

Lawrence Township School District



Remote Instruction Plan

Updated October 29, 2021

Stakeholders involved in the creation of this plan:

Shelleymarie Magan, Ed.D., Chief School Administrator

LisaDiNovi, Business Ad

PURPOSE

The Lawrence Township School District's (LTSD) Remote Learning Plan will serve as a resource guide for planning for, responding to, and recovering from a pandemic that may impact or is impacting our school and community. Additionally, we will implement this plan during a district closure lasting more than 3 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 closure.

The primary goals of this plan are to:

- Continue the essential operations of the LTSD, to the extent possible, in the event of the need for a school closure.
- Ensure effective, timely, and situation-sensitive decision-making related to any public health emergency that is impacting or has the potential to impact the LTSD community.
- Establish a clear communication plan that ensures that students, families, and staff receive timely and accurate information regarding the events surrounding the impacts of a school closure to the school district and available services.

PREPARATION

Preparedness includes the actions and measures taken before an event to better handle that situation when it arises. In the case of the school closures due to COVID-19, the Centers for Disease Control and Prevention (CDC) play a significant role in ensuring that states and local health departments are prepared for public health emergencies. At the state and local levels, the NJDOH and the Cumberland County Department of Health collaborate with the Cumberland County Department of Education and the LTSD to prepare the district prior to, during, and after exposure to a highly infectious illness.

Planning:

The district will reference these guidelines as needed.

- Identifying critical job functions and positions, and planning for alternative coverage of these positions as needed.
- Developing plans for remote learning for students and for remote work for staff in the event of quarantine situations or extended closures.
- Encouraging staff to prepare for potential absence, quarantine, or closure by organizing lesson plans ahead of time, bringing materials home as needed to allow for remote work, etc.
- Determining what level of absenteeism will disrupt teaching and learning.
- Creating communication plans to ensure that students, families, staff, and the community receive information necessary to prepare for and respond to extended school closures.

Education and Prevention:

Encouraging all students, families, and staff to follow the good health habits and encouraging implementation of measures that prevent the spread of illness.

- Sharing resources with families to help them understand when to keep children home.
- LTSD will continue to share the resources published by the CDC and the Cumberland County Department of Health.

- Following procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible and ensuring that sick students and staff are separated from well students and staff until they can leave.
- Performing routine environmental cleaning of the school, busses, and offices including cleaning of frequently touched surfaces (i.e. doorknobs and frames, light switches, countertops, tabletops, backs of chairs, pencil sharpeners, keyboards, mice, monitors, portions of walls, etc.) with cleaning products according to the directions on the label.
- Custodial services follow cleaning protocols for norovirus and influenza at LTSD. This protocol includes daily disinfecting of frequently touched surfaces like those outlined above.
- In times of more prevalent illness, the custodial department works closely with the Cumberland County Health Department regarding cleaning and disinfection protocols. The district will continue to adopt and implement additional preparedness measures as they are identified.

RESPONSE

Once it is determined that transition to a response phase is necessary, the LTSD will consider the circumstances and determine the most appropriate response. The date of the most current revision will appear on the front cover of this document.

Immediate and Temporary LTSD School/Office Closure

According to the Centers for Disease Control and Prevention, temporarily dismissing K-12 schools is a strategy to stop or slow the spread of COVID-19 in communities. Local health officials may recommend temporary school closures in instances where there is a confirmed outbreak of COVID-19 cases. In such instances, local health officials with the Cumberland County Department of Health will make recommendations related to the scope of the closure.

The duration of closures will be determined on a case-by-case basis using the most up-to-date information available about COVID-19 and the specific case(s) in the community.

In the event of exposure within the LTSD community, or if local health officials recommend closure of the LTSD, local high schools, the entire County school system, or Statewide closure, the following steps will be taken:

STEP ONE: Communication

LTSD will confer with local health officials, primarily the Cumberland County Department of Health, and State and County Department of Education to obtain a recommendation regarding school closure, timing, scope, and duration.

LTSD will communicate the closure to the community, which includes students, families, staff, and community members.

- In accordance with the Family Educational Rights Protection Act, or FERPA, if the closure is due to a particular person, LTSD will not identify the name, grade, or age the student(s) or staff member(s) confirmed to be the cause of any school closure.
- Information about closures will be updated as often as needed to ensure that the community has the most current information available.

- LTSD will communicate plans for school and office closures and event/group activity cancellations as appropriate and in as timely fashion as possible. Information about the closure will be shared as soon as possible after closure determinations are made via: LTSD website and the Lawrence Township Educational Network Facebook page, Blackboard emails, phone calls, and text messages to families and staff, signage on the door at LTSD; and School outgoing voicemail recordings.

STEP TWO: Building Closure and Cleaning

The school will be closed beginning on the date/time determined in collaboration with local health officials. The extent of closure can impact students only or students and staff.

- Only identified essential personnel and building administrators will have access to the school building during closure (CSA, BA, SACSS, SSE, Head of Maintenance, all maintenance and custodial staff, Technology teacher, Technology Coordinator, AV Coordinator).
- Students are not to enter LTSD during the initial phase of a school closure. Teachers, aides and other staff are only to enter LTSD during a closure when invited for a mandatory event or if they inform the CSA of their need and purpose to enter the building. After the initial cleaning, sanitizing and disinfecting occurs, then staff may come into the building to teach. The CSA shall keep a record of the dates, times, and names of all staff who enter the building in the event someone tests positive and contact tracing is deemed necessary. The building must be sanitized after staff members are in the building for events such as student materials and weekly food distribution.
- LTSD cafeteria will only be open during building closures to provide meals, breakfast and lunch, for all children ages 18 and younger, to be picked up at the School.
- All regularly scheduled events, including athletic and extracurricular activities, performances, etc. will be cancelled or postponed until further notice as well as facility rentals.
- When able, students and staff will take all necessary learning technology and curricular materials home with them for use in e-learning for the duration of the closure as directed by their teachers and the CSA.
- When the closure occurs without warning, the students and staff will be given an opportunity to retrieve their necessary materials from within the school.
- Cleaning of the LTSD will be completed using district and Health Department protocols, and will be completed prior to any student or staff re-entry.
- Cleaning protocols in response to a closure would include removing trash and recycling from the building, vacuuming all floor surfaces, sweeping, mopping, scrubbing all desks, counters, sinks, and tabletops. Restrooms, bathrooms, and the nurse's office would be cleaned and disinfected. All high-touch surfaces as well as preschool and kindergarten toys would be disinfected. All carpets will be sprayed with disinfectant and all kitchens, including floors, prep areas, serving tables, and equipment would be disinfected. Buses and child restraint devices for transportation will be cleaned and disinfected in accordance with the transportation companies' procedures.
- The business office has articulated a plan to ensure that payroll will be processed based on all current scheduled assignments and paid to existing direct deposit account

STEP THREE: Continuity of Educational and Support Services

The LTSD has developed comprehensive plans that would support the continuity of education and district services. In the event of a closure, the district will implement the remote learning plans for teachers to provide virtual learning experiences.

- **Technology**

- All students are issued a Chromebook at the beginning of the school year. If the closure should occur prior to the start of the school year, parents will come to school on designated days to pick-up a device for each child in their family.
- Parents/guardians will complete and sign a rental agreement online as well as the districts Acceptable Use policy that explains proper use school-issued equipment.
- Technology support will be available by the Technology Teacher who can be reached by phone or through email.
- During the first week of school, students are instructed on how to login to their Chromebooks. Teachers created google classrooms for each class and students have been instructed to sign-up for their classes.
- Families may exchange their Chromebooks if needed due to device failure. Days and times will be communicated with the parents.
- Hotspot devices have been purchased and will be activated at the time of closure.
- Families without internet will be identified through a survey. Parents will be given a day and time to come to the school to pick-up a hotspot. Arrangements will be made to deliver hotspots to a family's home if necessary.

LAWRENCE TOWNSHIP SCHOOL DISTRICT Chromebook Guidelines

General Chromebook Care Recommendations

Students are expected to take appropriate care of their Chromebooks during the time assigned to them. It is the student's responsibility to ensure that his/her own Chromebook is functioning properly.

For prolonged periods of inactivity, you should shut down the Chromebook completely before closing the lid. This will help conserve the battery.

When using the Chromebook, keep it on a flat, solid surface so that air can circulate (For example, using a Chromebook while on a carpet or bed can cause damage due to overheating).

Liquid, foods, and other debris can damage the Chromebook. Avoid eating or drinking while using the Chromebook.

Take extreme caution with the screen. The screens are susceptible to damage from excessive pressure or weight. In particular, avoid picking up the Chromebook by the screen or placing your finger directly on the screen with any force.

Never attempt to repair or reconfigure the Chromebook. Under no circumstances are you to attempt to open or tamper with the internal components of the Chromebook.

Take care when inserting cord, cables, and other removable storage devices to avoid damage to the Chromebook ports.

Exposing your Chromebook to extreme temperatures, direct sunlight, or ultraviolet light for extended periods of time will cause damage.

A number has been applied to your Chromebook and your charger for ID purposes. Please do not place additional stickers/items on the computer. Remember the Chromebooks are the property of the Lawrence Township Board of Education.

Keep your Chromebook away from magnets and magnetic fields, which can corrupt your data. This includes but is not limited to large speakers, amplifiers, transformers, vacuum cleaners, and older

television sets.

Cleaning Your Chromebook

Always disconnect the Chromebook from the power outlet before cleaning.

Clean the screen with a soft, lightly dampened, lint free cloth, or use LCD approved anti-static screen cleaners or wipes.

Wash hands frequently when using the Chromebook to avoid buildup on the touch pad. Grease and dirt can cause the cursor to jump around on the screen.

Screen Care

Picking the Chromebook up by the screen can cause damage. Please refrain from doing this.

Avoid touching the screen with fingers, pens, pencils, or any sharp instruments.

Avoid placing excessive pressure or weight on the Chromebook screen.

Be careful not to leave pencils, pens, or papers on the keyboard when closing the screen.

Clean the screen with a soft, dry cloth, or anti-static cloth.

NEVER clean the screen with glass cleaner.

Carrying the Chromebook

Chromebooks should always be shut down or placed in standby mode/hibernate mode before moving or carrying the Chromebook.

Always close the lid before moving or carrying the Chromebook.

Do not leave the Chromebook in a vehicle for extended periods of time or overnight.

Carefully unplug all cords, accessories, and peripherals before moving the Chromebook.

Security

NEVER leave Chromebooks unsupervised.

Avoid using the Chromebook in areas where damage or theft is likely.

Chromebooks should not be stored in a vehicle. If a Chromebook is placed in a vehicle temporarily, it should not be visible from the outside.

Loaning Equipment to Others

Students may not lend Chromebook or Chromebook components to others for any reason; this includes other family members.

Power Management

It is the student's responsibility to fully recharge the Chromebook battery.

Chromebooks should be placed in standby or hibernate mode if they will be used within 30 minutes; otherwise, the Chromebook should be shut down. Hibernate mode will use less battery charge but will start back up a little slower.

Acceptable Use

The LTSD Acceptable Usage Policy and Internet Safety Agreement state that students are expected to comply with ethical-use guidelines and abide by the federal copyright laws.

Passwords

Students will login under their assigned usernames and passwords. Students will not share their password with other students.

Email and Internet Use

Email accounts are provided by the school. Email correspondence will be utilized for educational purposes only. Electronic communication coming from or going to the school issued Chromebook can and will be monitored to make sure the terms of the agreement are being followed. Digital communications etiquette is expected by all students using all school provided communications accounts, sites, or applications including but not limited to wikis, blogs, forums, interactive video conferencing, podcasts, online training, online courses, and online collaboration sites.

As required by the Children's Internet Protection Act (CIPA), an Internet filter is maintained by the district for use on the Chromebook while students are in school. Filtering not only restricts access to unacceptable sites, but also restricts access to inappropriate materials of all kinds. LTSD cannot guarantee that access to all inappropriate sites will be blocked. No filter is as reliable as adult supervision. It is the responsibility of

the user to appropriately use the Chromebook and the Internet. LTSD will not be responsible for any harm suffered while on the Internet.

While the Chromebooks are in the care and temporary property of the student, the student is required to notify their parent/guardian if they access information or messages that are inappropriate, dangerous, threatening, or that make them feel uncomfortable.

Internet Safety

As part of our curriculum, students will be instructed about appropriate online behavior. Students should:

Immediately report any unauthorized activity on the Internet or network.

Notify a parent/guardian immediately if you accidentally access an inappropriate site.

Never read someone else's email or open their folders or files.

Never use or transmit anything with racist, abusive, threatening, demeaning, slanderous, objectionable, sexually explicit, or inflammatory content.

Never arrange to meet an unknown person utilizing social networks from the Internet.

Observe all copyright laws; do not claim authorship of work copied from a web site or from any other source; accurately cite sources of information.

Protect your user account by keeping your password secure and logging off or locking the device when you're not at the computer. All email, network, and Internet activity is the responsibility of the individual whose account is logged in to the computer at the time of the activity. If your account is logged on you are responsible. Keep your password a secret.

Protect personal information. Never give full name, addresses, phone numbers, passwords, and social security numbers for yourself and others. Use a "code name" that does not identify you personally to online viewers/organizations you do not know.

Avoid online sites and materials that do not support the curriculum or are otherwise inappropriate for educational use.

Off-Site Internet Use

LTSD will not serve as a home Internet service provider. It is the responsibility of the parent/ guardian to monitor student Chromebook use, especially Internet access, in the home. Content blocked through the district's firewall when the Chromebook is used in school may not be blocked when the Chromebook is used at home. LTSD will not be held liable for student internet activity outside of the school.

The ability to access the Internet from home varies from situation to situation. No guarantee is implied.

Monitoring Chromebook Usage

In accordance with the New Jersey Statutes Annotated (N.J.S.A.) 18A:36-39

"The Anti-Big Brother Act" - A school district or charter school that furnishes a student with a laptop computer, cellular telephone, or other electronic device shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the school district or charter school shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student shall acknowledge receipt of the notification. The school district or charter school shall retain the acknowledgement as long as the student retains the use of the electronic device.

Students should never be left unsupervised while using Chromebooks or other computers. While at home, this is the responsibility of the parent and/or guardian. Students will provide access to the Chromebook and charger assigned to them upon request by the school district. A search of the Chromebook may be conducted if there is suspicion that any policies, procedures, or guidelines have been violated.

LTSD personnel will be able to monitor/access student Chromebooks at any point during the day through remote transmission. Students may be randomly selected to provide the Chromebook for inspection. Students who fail to report damage to a Chromebook will be subject to additional fines and disciplinary actions.

Privacy

There is no expectation of privacy regarding the contents of Google files and communication using any school-owned computer or network. LTSD reserves the right to investigate, review, monitor, and restrict information stored on or transmitted via LTSD's equipment. Parents, guardians, and students do not have the right or expectation of privacy for any use of school-owned Chromebooks, computers, or other equipment.

All Chromebooks have a monitoring system that is activated when the Chromebook is logged on. This enables the school to track all devices. The school does not have remote access to the web camera installed on each computer. Capturing video, audio, or photography without the consent of a classroom teacher is forbidden.

Damages and Theft/Damages

Should the Chromebook be lost (this includes stolen devices) or damaged beyond repair, a parent/guardian will be responsible to cover the total cost of repairing or replacement of the Chromebook. Regardless of how the damage to a Chromebook is incurred, it is the responsibility of the student who has been issued the Chromebook to care for it and take responsibility for damages (including financial obligations). Incidents of broken screens or repairable damages will require students to pay the total cost of the required repairs.

Theft

If at any point a Chromebook is stolen when off school property, it must be reported to the State Police Department immediately by the parent/guardian of the student. Dr. Magan must also be notified at the time of the theft. A copy of the police report must be sent to Dr. Magan within 24 hours. Dr. Magan can be contacted via email: smagan@myronlpowell.org

• Alternatives to Technology

In some cases, students work better using paper packets. In those situations:

- Individualized home-instruction packets will be created for any student grades PreK through 8th grade. Packets would be sent home with students prior to the school closure if the closure date is known. If the closure date is unknown, arrangements would be made with families to safely pick-up the packets from the school following all social distancing guidelines.
- The comprehensive packets ensure an equitable academic program for all students and take into consideration the varying learning needs of students.

• Educational Programs

- Teachers will be available daily to respond to email for questions and concerns. The district estimates that staff would spend a minimum of 1-2 hours each day to check emails, communicate with parents, prepare future lessons, etc. Teachers will be engaged for the remaining hours of the day in teaching lessons through online platforms such as Google Classroom Meets, Zoom, Microsoft Teams, and other newly discovered outlets.
- Clear expectations for student engagement in e-learning will be defined by each teacher in their plans.
- Successful teaching will be determined by continuing to review, assess and provide valuable feedback to weekly lesson plans that are submitted through each teachers' online portal.
- Student and teacher performance will be closely monitored by teachers, supervisors, and administrators to determine the amount of teacher interaction, face-to-face time through digital platforms, percentage of students who require additional support, percentage of students who are not completing assignments, grades for each marking period, and logged communication time and methods with students and families in need.

- **Daily Schedule**

Teachers will follow the virtual learning schedule. These classes will take place using Zoom, Google Meets, or Microsoft Teams. All work will be posted on Google Classroom. Teachers will also be using supplemental websites (See Chart Below).

Grade Band	Preschool
Learning Platforms	Weekly plans posted to each teachers' website. Teachers communicate through Class DoJo or Remind App. Teachers are asked to hold virtual meetings daily. Every 2 weeks, parents come to school to pick-up materials for hands-on learning. Activities are provided for each material such as chalk, playdoh, markers, dry erase white boards. Links are embedded into weekly lesson plans for videos that lead movement, stories, educational games such as: Abcya.com, starfall.com, pbskids.org, funbrain.com, childrensmuseum.org, hwt.org
Grading	High/Scope COR Assessment system used. Teachers set up individual Zoom meetings families to provide activities to determine level of development in each area. Teachers ask parents to send them pictures of student work to view the finished product and process to determine the developmental level of the students in all areas.
Attendance	A student is present if their parent submits a photo of their child completing an activity for that day or attends a Zoom meeting with the teacher or instructional aide. About 2 hours of direct teaching time of work is assigned each day if parents choose to complete all the suggested activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, or paper packets if they are requested or determined to be the better mode of learning for that student. Teachers, instructional aides, support staff and administrators will provide support to parents and students by phone calls, texts, emails, and letters.

Grade Band	Kindergarten
Learning Platforms	Weekly plans posted to each teachers' website. Teachers communicate through Class DoJo or Remind App. Teachers are asked to hold virtual meetings daily. Links are embedded into plans for videos that lead movement, stories, educational games such as: Uniteforliteracy.com , raz-kids.com, i-ready.com, boomlearning.com, scholastic.com
Grading	Teachers set up individual Zoom meetings with families to provide lessons with assessments for the child to determine the level of development in a subject area. Work is counted as classwork. Standards based report cards are provided at the end of the year.
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. About 2 hours of direct teaching time of work is assigned each day if parents choose to complete all the suggested activities
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction for students at their own academic level. Teachers, instructional aides, support staff and administrators will provide help to parents and students by phone calls, texts, emails and letters.

Grade Band	1 st and 2 nd Grades
Learning Platforms	Weekly plans posted to each teachers' Google Classroom. Teachers communicate through Class DoJo or Remind App. Teachers are asked to hold virtual meetings daily. The curriculum used to teach the students is the same for home learning as it is in school. Each curricular area has an electronic component that is used for instruction: Mystery Science, Journeys, My World & Scholastic, Ready Classroom Math
Grading	Work is primarily submitted through Google Classroom and counted as classwork or homework. Some programs have the function of recording the completed work and therefore do not need to be submitted in Google Classroom. No tests are given that get weighted as tests, only check-ins such as Exit Tickets
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. Also, students are asked to sign-in to each teacher's Google Classroom each day. About 2 hours of direct teaching time of work is assigned each day if parents choose to complete all the posted activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction for students at their own academic level. Teachers, instructional aides, support staff and administrators will provide support to both parents and students by phone calls, texts, emails, letters

Grade Band	3 rd Grade
Learning Platforms	Weekly plans posted to each teachers' Google Classroom. Teachers communicate through Class DoJo and are asked to hold daily virtual meetings. The curriculum used is the same for home learning as it is in school. Each curricular area has an electronic component that is used for instruction: Mystery Science, Ready Reading & Math, My World & Scholastic
Grading	Work is submitted through Google Classroom and counted as classwork or homework. No tests are given that get weighted as tests, only check-ins such as Exit Tickets.
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. Also, students are asked to sign-in to each teacher's Google Classroom each day. About 2 hours of direct teaching time of work is assigned each day if parents choose to complete all the posted activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction or students at their own academic level. Teachers, instructional aides, support staff and administrators will provide help and support to both parents and students by phone calls, texts, emails and letters.

Grade Band	4 th Grade
Learning Platforms	Weekly plans posted to each teachers' Google Classroom. Teachers communicate through the Remind App and are asked to hold daily virtual meetings. The curriculum used is the same for home learning as it is in school. Each curricular area has an electronic component that is used for instruction: Mystery Science, Ready Reading & Math, ebooks, BrainPop.com, HMHCO.com, iXL
Grading	Work is submitted through Google Classroom and counted as classwork or homework. No tests are given that get weighted as tests, only check-ins such as Exit Tickets.
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. Also, students are asked to sign-in to each teacher's Google Classroom each day. About 3 hours of direct teaching tome of work is assigned each day if parents choose to complete all the suggested activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction for students at their own academic level. Teachers, instructional aides, support staff and administrators will provide help and support to both parents and students by phone calls, texts, emails and letters.

Grade Band	5 th Grade
Learning Platforms	Weekly plans posted to each teachers' Google Classroom. Teachers communicate through the Remind App and are asked to hold daily virtual meetings. The curriculum used is the same for home learning as it is in school. Each curricular area has an electronic component that is used for instruction: Mystery Science, Ready Reading & Math, ebooks, BrainPop.com, HMHCO.com, iXL
Grading	Work is submitted through Google Classroom and counted as classwork or homework. No tests are given that get weighted as tests, only check-ins such as Exit Tickets.
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. Also, students are asked to sign-in to each teacher's Google Classroom each day. About 3 hours of direct teaching tome of work is assigned each day if parents choose to complete all the suggested activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction for students at their own academic level. Teachers, instructional aides, support staff and administrators will provide help and support to both parents and students by phone calls, texts, emails and letters.

Grade Band	6 th , 7 th , and 8 th Grade
Learning Platforms	Weekly plans posted to each teachers' Google Classroom. Teachers communicate through text, email, Google Classroom feed, and are asked to hold daily virtual meetings. The curriculum used is the same for home learning as it is in school. Curriculum has electronic components as well as new programs were introduced for home learning: iXL, Khan Academy, paper novels and books on youtube, HMHCO.com, Amplify
Grading	Work is submitted through Google Classroom and counted as classwork or homework. No tests are given that get weighted as tests, only check-ins such as Exit Tickets. Some exceptions are in programs such as iXL and Khan Academy where children take a topic quiz at the end of each unit
Attendance	A student is present if at least 80% of their work is completed and submitted for that week in each subject area. Also, students are asked to sign-in to each teacher's Google Classroom each day. About 4 hours of direct teaching time of work is assigned each day if parents choose to complete all of the suggested activities.
Differentiation	Students are offered tutors, additional teacher-led instruction, workbooks, or paper packets if they are requested or determined to be the better mode of learning for that student. Many electronic programs provide instruction for students at their own academic level. Teachers, instructional aides, support staff and administrators will provide help and support to both parents and students by phone calls, texts, emails and letters.

Student Remote Learning Schedules/ Virtual School Day 8:15-2:30

Elementary Schedule	
Teacher-Led Instruction Time 4 hours 35 minutes	
Whole Group Language Arts	40 mins.
Guided Reading	60 mins.
Writing	30 mins.
Lunch/Recess	40 mins.
Whole Group Math	25 mins.
Guided Math Groups	50 mins.
Remote Support/WIN (What I Need)	30 mins.
Specials	40 mins.

Middle School Schedule	
Teacher-Led Instruction Time 5 hours 20 minutes	
Math	80 mins.
English Language Arts	80 mins.
STEM	40 mins.
Science	40 mins.
Social Studies	40 mins.
Specials	40 mins.
Lunch/Recess	40 mins.

NOTE: Although a time is listed for each content area or period, teacher lessons times will vary by grade-level. Teacher-led lessons will be followed by group activities, partner work and independent practice.

- **Attendance**

Middle School Attendance Chart	
Attendance	Result
Tardy for 1,2, 3, or 4 classes per day	Tardy
Tardy for all 5 classes per day	Half-Day
Absent from 1 class	Early Dismissal
Absent from 2 classes	Half-Day
Absent from 3,4, or 5 classes	Absent

- **Support for Students Who Do Not Attend**

- Plans to support students who are not engaged in home learning include assigning instructional aides to be one-on-one tutors through Zoom meetings, creating individual work contracts, emails/texts/calls from teachers, supplemental staff and administrators to students and to their parents, letters to parents explaining consequences for non-compliance
- Plans for students who refuse to participate in home learning while the school is closed will be mandated to attend a Virtual Summer School program in order to complete the work that was given during the school closure period.

- **Special Education Students**

- Teachers provide modified assignments to students who would otherwise receive specific accommodations.
- Case managers communicate with teachers and parents to assure modifications are being implemented according to each student's needs.
- Students with Individualized Education Plans (IEP) and other related services will be provided with resources to support their development.
- Case managers will reach out to all parents, including those of students in out-of-district placements through email and phone calls. The needs of parents who require language translation will be met through the Google-Translate app, or through the assistance of a staff member who is able to translate.
- Therapists and counselors contact parents through email and phone to assist them in completing activities with the students. Counselors, therapists and aides make themselves available through video-conferencing to assist in completing work.
- Speech therapy, occupational therapy and counseling are provided remotely through individually prescribed at-home activities included in the children's take-home packets. Additional activities are distributed to the students bi-weekly.
- All students receiving related services will be assessed upon the return to school to determine the need for compensatory services. Frequency and duration will be considered per individual student need.
- Physical Therapy is not being offered remotely at this time. Students will be assessed for compensatory services once school resumes or that service is deemed safe for the student.
- Case managers will be in contact with administrators of out-of- district schools to assure students in their placements are receiving appropriate home instruction during the school shutdown.

- Digital platforms are used for mandated meetings for students with IEPs. Annual review meetings would be scheduled through video-conferencing. Initial and re-evaluations, when testing is warranted, will be completed as quickly as possible once we return to school.
 - If the out-of-district school returns to in-person learning prior to the date of the homeschool district, the district will determine on a case-by-case basis if the student will attend. Factors such as the safety of the student, as compared to the in-district students, as well as availability of transportation will be considered.
 - The CST secretary will communicate with transportation vendors of school closings and reinstatement of transportation services once schools resume.
- **Food**
 - USDA compliant breakfast and lunch foods will be made available to all students. A day and time will be mutually decided upon by the CSA and the Cafeteria staff. The CSA will obtain staff to hand-out food and materials to our families.
 - The process will be a Grab and Go on East Ave. near the side doors for the school cafeteria. Employees will take bags of food from the cafeteria to the sidewalk where tables are set-up. Staff place the food bags on the table and step away from the table. A family member from the car gets out of their vehicle to retrieve the food from the table. A staff member from the food service company records that the student received the meals for the week in our POS system.
 - Announcements for food pick-up will be made through: LTSD website and the LTEN Facebook page, Blackboard voice calls, emails and texts to families and staff, and signage on the LTSD doors.

STEP FOUR: Recovery

In the event of school closures related to COVID-19, LTSD will communicate when our staff and the Cumberland County Department of Health officials have conferred and determined that it is safe to return to school as well as what steps and precautions will need to be followed at that time.

- As school is reopened, a process for cleaning and disinfecting equipment (i.e. laptops, cell phones, etc.) and materials brought home during closure will also be implemented.
- Communication platforms that will be utilized to share information about the reopening of the building and the reentry process will include the district website and social media platforms, voicemail recordings, emails, phone calls, and text messages to staff and families.
- The LTSD will make every effort to return to "business as usual" following any necessary closures.

Concurrently, the district will rely on the School Psychologist, Socials Worker, and School Guidance Counselor to evaluate the need for additional support and resources for our students, families, and staff, and will provide these supports to the extent possible.