2. resources are shared with faculty
 3. support is provided to instructional staff in this regard

Supervisors / School Leaders will:

- Monitor teacher lesson plans to ensure SEL is integrated into instructional plan
- Provide feedback to teachers for supporting students
- Provide professional development and resources to teachers to support SEL integration.

Students will continue to:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Teachers will:

- Include SEL instructional strategies on their lesson plans
- Use resources provided to integrate SEL strategies specific to content and grade level into their instructional plan

Wraparound Services

When available, the district will continue to collaborate with community partners in an effort to provide childcare via programs for eligible students. In partnership with Rutgers University Behavioral Health Care School Community Programs, the district will continue to provide supportive services through a bilingual parent coordinator for MLs and their families as appropriate.

Behavioral Supports

The District employs three Board Certified Behavior Analysts (BCBAs). These staff members split time between the schools in the district and provide support to the Autism classes in the district, as well behavioral consultation support to students in accordance with Individualized Education Programs (IEPs). The district BCBAs will consult with classroom teachers to provide positive behavior support to students experiencing behavioral difficulties.

Through the work of the I&RS Committee, students will receive additional support and tiered intervention by the classroom teacher, intervention specialists, the school counseling department and a collaborative approach to intervention with parents / guardians.

Assessing Student Learning

The Office of Curriculum & Instruction, worked extensively with teachers in each content area and across all grade levels to (1) analyze the impact of curriculum compacting to identify content areas of focus, mastery, requiring explicit teaching (reteaching) and/or additional review; and (2) student performance on district wide assessments, benchmark assessments, student grades, classroom performance, anecdotal notes and conferencing, and other formative data to measure student progress toward meeting state standards and identify priority areas of focus as well as student strengths specific to the content area standards. A presentation, outlining in detail, the work in the area of assessing student learning in order to close achievement and opportunity gaps was presented to the community and board, to include instructional strategies, interventions and next steps.

To accelerate student learning all students will have access to standards-based instruction at grade level that addresses gaps in prior learning within the context of grade-appropriate tasks focused on priority content, as measured by adequate growth on pre-determined benchmark assessments.

Title I and Multi-Tiered Systems of Support

Multi-Tiered Systems of Support are currently being utilized as a systematic approach to prevention, intervention, and enrichment in grades PreK- through twelve for academics and behavior. Students, grades K-8, receive academic support via a tiered intervention model by dedicated teachers via pull-out or push-in models. Intervention Scope and Sequence created using the Priority Standards for 2022-2023 and aligning them to the i-Ready Lessons as well as the ELA and Math Curriculum.

Extended Learning / Extra Curricular

Extended learning opportunities will be provided to identified students with a specific lens and focus on addressing student learning loss and social emotional learning. Academic program offerings will provide additional support across the content areas. They vary by grade level and interest and provide student support to specifically identified students based on performance data.

Assessment & Intervention

The Director of Assessment, Accountability and Intervention will support the work around using data to inform instruction, address learning loss, and develop multi-tiered systems of support for providing comprehensive intervention to students across the grade levels.

Students requiring greater levels of support and tiered intervention have been identified by multiple assessment measures and scheduled for academic support. Assessment measures include, but are not limited to:

- i-Ready Diagnostic Status in Reading & Math, i-Ready Diagnostic Results in Reading & Math, Tools for Scaffolding Instruction, Instructional Groupings, Diagnostic Growth, Personalized Instruction by Summary, Lesson, and Interactive Practice, Prerequisite Skills, Instructional Schedules, Running Records, End of Unit Assessments, District Benchmark Assessments.

District Assessments

The district will implement a rigorous approach to assessing student learning in the Fall by way of district benchmark assessments. Assessment data will be used to address learning gaps, small group instruction, tiered intervention and support programs.

Food Services

The district Food Service Provider, Maschio's, will provide and/or deliver meals for eligible students for the district to distribute. These meals will be cold and packaged in a grab-and-go style for ease of delivery and pick-up by students or parents/guardians. Maschio's will be delivering from its central commissary location. The district has set up locations in the community for parent pick-up of meals in a safe, socially-distanced manner with appropriate personal protective equipment.

Facilities

Facilities will be maintained through a staggered schedule of custodial/maintenance staff, practicing social distancing and wearing appropriate Personal Protective Equipment. Disinfecting via a hospital-grade disinfectant via a fogging machine will be used to systematically maintain clean surfaces.

Community Programing

In the event that the district moves to remote learning, community programming will be provided regarding the 5 categories: health and nutrition, parental development, job skills development, and advocacy. Additionally, workshops will be made available in multiple languages.

Transportation

Transportation services will be provided following CDC guidelines where appropriate (e.g., transportation for students who attend out-of-district schools).

K-5 REMOTE LEARNING PLAN

Elementary Daily Instructional Minutes (Approximate)

School Day: 8:45-3:00

Monday -Friday						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
IDEA / SEL Block Individualized Differentiated Educational Activities	30	30	30	30	40	40
Science/SS 2x week each subject	30	30	40	40	50	50
ELA	70	80	80	80	80	80
Read Aloud & Shared Reading	25	25	15	15	25	25
Structured Literacy	20	30	30	30		
Ready Math	45	60	60	60	60	60
Ten Minute Math/Classroom Routines	10	10	10	10	10	10
Movement & Choice Time	60	25	25	25	25	25
Lunch & Recess	45	45	45	45	45	45
Special (30-40 min)	40	40	40	40	40	40

The minimum hours of instruction for a virtual or remote day are four hours excluding lunch and recess.

- All 4 elementary schools will follow the same schedule as in-person instruction.
 - Student Hours: 8:45-3:00 pm
 - Lunch & Recess Break (45 min)
 - Small group and 1:1 instruction will take place throughout the school day
 - Movement and play breaks will be incorporated into the day (30-45 min daily)
- Educational Materials
 - Daily or Weekly schedules will be posted in Google Classroom
 - Hard copies of materials, including student workbooks, classroom library books, packets, etc. will be provided as needed
 - Synchronous instruction will take place via Google Meet
 - Asynchronous Instruction will take place via Seesaw, Flipgrid or Google Suite. During small group work, students may be assigned asynchronous activities.
 - Various growth and/or benchmark assessments will be used to measure student progress toward student learning standards.
- Family Communication
 - Teachers will be available to respond to questions from families during contractual prep time and between 3-3:30 daily.
- Attendance
 - Monitoring of attendance will be continued via the district's student information system, Power School.
 - Student attendance will be monitored through participation in daily online sessions, with parents reporting absence reasons as in the standard operating procedure.
 - Follow up by teachers, school counselors or principals will be conducted when student non-participation is concerning.

6-8 Remote Learning Plan

Monday-Friday			
GCMS Fully Remote Schedule	Grade 6	Grade 7	Grade 8
Period 0 8:00-8:30	Music Ensemble	Music Ensemble	Music Ensemble
Period 1 8:45-9:30	CYC/PE	Academic	Academic
Period 2 9:35-10:20	Academic	Academic	CYC/PE
Period 3 10:25-11:10	Academic	Academic	Academic
Period 4 6th: 11:15-11:45 (Lunch on own) 7/8th: 11:15-12	Lunch	CYC/PE	Academic
Period 5 6th: 11:45-12:30 7th: 12-12:30 (Lunch on own) 8th: 12-12:45	Academic	Lunch	Academic
Period 6 6/7th: 12:35-1:20 8th: 12:45-1:15 (Lunch on own)	Academic	CYC/PE	Lunch
Period 7 1:25-2:10	Academic	Academic	CYC/PE
Period 8 2:15-3:00	CYC/PE	Academic	Academic

- Schedule
 - The schools will follow the same schedule as in-person instruction.
- Instruction and Educational Materials
 - Teachers will utilize a video-conferencing platform (Google Meet or Zoom) to teach synchronous classes.
 - All assignments for each class will be posted on Google Classroom.
 - The Library/Media Specialist will provide technical support.
 - Paper packets and class materials will be distributed as needed.
 - Various growth and/or benchmark assessments will be used to measure student progress toward student learning standards.
- Family Communication
 - Teachers will be available from 8 a.m. to 3 p.m. for students and parents to ask questions via email or on the video-conferencing platform they designate.
 - School counselors, case managers, and administrators will also be available via email and the video-conferencing platform for support.
 - Teachers will send emails to guardians when a student misses a deadline.
- Attendance
 - Monitoring of attendance will be continued via the district's student information system, Power School.
 - Student attendance will be monitored through participation in daily online sessions, with parents reporting absence reasons as in the standard operating procedure.
 - Follow up by school counselors will be conducted when student non-participation is concerning

9-12 Remote Learning Plan

Monday-Friday	
WOHS Fully Remote Schedule	
Block 1	8:05-8:55
Block 2	9:05-9:55
Block 3	10:05-10:55
Lunch	11:00-12:00
Block 4	12:00-12:50
Block 5	1:00-1:50
Block 6	2:00-2:50

- Schedule
 - The schools will follow the same schedule as in-person instruction.
 - There is no change to our rotation calendar.
- Instruction and Educational Materials
 - Teachers will utilize a video-conferencing platform (Google Meet) to teach synchronous classes.
 - All assignments for each class will be posted on Google Classroom.
 - The Library/Media Specialist will provide technical support.
 - Paper packets and class materials will be distributed as needed.
 - Credit loss/shortage/recovery will be addressed through the district's participation in Educere online learning.
- Family Communication
 - Teachers will be available from 8 a.m. to 3 p.m. for students and parents to ask questions via email or on the video-conferencing platform they designate.
 - School counselors, case managers, and administrators will also be available via email and the video-conferencing platform for support.
 - Teachers will send emails to guardians when a student misses a deadline.
- Attendance
 - Monitoring of attendance will be continued via the district's student information system, Power School.
 - Student attendance will be monitored through participation in daily online sessions, with parents reporting absence reasons as in the standard operating procedure.
 - Follow up by school counselors will be conducted when student non-participation is concerning

REMOTE LEARNING EXPECTATIONS

Student Expectations

- Follow the schedule for your school. This will be posted on the school website.
- When working remotely, ensure that you are logged into the Google Meet for each class on time for synchronous instruction, as attendance will be recorded.
- Participate in Google Meets established by your teachers and log off the Meet at the close of the lesson. The teacher should be the last person to log off the Meet.
- Complete and submit assignments as per the assignment's due date.
- Respond to all teacher emails within 24 hours.
- Contact your teacher if you experience technological difficulties, internet interruption, when having trouble completing an assignment or if extra support is needed.

Student Etiquette

- Prepare for technical difficulties; check that your technology is working prior to starting the session; email your teacher with any issues.
- Behave in a respectful manner during all virtual learning activities and dress appropriately
- Actively engage in the sessions; refrain from using your cell phone unless directed by the teacher to utilize as part of the session
- When working remotely, utilize a quiet space in your home that has minimal distractions
- Avoid eating during the session
- Communicate effectively and respectfully at all times
- Keep your microphone on mute unless told otherwise by your teacher
- During Google Meets your video camera must be on for the entirety of the class period. You cannot use an Avatar in place of your initials. Only your initials or a photo of yourself can be utilized. If you are using a photo it must be age appropriate.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meeting, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating in a Google Meeting should not be collected, discussed or shared.

Parent/Guardian Google Meet Expectations

Parents/guardians are encouraged to assist their child through remote learning providing encouragement and supporting their children during asynchronous learning opportunities.

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during remote learning, all parents/guardians are asked to observe the following privacy guidelines:

- Google Meets are designed for students to seamlessly transition to remote learning. To prevent disruptions to the learning environment, parents/guardians should not actively participate in these sessions, although parents/guardians may assist their child with technology. Especially with synchronous learning, any support needed should be coming from the teacher in the moment.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meeting, including not posting on any social media platform.
- Do not share Google Meet code with friends. All students should have access to their appropriate Google Meets by their teacher.
- Any confidential or personally identifiable information related to students participating in a Google Meet should not be collected, discussed or shared.
- Parents/guardians should not engage with students during Google Meets.
- If a parent/guardian has a question, please email your child's teacher.

Thank you for your support and cooperation in ensuring that remote learning is a positive, productive and enjoyable experience for all participants.

Nurses Expectations

- Direction will be provided by the Supervisor and/or Building Principal
- Conduct wellness checks via Google Meet
- Attend professional development opportunities that promote professional growth, use of technology and student support services
- Communicate with students and parents
- Active role with the School-based Crisis Intervention Team
- Attend departmental meetings
- Update nursing procedures and practices
- Continue to add student Immunization Records into Infinite Campus
- Review student files for missing immunizations and physicals, follow up with families
- Obtain treatment plans for students that require medication
- Create student Individual Health Care Plans as applicable
- Collaborate with School Counseling Department as it relates to Student Support Services
- Provide mandatory/required health training to school community
- Active role in district I&RS and Section 504 Teams
- Produce Communicable Diseases reminders and updates as needed
- Maintain daily and monthly reports

School Counselors/SACs Expectations (High School)

Manage all aspects of your student caseload

- Check in with the students/families on their caseload via email, phone calls, Google Meet providing information and support. Communication made can include information on:
 - Sample schedules for instructional activities
 - Brain Breaks
 - Feedback on work progress
 - Executive functioning supports
 - How to set up a learning space in the home free of distractions
 - Tips to minimize distractions
 - Tips to organize distance and virtual learning
 - Tips to manage time and workload
- Maintain a log/documentation for the parents/students that are contacted
- Maintain a Google Classroom with pertinent and relevant resources for students and staff
- Attend departmental meetings
- Identify at-risk students and contact them regularly
- Respond and follow-up on emails within a timely manner (24-48 hrs.)
- Regular maintenance of all responsibilities including but not limited to:
 - Create / Maintain accurate course schedules
 - Monitor student academic progress, providing support and resources as necessary
 - Communicate to seniors opportunities for scholarships
 - Complete recommendation letters for high school seniors
 - Provide assistance to seniors with completing financial aid and college applications
 - Assist students with SAT and ACT registration
 - Coordinate parent /teacher/student conferences
 - Develop a schedule to develop and support I&RS and 504 Plans
 - Orient all grade levels to Naviance; execute the scope and sequence for all grade levels for college and career readiness
 - Complete registration for newly enrolled students
 - School-based crisis intervention

- Facilitate individual counseling, small group and classroom-based counseling activities via Google Meets
- Provide workshops/information sessions for parents and students
- Attend professional development opportunities that promote professional growth, use of technology and student support services
- Active role with School-based and district Crisis Intervention Teams

School Counselors/SAC Expectations (Middle and Elementary)

Manage all aspects of your student caseload

- Check in with the students/families on their caseload via email, phone calls, Google Meet providing information and support. Communication made can include information on:
 - Sample schedules for instructional activities
 - Brain Breaks
 - Feedback on work progress
 - Executive functioning supports
 - How to set up a learning space in the home free of distractions
 - Tips to minimize distractions
 - Tips to organize distance and virtual learning
 - Tips to manage time and workload
- Maintain a log/documentation for the parents/students that are contacted
- Maintain a Google Classroom with pertinent and relevant resources for students and staff
- Attend departmental meetings
- Identify at-risk students and contact them regularly
- Respond and follow-up on emails within a timely manner (24-48 hrs.)
- Regular maintenance of all responsibilities including but not limited to:
 - Complete registration for newly enrolled students
 - School-based crisis intervention
- Facilitate individual counseling, small group and classroom-based counseling activities via Google Meets
- Provide workshops/information sessions for parents and students
- Attend professional development opportunities that promote professional growth, use of technology and student support services
- Active role with School-based and district Crisis Intervention Teams
- Google Meet for 504 meetings; I&RS meetings; parent/student/teacher conferences

Child Study Team Members and Related Service Providers Expectations

- Check in with the students/families on their caseload via email, phone calls, Google Meet
- Maintain a log for the students that are contacted
- Supervisors will also be providing specific directions to the above members
- Participate in Professional Development opportunities
- Develop a schedule to support students and communicate with students and parents
- Complete evaluations and IEPs as deemed necessary
- Refer to responsibilities provided by the Executive Director of Special Education and Services
- Provide related services; Speech, Occupational Therapy, Physical Therapy, Nursing, and Audiological

Related Services Provider Expectations

- Speech, Occupational Therapy, Physical Therapy
 - Students will continue to receive their related services as per their IEP remotely. The therapists will schedule the student's sessions throughout the scheduled school day and notify the parents/guardians and school staff.

Instructional Aides Expectations

- Work with the teacher who will provide direction
- Participate in Professional Development opportunities
- Participate in Teacher's Google Classroom and Google Meets daily
- Under the teacher's supervision provide support with outreach to students
- Assist teacher with communications to parents
- Under the teacher's create Google Meets to work with small groups of students daily

Administrative Assistant Expectations

- Principal will provide directions
- Submit reports as needed
- Participate in Professional Development opportunities
- Provide support with outreach to students
- Certify daily attendance by 10:00 am
- Complete transfers
- Assist with home surveys
- Update emergency contact forms
- Ensure information in Power School is accurate and updated
- Respond to parent inquiries
- Ensure student folders are updated in the office
- Assist parents with registering for parent portals

Custodial Staff Expectations

- Ensure ample supply of sanitizing supplies and daily sanitizations.
- Take appropriate actions to minimize the risk of viral transmission in school facilities to the greatest extent possible.
- Prepare all facilities for reliable functioning as part of community response efforts (e.g., a building used as an isolation facility).
- Prepare to restore facilities to their normal use.
- Assure the provision of power, telecommunications, heat and ventilation, water, sewer, janitorial services, etc. appropriate to facilities based on their classification during an event.