

Emergency Virtual/Remote Instruction Program

Gateway Group Schools

Gateway Regional High School District Board of Education

National Park School District Board of Education

Westville School District Board of Education

Woodbury Heights District Board of Education

Revised July 2024

GATEWAY GROUP SCHOOLS EMERGENCY VIRTUAL/REMOTE PLAN

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Introduction

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 SY," in their plans for virtual or remote instruction for the 2022-2023 school year. The 2022-2023 plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website. The board-approved plan and checklist are due to the county office of education no later than September 30, 2022.. In the event that the LEA is directed to provide virtual or remote instruction before garnering county office approval, the approval date will be retroactive. Questions should be directed to the county office of education.

The Gateway, National Park, and Westville Virtual/Remote Instruction Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure the district reopens safely and is prepared to accommodate students' unique needs during this unprecedented time.

This document includes information about virtual/remote instruction. For more information about our COVID-19 Responses, Safe Return Plans, opportunities for public comments, and more, please visit the district's websites.

<https://gatewayhs.com/>
<https://www.npelem.com/>
<https://www.westvillesd.com/>

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Scheduling - Guidelines

- Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
- The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- Secure a steady supply of resources necessary to ensure the safety of students and staff.
- Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
 - School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

Scheduling - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

- Virtual instruction for the entire district will only be provided
 - During a district closure lasting more than three consecutive school days due to a declared state of emergency,
 - During a declared public health emergency,
 - Or during a directive by the appropriate health agency or officer to institute a public health-related closure.
- Virtual instruction for individual students while the buildings remain open will only be provided when the student is directed to quarantine due to COVID-19 exposure as directed by the school nurse.

Gateway Regional High School Bell Schedule for District-Wide Emergency Virtual Instruction

- In the event of district-wide emergency virtual instruction, we will run the 12:00 dismissal bell schedule. We will maintain the A/B block rotation.
- Teachers will run classes via Google Meet. Google Meet links will be posted in Google Classrooms.
 - In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count as attendance.

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Gateway Regional High School

12:00 Dismissal

Morning Meeting 7:45-8:04 (19 minutes)

Period 1/5 8:08-9:03 (55 minutes)

Period 2/6 9:07-10:02 (55 minutes)

Period 3/7 10:06-11:01 (55 minutes)

Period 4/8 11:05-12:00 (55 minutes)

Gateway Regional High School Bell Schedule for Quarantined Students Receiving Virtual Instruction

- While students are quarantined at home,
 - If a student is well enough to participate in classes, they will follow their regular schedule through asynchronous assignments posted on Google Classroom. Work completion is required to be marked present. The classroom teacher will communicate with the student at least once a week during quarantine.
 - If a student is NOT well enough to participate in classes, a parent/guardian should alert the school that the student will be absent from classes. Students will be marked absent. Students will complete make-up work when they are able, following the district's established make-up work policy in the [district's Grading and Testing Practices](#).

National Park School District Bell Schedule for District-Wide Emergency Virtual Instruction

- In the event of district-wide emergency virtual instruction, we will run the 1:10 dismissal bell schedule.
- Teachers will run classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.
- In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count for attendance.

Morning Meeting	9:00-9:30
Period 1	9:30-10:00
Period 2	10:00-10:30
Period 3	10:30-11:00
Period 4	11:00-11:30
Period 5	11:30-12:00
Period 6	12:00-12:30
Small Group	12:30-1:10

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National Park School District Bell Schedule for Quarantined Students Receiving Virtual Instruction

- While students are quarantined at home,
 - If a student is well enough to participate in classes, they will follow their regular schedule through asynchronous assignments posted on Google Classroom. Work completion is required to be marked present. The classroom teacher will communicate with the student at least once a week during quarantine.
 - If a student is NOT well enough to participate in classes, a parent/guardian should alert the school that the student will be absent from class and the student will be marked absent. The student will complete make-up work when they are able, following the district's established make-up work policy.

Westville School District Bell Schedule for District-Wide Emergency Virtual Instruction

- In the event of district-wide emergency virtual instruction, we will run the 1:00 dismissal bell schedule.
- Teachers will run classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.
- In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count as attendance.

Announcements, Morning Meeting	8:45-9:00
SEL/WIN	9:00-9:15
Period 1	9:20-9:50
Period 2	9:50-10:20
Period 3	10:20-10:50
Period 4	10:50-11:20
Period 5	11:20-11:50
Period 6	11:50-12:20
Period 7	12:20-1:00

Westville School District Bell Schedule for Quarantined Students Receiving Virtual Instruction

- While students are quarantined at home,
 - If a student is well enough to participate in classes, they will follow their regular schedule through asynchronous assignments posted on Google Classroom. Work completion is required to be

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marked present. The classroom teacher will communicate with the student at least once a week during quarantine.

- If a student is NOT well enough to participate in classes, a parent/guardian should alert the school that the student will be absent from class and the student will be marked absent. The student will complete make-up work when they are able, following the district's established make-up work policy.

Woodbury Heights School District Bell Schedule for District-Wide Emergency Virtual Instruction

PERIOD	TIMES
1	8:35-9:05
2	9:05-9:35
3	9:35-10:05
4	10:05-10:35
5	10:35-11:05
6	11:05-11:35
7	11:35-12:05
8	12:05-12:35
	12:45

- In the event of district-wide emergency virtual instruction, we will run the 12:45 dismissal bell schedule.
- Teachers will run classes via Google Meet. Google Meet links and schedules will be posted in Google Classrooms.
- In the event that a teacher is absent, independent work will be posted in Google Classroom for students to complete. Completion and submission of the assignment will count as attendance.

Woodbury Heights School District Bell Schedule for Quarantined Students Receiving Virtual Instruction

- While students are quarantined at home,
 - If a student is well enough to participate in classes, they will follow their regular schedule through asynchronous assignments posted on Google Classroom. Work completion is required to be marked present. The classroom teacher will communicate with the student at least once a week during quarantine.
 - If a student is NOT well enough to participate in classes, a parent/guardian should alert the school that the student will be absent from class and the student will be marked absent. The student will complete make-up work when they are able, following the district's established make-up work policy.

Emergency Virtual Schedule

Staffing- Guidelines

- The school district should consider access and equity for all staff to ensure continuity of student learning.

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- When making staffing scheduling and assignments, the school district must comply with 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 laws.
- The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

Staffing - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Gateway Regional, National Park, Westville, and Woodbury Heights

- We will comply with all staffing guidelines as presented by the state. All positions will follow BOE approved job descriptions.
- We will ensure essential employees are identified and a list is provided to the county office at the time of the transition to remote or virtual instruction

In-Person and Virtual Learning Environments: Roles and Responsibilities- Guidelines

A student participating in the board's emergency virtual/remote learning must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs. This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Emergency virtual/remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

In-Person and Virtual Learning Environments: Roles and Responsibilities- District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Gateway Regional, National Park, Westville, and Woodbury Heights

- **Instructional staff will:**
 - Reinforce social distancing protocol with students and co-teacher or support staff
 - Support school building safety logistics (entering, exiting, restrooms, etc.)
 - Become familiar with district online protocols and platforms

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- Plan standards-based lessons to meet the needs of students at various levels
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for students
- Assess student progress early and often and adjust instruction and/or methodology accordingly
- Instruct and maintain good practice in digital citizenship for all students and staff
- Imbed SEL into the learning environment
- **Administrators will:**
 - Provide time for staff collaboration and planning (See Scheduling section)
 - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction
 - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered
 - Hone collaboration, cooperation, and relationship building skills
 - Define and provide examples of high-quality instruction given context and resources available
 - Assess teacher, student, and parent needs regularly
 - Ensure students and parents receive necessary supports to ensure access to instruction
 - Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)
 - Collaborate on curriculum planning and assessing student academic and social emotional well-being
 - Create feedback loops with parents and families about students' academic and social emotional health and well-being
 - Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district
 - Create and communicate realistic student schedules to increase student engagement and accountability
 - Collaborate in determining expectations for differentiated instruction and rigor
 - Support families in connecting with teachers and other services they need to be successful
 - Ensure the PreK Master Teacher is involved in the planning in order that development activities and supports are in place for PreK and supports transition to Kindergarten
 - **Recruit substitute teachers and staff.**
 - **If interested in substitute staffing employment opportunities, please reach out to Mrs. Lisa Hlubb, lhubb@gatewayhs.com.**
- **Educational services staff members will:**
 - Assist teachers with providing updates to students and families
 - Support embedding of SEL into lessons
 - Be a liaison between the family and the school to support the student
 - Assist staff in making modifications and accommodations for students with disabilities
- **Support staff/paraprofessionals will:**
 - Lead small group instruction to ensure social distancing

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- Provide real-time support during virtual sessions
- Support families and students in accessing and participating in remote learning.
- Paraprofessionals can be added to online classes as co-teacher
- Lead small group instruction in a virtual environment
- Facilitate the virtual component of synchronous online interactions
- Assist in making the modifications and accommodations for students with disabilities
- Social Workers will need to provide support to parents via virtual platforms (PreK)

Additional Considerations

Credit Recovery, Extended Learning Opportunities, Extra-Curricular Programs, Community Programming

- To the greatest extent possible, the district will continue any existing programs for credit recovery, extended learning, extra-curriculars, and the community by leveraging technology.
 - For example, converting in-person performances to virtual
 - Holding virtual meetings
 - Using asynchronous learning platforms

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Educator Roles Related to School Technology Needs - Guidelines

- To ensure all staff supporting emergency virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - To the extent possible, provide district one-to-one instructional devices and connectivity.
 - Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

Educator Roles Related to School Technology Needs - Guidelines/District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

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To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials will:

- **Designate staff members to provide ongoing support with technology to students, teachers, and families**
 - **Gateway Regional:** Mr. Doug Skinner, dskinner@gatewayhs.com; Mr. Joe Valentino, joev@gatewayhs.com; Mr. Matt Barker, mbarker@gatewayhs.com
 - **National Park:** Mr. Shane Sammons, ssammons@npelem.com
 - **Parkview:** Mr. Cassidy Napoli, napoli@westvillesd.com
 - **Woodbury Heights:** Mrs. Rochelle Selby, rselby@woodburyhtselem.com
- Survey teachers and families to determine technology needs/access.
 - For assistance with access, please contact your campus technology contact, listed above.
- Provide district one-to-one instructional devices and connectivity
- Prior to the start of the school year, provide district email addresses and access to online platforms

Student Teachers/Counseling Interns - Guidelines/District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

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If the districts accept student teacher placements in the 2022-2023 school year, the districts will provide supports to and hold expectations of student teachers as follows:

Technology

To ensure student teachers and counseling interns are prepared to start supporting instruction on day one, districts will:

- Train student teachers and interns to use technology platforms
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students

Student teachers and interns will:

- Be expected to obtain a substitute credential to gain the ability to support students without supervision as needed
- Lead small group instruction
- Co-teach with the cooperating teacher and maintain social distancing
- Implement modifications or accommodations for students with special needs
- Facilitate one-to-one student support
- Lead instruction virtually for quarantined students while the classroom teacher teaches in-person
- Provide technical assistance and guidance to students and parents
- Develop online material or assignments
- Pre-record direct-instruction videos

Meals - Guidelines

If cafeterias or group dining areas are used in the school district, the school district will incorporate social distancing, contact tracing, and sanitization into the Board's Plan, if applicable.

Meals - District Plans

The Districts will comply with all required elements from the NJDOE's *The Road Back - Restart and Recovery Plan for Education*, including but not limited to:

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- Meal distribution will be handled by Sodexo, our contracted food service vendor.
- Families are encouraged to complete the meal application online.
 - [Online Meal Application – English](#)
 - [Online Meal Application – Spanish](#)

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Continuity of Learning- Guidelines

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment during an emergency may happen quickly and create significant challenges for staff and students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities - District Plans

The Districts will comply with all required elements from the NJDOE’s COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

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- Consistent with guidance from the United States Department of Education, school districts will continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services have been implemented to the greatest extent possible during the COVID-19 pandemic.
- In accordance with NJDOE recommendations, the Gateway Group of Schools will consider the following when addressing the education of students with disabilities:
 - Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - The CST and IEP teams will continue normal operating procedures related to the evaluation or continuation of services, including all meetings. Meetings and evaluations may occur on the phone, on virtual meetings, or in-person as conditions allow and to meet the needs of families.
 - The CST and IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - The CST and IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and

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provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

- Case managers will reach out to families to ensure that services are being provided in a manner that is most convenient to parents, including phone calls, virtual meetings, or in-person as conditions allow.

Technology and Connectivity

School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

Technology and Connectivity - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

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The school districts will ensure that every student (K-12th grade) has access to a device and internet connectivity.

- Districts have/will:
 - Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation
 - Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment
 - For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student
 - If there is a device, the school district will address technology challenges by utilizing excess devices, completing repairs in-house, etc.
 - If there is a connectivity shortage, districts will help families connect with local service providers or provide mobile hotspots, as needed.

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Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in emergency virtual/remote instruction as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

1. Curriculum

- a. Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from COVID-19 circumstances.
- b. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- c. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

2. Instruction

- a. As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- b. In crafting an instructional plan, the school district should consider the following:
 - i. Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments, and expectations for interactions to ensure all students have access to high-quality instruction.
 - ii. Design for student engagement and foster student ownership of learning.
 - iii. Develop students' meta-cognition.
 - iv. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches
 - v. Assess the district's data on how ELLs experienced instruction during COVID-19 learning; particularly for newcomer students and students with lower English language proficiency levels.
 - vi. Assess ELLs' levels of engagement and access in an in-person or emergency virtual learning environment.

3. Assessment

- a. For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- b. Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- c. In the absence of Spring 2021 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

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- d. Online pre-assessments and formative assessments should be leveraged to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- e. Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - i. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities

Curriculum, Instruction, and Assessments - Critical Tenants

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

In planning curriculum, instruction, and assessment, districts will focus on building staff capacity to deliver highly effective instruction as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

Our districts will build our plans around the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate vary based on grade band and content area.
- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety is reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- Thoughtful planning is necessary to provide necessary support for instructional shifts. We will approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- We encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

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Emergency Virtual Learning Environment—Curriculum - District Plans

The Districts will comply with all required elements from the NJDOE’s COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Gateway Regional, National Park, Westville, and Woodbury Heights

- We will prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- We will diagnose students’ unfinished learning in that prerequisite content knowledge and those prerequisite skills.
- We will adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- We will monitor students’ progress on grade-appropriate assignments and adjust support for teachers and leaders based on student results.

Emergency Virtual Learning Environment—Instruction - District Plans

Gateway Regional, National Park, Westville, and Woodbury Heights

We will develop instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members. Our instructional plans may need to adapt to changing learning environments. In crafting an instructional plan, our districts considered the following:

- We will develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- We recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences.
- We understand that trauma and other challenges related to students’ social and emotional needs can impact learning.
- We will design for student engagement and foster student ownership of learning.
- We will work to leverage students’ strengths.
- We will foster student voice and choice to promote engagement and independent learning.
- We will use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
- We will identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
- We will provide effective feedback that helps students anticipate and be successful on next steps.
- We will develop students’ meta-cognition by incorporating time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
- We will build collaboration skills (peer-peer learning).
- We will build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
- We will provide clear and flexible expectations, including, the type and length of activities; format of interactions (small group instruction, regular check ins), how students will demonstrate learning

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(process over product), and identify criteria to demonstrate mastery of standard(s) or grades on projects.

- We will use multiple approaches to delivering instruction (e.g., synchronous, asynchronous [teacher-created videos, screencasting, independent, analog].
- We will design learning experiences that build student understanding by linking together concepts within and across grades. For example, the literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.
- We will provide direct instruction, student practice, enrichment activities that leverage student interest and address real-world issues.
- We will build the capacity of and provide support to family members to enable them to become “learning partners.”
- We will provide educators with regular time to collaborate with colleagues for the coordination of assignments; cross-curricular planning; developing common lessons and modules, and developing and building skills essential in this ever-changing, evolving world.
- We will assess the district’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

Addressing English Language learners (ELL) Plan Needs

- The districts will continue established plans to serve ELL students as outlines in the 3 Year LIEP plans.
 - ESL at Gateway and Westville, ELS at National Park and Woodbury Heights
- The districts will communicate with families of ELLs by continuing to provide translated materials and literacy level appropriate information and interpretative services upon request. Students and parents will be trained in the use of technology tools to assist with translation and differentiation.
- Teachers will continue to differentiate materials for students as they would under normal operating conditions.

Emergency Virtual Learning Environment— Assessment - District Plans

Gateway Regional, National Park, Westville, and Woodbury Heights

For the purposes of this document, the different assessment types are defined as follows:

- **Pre-assessment:** Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.
- **Formative:** A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
- **Interim:** A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.
- **Summative:** A comparison of the performance of a student or group of students against a set of uniform standards to measure a student’s achievement at the end of instruction.

Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators will focus on pre-assessments and formative assessments upon returning to school. The purpose of pre-assessments administered to students at the start of instructional units in the fall will be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to

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move students forward at current grade-level. Pre-assessments will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen. Pre-assessments will be considered “no-stakes” and simply be used to determine what learning gaps exist, and the extent of such gaps.

Professional Learning

Professional learning is intended to support educators in addressing the difficulties resulting from COVID-19 teaching and learning. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

Professional learning opportunities should be:

1. Presented prior to the beginning of the year;
2. Presented throughout the school year;
3. Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
4. Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
5. Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

Mentoring and Induction

1. Induction must be provided for all novice provisional teachers and teachers new to the district.
2. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
3. Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

Evaluation

1. School districts should develop observation schedules with flexibility in mind.
2. School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
3. School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

Professional Learning - District Plans

GATEWAY GROUP SCHOOLS EMERGENCY VIRTUAL/REMOTE PLAN

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

Gateway Regional, National Park, Westville, and Woodbury Heights

Professional Learning Throughout the School Year

- Professional learning will focus on each educators' professional capacity to deliver developmentally appropriate, standards-based instruction.
- Professional development plans (PDPs) for teaching staff and administrators will remain flexible and adaptable to the changing needs of the district, school and individual educator.

Mentoring and Induction:

- Induction will be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring will be provided to novice provisional teachers by qualified mentors.

Evaluation:

- Districts will develop observation schedules with flexibility in mind.
- Districts will involve the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

GATEWAY GROUP SCHOOLS EMERGENCY VIRTUAL/REMOTE PLAN

Career and Technical Education (CTE) - Guidelines

It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

Guiding Principles

1. It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
2. The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

Quality CTE Programs

1. When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
2. During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

Work-Based Learning

1. Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

Career Advisement and Development

1. Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

CTE Recruitment and Retention

1. CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

Funding to Support CTE Programs

1. The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

Career and Technical Education (CTE) - District Plans

The Districts will comply with all required elements from the NJDOE's COVID-19 guidance, American Rescue Plan Safe Return Plans, and Emergency Virtual/Remote Instruction Programs, including but not limited to:

GATEWAY GROUP SCHOOLS EMERGENCY VIRTUAL/REMOTE PLAN

The Gateway Group commits to maintaining the integrity and safety of approved CTE programs and ensure that all CTE students are reached. The following information includes NJDOE guidelines and best practices. CTE programs primarily impact 7th-12th grade students at Gateway Regional High School.

- Quality CTE programs at Gateway meet the requirements of New Jersey Student Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc. Programs focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.
- We will engage students in learning experiences prior to the school year or before or after school via flexible scheduling.
- We will implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress. We will use information gathered from initial assessments to inform curricular compression and instructional interventions to best ensure credential attainment. We will develop formative assessments that evaluate student learning and progress throughout the program, as informal, in-person formative evaluation of skills and knowledge may be limited in a virtual or hybrid environment.
- We will leverage commercially available/universal courses and tools for CTE coursework in key areas. (Acellus, Nepris, Sim Build, etc.)
- We will engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- We will limit in-person participation in WBL and allow for WBL to take place gradually and safely by following all [NJDOH's COVID-19: Information for Schools](#) and [CDC's Considerations for Schools](#) for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- We will integrate innovative WBL experiences by coordinating with employers, students and parent/guardians and WBL coordinators.
- We will ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- We will work closely with business representatives to discuss liability concerns and safety trainings for students.
- We will leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- We will decrease or eliminate the district's required hours of work-based learning participation, if applicable.
- We will schedule in-person and/or virtual career advisement meetings between students and school counselors to discuss and develop a plan for student learning plans, career education, personal and social development and college and career pathways.
- We will provide career education materials and counseling news (high school course catalogs, virtual and in-person college tours, scholarship information etc.) on the school webpage, school announcements, and billboards in addition to electronic communication for students and parents to access.
- We will schedule in-person and/or virtual career education meetings with parents to review student learning plans, college and career pathways, CTE programs and career exploration.
- We will utilize online career and college preparation tools to promote career exploration and college readiness.
- We will incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students.

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- We will limit in-person CTE program advisory meetings and Comprehensive Local Needs Assessment (CLNA) meetings.

Critical Area of Operation – Facilities - Guidelines

- School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used

Critical Area of Operation - Facilities Cleaning Practices - District Plans

The Districts will comply with all required elements from the NJDOE’s *The Road Back – Restart and Recovery Plan for Education*, including but not limited to:

Gateway Regional, National Park, Westville, and Woodbury Heights

Our Facilities Departments are committed to meeting the requirements of the local Department of Health as well as the CDC with regards to the reopening of our schools. In the event of a longer term shutdown, Facilities will maintain cleaning and sanitation, as well as complete deep cleaning or other improvement projects.

Inspections & Trainings

The Certified Educational Facilities Managers will inspect all areas maintained by the custodial staff both prior to school reopening and on an ongoing basis to ensure all procedures are being followed. All custodial employees will be retrained in proper cleaning, sanitizing and disinfecting procedures required to promote a healthy building environment. We will strive to maintain all necessary equipment and supplies necessary. All district employees will be reminded and trained if needed with regards to proper PPE and the proper usage of PPE.