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Emergency Virtual or Remote Instruction Program for the 2024-2025 School Year (SY)

The Mount Laurel School District (ID Number 3440) serves approximately 4,200 students in grades K-8, through six elementary schools (K-4), an upper elementary school (5-6), and a middle school (7-8).

Equitable Access and Opportunity to Instruction

The Mount Laurel Schools ensure that all students have equitable access and opportunities for instruction, digital technology, and support via our emergency remote learning programming plan as outlined.

Digital Divide and Connectivity

Our program ensures there is no digital divide exists, whether it be network access or lack of sufficient access to devices. We have a 1:1 Chromebook initiative in the district where every student in grades K through 8 is assigned their own accessible Chromebook. Families without connectivity or digital access will also be identified by schools via survey, phone calls, and identifying students not participating in remote learning. For families, without connectivity, we have purchased hotspots with cellular service for families to use at home for completing remote learning and accessing the internet. Presently we have 100% connectivity in our community when we consider the use of Hotspots.

Remote Learning Plans

The district has developed a full-time remote learning plan for Kindergarten through 8th grade. The schedules are listed on pages 2 through 5 following. Each remote instructional platform adheres to the requirements for a full day of school and addresses each of the necessary New Jersey Student Learning Standards in all subject matters.

Mount Laurel Schools is a Google Suite district and uses Google Meet, Classroom, and JamBoard for delivering remote lessons and virtual learning. In addition, the district purchased an enhanced Google tools suite which enables Principals to manage their school platforms by easily adding and removing teachers to the platform as well as easily assigning substitutes when needed.

Teachers will record attendance each day and monitor student participation in their remote learning classrooms and sessions.

Attendance Plan

The district will adhere to its attendance policy for in-person instruction and monitor classroom participation through the remote learning platform. Attendance will be recorded daily. School counselors, classroom teachers, and school administrators will monitor attendance and connectivity to ensure all students are accessing materials, support services, and instruction (see roles and responsibilities of staff for more information). The impact of attendance will be reviewed and discussed with the family and student if concerns arise. School staff, counselors, CST case managers, classroom teachers and administrators will communicate with families when a student is not participating in online instruction and/or submitting assignments.

Food Services and Distribution

Nutrition for our students is a priority for the school district. The district and its food vendor, Nutri-Serve, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. We have developed a school nutrition services plan to implement during an emergency closure.

- The district has identified schools to distribute food to students and families when not in person. The sites have been determined by the School Business Administrator in cooperation with our food service provider and health officials.
- We will communicate with families about the site location(s), operation times, and procedures for participating when implemented.
- The School Business Administrator directs and manages daily food services, provides oversight to organize staff, and works with our school vendor to implement.
- Meals will be prepared and packaged for students in a grab-and-go fashion.

Facilities Plan

The district realizes buildings and facilities must be maintained during long closures or extended periods of time when buildings are not occupied. Buildings and grounds personnel must attend to the school and office buildings under the direction of the Facilities Manager to ensure staff and students return to a clear operational learning environment.

Full-Time Remote Schedule for Kindergarten

Kindergarten students should log into their remote classrooms according to the start time of their elementary school. 8:30 AM for Countryside and Fleetwood and 9:00 AM for Hillside, Larchmont, Parkway, and Springville.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
AM	Morning Meeting 20 minutes	Morning Meeting 20 minutes	Morning Meeting 20 minutes	Morning Meeting 20 minutes	Morning Meeting 20 minutes
	Math Investigations 25 minutes	Math Investigations 25 minutes	Math Investigations 25 minutes	Math Investigations 25 minutes	Math Investigations 25 minutes
	Math Small Group Instruction 30 minutes	Math Small Group Instruction 30 minutes	Math Small Group Instruction 30 minutes	Math Small Group Instruction 30 minutes	Math Small Group Instruction 30 minutes
	Read Aloud 15 minutes	Read Aloud 15 minutes	Read Aloud 15 minutes	Read Aloud 15 minutes	Read Aloud 15 minutes
	UOS Phonics 20 minutes	UOS Phonics 20 minutes	UOS Phonics 20 minutes	UOS Phonics 20 minutes	UOS Phonics 20 minutes
	Literacy Small-Group 30 minutes	Literacy Small-Group 30 minutes	Literacy Small-Group 30 minutes	Literacy Small-Group 30 minutes	Literacy Small-Group 30 minutes
	Writer's Workshop 30 minutes	Writer's Workshop 30 minutes	Writer's Workshop 30 minutes	Writer's Workshop 30 minutes	Writer's Workshop 30 minutes
PM	Science 20 minutes	Science 20 minutes	Science 30 minutes	Science 30 minutes	Science 30 minutes
	Gross Motor 15 minutes	Gross Motor 15 minutes	Gross Motor 15 minutes	Gross Motor 15 minutes	Gross Motor 15 minutes
	Conferring/ Individual Instruction	Conferring/ Individual Instruction		Conferring/ Individual Instruction	Conferring/ Individual Instruction

Grades 1 through 4 Full-Time Remote Learning Schedule

The following is a **schedule** for full-time remote learning for grades 1 through 4. A student’s individual class schedule is based on their elementary school and teacher, however, this framework provides what the school schedule will look like. The day will start and end as indicated based on the elementary school’s start time and all subjects will be taught live for the amount of time shown on this schedule below. However, when the student receives instruction in each subject will vary by teacher and grade level.

Daily Remote Learning Schedule			
8:30 AM Schools	9 AM Schools	Instructional Time Allocated	Content Areas
8:30 - 8:55	9:00 - 9:25	25 minutes	Morning Meeting
8:55 - 9:55	9:25 - 10:25	60 minutes (Wed.. - 75 Min.)	Math
10:00 - 10:50	10:30 - 11:10	50 minutes (Wed.- 30 Min.)	Related Arts (Music, Art; PE/Health; Library Media) (Wed. - Enrichment)
10:55 - 12:10	11:15 - 12:30	75 minutes (Wed.- 90 Min.)	English Language Arts
12:10 - 12:40	12:30 - 1:00	30 minutes	Science/Social Studies
12:40 - 1:40	1:00 - 2:00	Lunch	Lunch

1:40 - 2:55	2:00 - 3:25	75 minutes	Small-Group Instruction and Intervention Groups
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Grades 5 and 6 Full-Time Remote Learning Schedule

The following are the period times for full-time remote learning. Students will meet for every subject each day, with Math and Language Arts courses being a block period. All teachers will have daily office hours in the afternoon following the designated lunch/recess block. Students in the Gifted and Talented Program will meet during the afternoon block with the gifted specialists who will communicate their meeting times directly.

Times	Fully Remote Learning Schedule	Subjects
8:00-8:09	AM Homeroom <i>(Attendance will be taken)</i>	Advisory
8:11-8:41	Period 1	ELA
8:43-9:13	Period 2	ELA
9:15-9:45	Period 3	Math
9:47-10:17	Period 4	Math
10:19-10:49	Period 5	Social Studies
10:51-11:21	Period 6	Science
11:23-11:53	Period 7	Health and PE
11:55-12:25	Period 8	Related Arts (Art; Music; World Language; STEM; Theater Arts Program)
12:26-1:00	LUNCH	
1:00-1:20	RECESS	
1:20-2:50	<u>Office Hours</u>	
	All subjects	

Grades 7 and 8 Full-Time Remote Learning Schedule

The Thomas E. Harrington Middle School full-time remote learning schedule for all students is listed below as a sample schedule of times per period. Individual student schedules will depend on each student's specific schedule for listed courses.

Full-Time Remote Learning Daily Schedule		
HR	7:30 - 7:39 am	Homeroom - Morning Meeting
PD 1	7:41 - 8:13 am	Math
PD 2	8:15 - 8:47 am	ELA
PD 3	8:49 - 9:21 am	Science
PD 4	9:23 - 9:55 am	Social Studies
PD 5	9:57 - 10:29 am	Health and PE
PD 6	10:31 - 11:03 am	Cycle Courses: STEM; World Language; Music; Art
PD 7	11:05 - 11:39 am	Elective Courses: Coding; Challenge Based Learning
Dismissal		
Daily Instructional Time: 249 minutes		

Teacher Support Schedule	
ELA & PE	12:38 - 1:12
SS & SC	1:12 - 1:46
Math, Cycle, Elec	1:46 - 2:20

Staffing

The district realizes our teachers are critical to supporting student learning, especially during this time. In making staffing scheduling and assignments, the district considers and follows all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law.

Remote Learning Environments: Roles and Responsibilities

Mount Laurel Schools has outlined roles and responsibilities for all district staff for both in-person and remote learning environments. The following are some of the roles and responsibilities outlined for staff, but not limited to these alone.

Central Administrators - ***Essential Employees***

- Oversee specific departments.
- Oversee district operations.
- Oversee special education, IEP, 504, I&RS provisions.
- Oversee equity provisions.
- Assist school administrators.

School Administrators - ***Essential Employees***

- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Oversee school based programs and personnel.
- Oversee instructional learning plans.
- Lead parent and school communication.
- Assist with student and parent questions.
- Facilitate resources as needed for teachers, students, and parents.
- Support teachers with developing learning activities.
- Assess teacher, student, and parent needs regularly.

Instructional Staff (Teachers)

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Provide instruction according to the district developed instructional schedules per grade level in both in-person and hybrid formats.
- Engage and motivate students to learn.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Set clear expectations for remote and in-person students.
- Provide regular feedback to students and families on expectations and progress
- Submit lesson plans outlining instruction on district determined framework.

- Manage and maintain online platforms such as Google Classroom, Google Meet and Go Guardian.
- Frequently grade and provide formative feedback on student performance.
- Communicate regularly with students and parents about progress.
- Instruct and maintain good practice in digital citizenship for all students and staff.

Educational Services Personnel

(School Counselors, Student Assistant Counselor, School Nurses, Child Study Team Members)

- Lead small group instruction in remote learning platforms.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Assist with student and parent questions, concerns, needs.
- Facilitate resources for students.
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically).
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health plan protocols.
- Support special education teachers to meet IEP provisions.
- Support teachers and administrators to meet equity provisions.
- Support embedding of SEL into lessons.
- Communicate with families experiencing difficulty with distance learning, attendance, grading, or participating in learning platforms.

Related Services Personnel

(Speech, OT, PT)

- Communicate and consult with parents.
- Check in with parents regarding their child's related services.
- Maintain frequent communication with parents about services.
- Maintain communication logs for verifying parent contacts and student services.
- Conduct assessments of students to determine service needs.

Secretarial Staff

- Assist direct supervisor and team.
- Assist in coordinating devices for those in need (students and staff) with technology.
- Assist in communicating with students and parents.
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Facilitate health screening protocols with the principals and school nurses.

Technology Team

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with Go Guardian, educational software, online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate
- Technology support is provided remotely and on-site.

Support Staff (Teacher Assistants)

- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.

- Assist with student arrival and dismissal.
- Support families and students in accessing and participating in remote learning.
 - Aides will be added to online classes where appropriate to support student learning.
- Lead small group instruction in a virtual environment.

Custodians and Buildings/Grounds, and Maintenance Staff - **Essential Employees**

- Oversee building maintenance and operations during closure.
- Monitor building systems, ventilation, plumbing and HVAC and Heating during closure.
- Ensure buildings remain open and operational during closure for remote learning.

Food and Nutrition Staff/Department- **Essential Employees**

- Prepare and manage food for student distribution

Transportation Staff- **Essential Employees**

- Deliver food services if warranted.
- Deliver student materials to necessary students if impacted and required (e.g. homeless students).

Educator Roles Related to School Technology Needs

The district has ensured that all staff supporting virtual learning are prepared to support instruction providing devices to staff and ensuring connectivity to student households. In addition, the district has designated staff to serve as technology support for students, parents and staff. All staff have assigned accounts for remote learning and the requisite technology for successful implementation.

Academic, Social and Behavioral Supports

Multi Tiered Systems of Supports (MTSS)

The school Intervention and Referral Services Team (I & RS) will provide multi-tiered services and support to assist students who experience learning, behavioral or health issues. The I&RS team, composed of the building principal/vice-principal, teachers, child study team members, school counselor, reading specialist, provides guidance and support to educators in order to support students. The team examines data, creates a SMART goal, identifies instructional strategies and resources, monitors implementation, and reviews the effectiveness of interventions.

Interventions, both academic and emotional, will be provided virtually. Progress monitoring will also continue and will be provided digitally. School counselors will push into virtual classrooms to provide social emotional support. The district also has been selected for use and training in the Positive Behavioral Support Systems in Schools (NJ PBSIS) Model. The NJ PBSIS is a collaboration between the New Jersey Department of Education and the Boggs Center, Rutgers Robert Wood Johnson Medical School that supports positive behavioral development in school through effective individual, classroom based and school wide strategies.

Wraparound Remote Supports

The district plans to implement a number of academic enrichment, expanded after school learning, and summer programming for students to address loss of learning during any extended closure through remote learning.

Below is a number of services to be provided for supporting students.

Early Childhood Support

For Kindergartners and preschool students early childhood education teachers will support families and parents in supporting their child(ren) adjusting to remote learning. Teachers will provide support and a developmentally appropriate remote learning schedule to all early learners.

English Language Learners

For English Language Learners, our certified ESL teachers will help facilitate language acquisition and academic growth with ELL students in general education remote learning classes and in individual scheduled sessions provided to individual students and in small groups. The ESL teachers will use alternate methods of instruction including differentiation, sheltered instruction, Universal Design for Learning, to ensure ELL have access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers. ELL students will adhere to the same NJSLs as non-ELL peers and ESL teachers will communicate regularly with families to support them during remote learning. Staff will receive consultation and professional development from the ESL supervisor and teachers for any needs to ensure they are able to meet the needs of their ELL students.

Math and Literacy Support (Title I Extended Learning Programs)

For students in grades 1 through 8, academic intervention programs in both English Language Arts and Mathematics will be provided to foster the development of skills. The programs will be instructed by highly qualified math, elementary teachers, and reading specialists.

Special Education Services

The district will continue to provide extended school year programs and related services to eligible students with disabilities during any closure. Special education teachers will provide direct remote instruction to students with IEP and make accommodations for curriculum and learning to ensure their growth. Special education students will receive remote learning for all special education and related services where applicable, and in-person for essential services whenever permitted and possible. Parent IEP meetings will be held remotely and case managers will communicate with families and monitor progress of student IEPs regularly according to the goals and objectives as stated.

The district is committed to carryover support through remote and in-person instructional models to supplement core educational programs provided through the district instructional frameworks.

Accelerated Learning Opportunities

Students will be offered extended school day support through tutoring groups and NJSLs will be targeted accordingly to allow for essential standards to be taught.

Social Emotional health of staff and students

The district will provide access to an employee assistance program for menthol health needs of staff. Students will have access to all school counselors and mental health support personnel during a closure and when a remote learning plan is in place.

Title I Extended Learning Programs

School Title I programs will continue to operate via basic skills math support and reading specialist instruction as funded but remotely. After school Title I math and literacy instruction will continue remotely for all eligible schools and students.

21st Century Community Learning Center Programs

All core 21st century learning standards are embedded into the district's curriculum and instructional programs.

Credit Recovery

Students will be provided with opportunities to make up for lost work or time to ensure they can progress in their grade level and from grade to grade.

Other Extended Student Learning Opportunities

Students will receive support services as needed and based on teacher recommendations and school counselor recommendations. Extended student learning opportunities such as extended day tutoring or extended year tutoring or programming will be provided to students based on student needs and data.

Transportation

The district transportation department will operate as an essential service and students will be transported to special programs if in person and for handling food deliveries when needed.

Extracurricular activities/programs

These programs will operate remotely if already in place during closure. If closure occurs before established clubs and activities will be established to provide in a timely manner remotely. We found having our students be able to connect with club and extracurricular advisors for emotional support.

Childcare

The district's child care program operates when school is in session only.

Community Programming

The district will coordinate with community agencies and support families wherever applicable. Local health department services, mental health agencies, and law enforcement for well-ness checks during remote learning.