



Oceanport Public School District
School Reopening Plan
2020 - 2021 School Year

Board of Education Approval Date: July 30, 2020

County Review Date(s): Received with Comments/Recommendations on 8/11 and 9/4/2020

Resubmitted to NJDOE: August 17, 2020 and September 7, 2020

Oceanport Board of Education:

- Mr. Bryan Russell, President
- Mr. John Fleming, Vice President
- Deirdre Bova
- Andrea Fitzpatrick
- Lisa Harvey
- Maura Kelly
- Mark Patterson
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Oceanport Public School District Administration:

- Mrs. Anne R. Facendo, Interim Superintendent
- Ms. Valery Petrone, Interim School Business Administrator / Board Secretary
- Mr. Matthew Howell, Principal, Maple Place Middle School
- Mr. Mark Maglione, Principal, Wolf Hill Elementary School
- Mrs. Lauren Malaney, Supervisor, Special Services
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- Mr. Steve Larsen, Technology Coordinator
- Mr. Spiro Katechis, Environmental Services
- Mrs. Rosalie Cuoco, Administrative Assistant to the Superintendent
- Mrs. Marge Briscione, Administrative Assistant to the School Business Administrator

Oceanport Reopening Committee:

- Dr. Richard Mojares, School Physician
- Mr. Buzz Baldanza, Director OEM
- Mrs. Anne Facendo, Interim Superintendent
- Mrs. Val Petrone, SBA
- Mr. Matthew Howell, Principal – MPS
- Mr. Mark Maglione, Principal – WHS
- Mrs. Lauren Malaney, Supervisor, Special Services
- Mrs. Gerri Martinez, Supervisor, Curriculum and Instruction
- Mr. Steve Larsen, Technology Coordinator
- Mrs. Jean Molzon, RN
- Mrs. Meghan Stoia, RN
- Mr. John Fleming, Vice President, OP BOE / Parent
- Mrs. Deirdre Bova, BOE Policy Chair / Parent
- Mrs. Danielle Wolfe, PTO President 2019-2020 / Parent
- Mrs. Suzanne Fichter, PTO President 2020-2021 / Parent
- Mrs. Elisa Schneider, Parent
- Mrs. Christine Nagy, Parent
- Mrs. Alyssa Stutz, Parent
- Mrs. Heather Schwarz, Parent
- Mrs. Jackie Richter, President - Oceanport Education Association/ Teacher
- Mrs. Michele Lomazzo, Vice President - Oceanport Education Association/ Teacher
- Mrs. Debbie Blair / Teacher
- Mr. John Vaccarelli / Teacher
- Mrs. Erica DeMedici Spenard / Teacher
- Mrs. Julia McDonnell / Teacher
- Mrs. Beth Mistretta / Teacher
- Dr. Donna McCartin, School Psychologist / CST
- Mrs. Donna Spader, Learning Disabilities Teacher Consultant / CST
- Mrs. Stacey Liu, School Social Worker / CST
- Mr. Steve Tagerty, Security Officer MPS
- Mr. Frank Van Brunt, Security Officer WHS
- Mrs. Rosalie Cuoco, Administrative Assistant to the Superintendent
- Mrs. Patricia Tomaino, Secretary to the Principal / MPS
- Mr. Spiro Katechis, Head Custodian

Oceanport Building-Based Pandemic Response Teams:

At Wolf Hill School:

- Mr. Mark Maglione, Principal – WHS
- Mrs. Valery Petrone, School Business Administrator
- Mrs. Meghan Stoia, RN
- In Consult with: Dr. Richard Mojares, School Physician
- In Consult with: Mr. Buzz Baldanza, Director Oceanport Emergency Management
- Mr. John Fleming, Vice President, OP BOE / Parent
- Mrs. Deirdre Bova, BOE Policy Chair / Parent
- Mrs. Danielle Wolfe, PTO President 2019-2020 / Parent
- Mrs. Suzanne Fichter, PTO President 2020-2021 / Parent
- Mr. Frank Van Brunt, Security Officer WHS
- Mrs. Michele Lomazzo, Vice President - Oceanport Education Association/
Teacher
- Mrs. Rosalie Cuoco, Administrative Assistant to the Superintendent /WHS
Principal;
- Mr. Spiro Katechis, Head Custodian

At Maple Place School:

- Mr. Matthew Howell, Principal – MPS
- Mrs. Valery Petrone, School Business Administrator
- Mrs. Jean Molzon, RN
- In Consult with: Dr. Richard Mojares, School Physician
- In Consult with: Mr. Buzz Baldanza, Director Oceanport Emergency Management
- Mr. John Fleming, Vice President, OP BOE / Parent
- Mrs. Deirdre Bova, BOE Policy Chair / Parent
- Mrs. Danielle Wolfe, PTO President 2019-2020 / Parent
- Mrs. Suzanne Fichter, PTO President 2020-2021 / Parent
- Mr. Steve Tagerty, Security Officer MPS
- Mrs. Jackie Richter, President - Oceanport Education Association/ Teacher
- Mrs. Patricia Tomaino, Secretary to the Principal / MPS
- Mr. Spiro Katechis, Head Custodian

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Section 1: Source of Guidance and District Goals

Sources of Guidance

- The Oceanport Public School District has partnered with all key stakeholders to advise our reopening plans, developing a Pandemic Response Team / Reopening Committee (Refer to Page 2 for a complete listing on this 35-Member Committee.)
- Multiple Parent Surveys
- Teacher Surveys
- CDC Guidance for Schools
 - [CDC](#)
 - [CDC School Openings](#)
 - American Academy of Pediatrics Guidance for Schools
 - [American Academy of Pediatrics](#)
- [NJDOE The Road Back](#)
- [NJDOE: Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021](#)

District Goals

1. To provide the safest environment possible for students and staff through use of “best practices” sited in both CDC and American Academy of Pediatrics guidance documents, supported by NJDOE guidance documents, in conjunction with direct additional recommendations by Board-Approved District Physician, Dr. Richard Mojares.
2. To provide students with high quality instruction to the greatest degree practicable under current CDC guidelines for COVID-19 in both in-person and virtual instructional settings.
3. To provide a learning plan that blends in-person instruction on site in district (when practicable) with full virtual learning (as mandated). The Plan can quickly pivot between in-person and full Virtual-Instruction should COVID-19 spread require additional school closures during the 2020-2021 school year.
4. To provide a stage-by-stage safety approach to reentering school and to integrate this staged approach into Return to School planning so that students and staff regain a sense of normalcy while also taking current health, safety and staffing data into consideration in order to best inform movement from one safety phase to another. To employ CDC guidance and principles in managing this approach:

CDC Document can be referenced here:

https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12Schools.pdf

5. To provide related services, wrap-around services, and ample opportunities for Social Emotional Learning (SEL) and mental-health services for students and staff.
6. To conduct feasibility studies with regard to offering School Age Child Care (SACC) in conjunction with District Physician, Oceanport Emergency Management, SACC and Custodial Staff, Parents, and area Child Care Vendors. At this writing, studies are still underway. The Oceanport School Reopening Plan will be revised and / or amended as these studies are concluded.



Section 2: School Operations

School Operations: General Health and Safety Guidelines for Students and Staff

In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Oceanport School District will follow recommended CDC protocols to help ensure that all students will have safe and healthy on-site learning environments upon school-reopening. CDC Protocols include parent self-disclosure forms for students will be email blasted to families daily through Realtime Platform and are also available here:

<https://www.oceanportschools.org/dailyscreening>

Following CDC protocols and guidelines, Oceanport Custodial Staff daily disinfect our school buildings with EPA-registered disinfectants that are approved for emerging enveloped viral pathogens, antimicrobial disinfectants, and for use against Novel Coronavirus (COVID-19).

Disinfectants Include:

- **Bioesque Botanical Disinfect Solution:** Dispensed via PROTEXUS electrostatic spraying system static electric sprayer.
- **Level 7 Hydrogen Peroxide:** Dispensed via a “no-touch” dispensing system.

Student & Staff Protocols are as follows:

The Oceanport District will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) in the following locations:

- In each classroom (for staff and older children who can safely use hand sanitizers). Children ages 5 and younger will be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, the district will prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- At entrances and exits of school buildings.
- Near all common areas and toilets.
- Students, under the direction of staff, will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
- All members of the school community will use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

School Operations: Instructional Settings

Face Coverings Requirements:

The Oceanport School District will make modifications to both instructional and non-instructional settings to allow for social distancing to the maximum extent practicable. **In addition, face coverings (masks) will be required by all students and staff, unless IEPs or Preexisting Medical Conditions require an amendment to this practice.** Medical documentation is required for this accommodation. The school physician will review each doctor’s note before accommodations are granted. When a mask cannot be worn, individual shields will be required. All visitors are required to wear face coverings while on school grounds. The district will minimize use of shared spaces, shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand-sanitizing stations, and ensure students wash hands frequently.

Oceanport School District is has developed a plan to reenter school according to health and safety regulations, as follows:

STAGE 1 <i>VIRTUAL LEARNING ONLY; NO IN-PERSON LEARNING</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students

STAGE 2 <i>ROTATION OF IN-PERSON AND VIRTUAL LEARNING IN TWO GROUPS (50% OF STUDENTS PER GROUP); VIRTUAL LEARNING IN THE AFTERNOON FOR ALL STUDENTS</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	COHORT A In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	Virtual Instruction for all students	COHORT B In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	COHORT B In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)
COHORT B Virtual Learning	COHORT B Virtual Learning		COHORT A Virtual Learning	COHORT A Virtual Learning
Early dismissal	Early dismissal		Early dismissal	Early dismissal
No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports		No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports
PM Virtual Learning for <u>ALL</u> cohorts	PM Virtual Learning for <u>ALL</u> cohorts		PM Virtual Learning for <u>ALL</u> cohorts	PM Virtual Learning for <u>ALL</u> cohorts
<i>Special Services Department Members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.</i>				

STAGE 3 <i>IN-PERSON LEARNING (100% OF STUDENTS); VIRTUAL LEARNING IN THE AFTERNOON</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	Virtual Learning Across Cohorts Wrap-around Services, Related Services, etc. as needed	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students
Early dismissal	Early dismissal		Early dismissal	Early dismissal
No lunch/ No recess/No	No lunch/ No recess/No		No lunch/ No recess/No	No lunch/ No recess/No

Before or After School Clubs/Sports	Before or After School Clubs/Sports		Before or After School Clubs/Sports	Before or After School Clubs/Sports
PM Learning Opportunities for <u>ALL</u> cohorts	PM Learning Opportunities for <u>ALL</u> cohorts		PM Learning Opportunities for <u>ALL</u> cohorts	PM Learning Opportunities for <u>ALL</u> cohorts
PM Virtual Learning for <u>ALL</u> students	PM Virtual Learning for <u>ALL</u> students		PM Virtual Learning for <u>ALL</u> students	PM Virtual Learning for <u>ALL</u> students
<i>Special Services Department Members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.</i>				

STAGE 4 5 DAYS OF IN-PERSON LEARNING				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-person Learning for all students	In-person Learning for all students	In-person Learning for all students	In-person Learning for all students	In-person Learning for all students
Full Day of School	Full Day of School	Full Day of School	Full Day of School	Full Day of School

On September 8, 2020, Oceanport Public School District will reopen using the proposed “Stage 2 Model”. (Refer to Stage 2 Guidelines for Social Distancing on Page 10).

Social Distancing Requirements for Classrooms:

In classrooms, floor markings and signage will require 6 feet of space between and among students. This formula of Net Square Footage (NSF) was provided to all school districts by the NJDOE per occupant based on a six foot radius of space around occupants is provided as a guide. 6.0-foot radius = 113 NSF (Source: NJDOE The Road Back: Restart and Recovery Plan for Education)

All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable.

Co-Mingling of Students and materials will not be permitted until Stage 4 to the greatest extent practicable (full return to school.)

In Stages 2 and 3:

- Common areas such as playgrounds, gymnasiums, school media centers, art-rooms etc. will be used in alignment with CDC guidelines to avoid germ-spread engendered by “co-mingling” among the wider student population when permissible.

- Lunchrooms will be used in alignment with CDC guidelines to avoid germ-spread engendered by “co-mingling” among the wider student population when permissible.
- Daily “Grab and Go” lunch will be provided for students who qualify for Free and Reduced lunch services as well as to paying students.
- For Early Childhood programs: Children will remain six feet apart to the greatest degree practicable during rest time, while eating, and while engaged in other activities.

Health and Safety Considerations for Classrooms

As stated previously:

- **Face coverings (masks) will be required by all students and staff, unless IEPs or Preexisting Medical Conditions require an amendment to this practice.** Doctor’s notes are required for this accommodation. All visitors are required to wear face coverings while on school grounds.
- Hand sanitizing stations will be located both inside and outside classrooms.
 - All members of the school community will use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.
 - In each classroom (for staff and older children who can safely use hand sanitizer). For classrooms that have existing handwashing stations, the district will prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
 - Children ages 5 and younger will be supervised when using hand sanitizer.
 - Students, under the direction of staff, will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
 - Teachers will incorporate opportunities for hand washing during their daily schedule especially before eating, using the bathroom, and coughing/sneezing.
- Use of shared objects will be significantly limited and will be cleaned between use. District will utilize personal bins and backpacks to minimize the use of shared objects and/or spaces (cubbies).
- Sanitizing wipes will be available in each classroom to clean shared items between use.
- At such time as the district is able to progress to Stage 3 Reopening practices, marked seating and physical barriers will be used in classroom settings.
- Indoor facilities will have adequate ventilation, including operational heating, and ventilation systems where appropriate. Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

School Operations: Transportation

Transportation – Oceanport District Parent Surveys indicate that a reduced number of total students will opt for bussing during the 2020-2021 school year. Individual families are now being contacted to confirm their intentions with regard to bussing. Social distancing will be employed on all busses to the greatest degree practicable. Masks will be required for all students and drivers while busses are in operation.

Oceanport School District participates in a Shared Services Agreement with Shore Regional High School District in order to meet transportation needs. Shore Regional High School District has purchased electrostatic sprayer-cleaners that are outfitted with **Bioesque Botanical Disinfect Solution**: Dispensed via PROTEXUS electrostatic spraying system static electric sprayer. All busses will be cleaned and disinfected between every bus run to ensure the safety of staff and students.

Oceanport School District will maintain social distancing practices on buses to the maximum extent practicable in conjunction with Shore Regional High School Transportation Department.

School Operations: Health Screenings and Common Areas

Oceanport School District will provide a daily process and location for student and staff health screenings. All students and staff will have daily temperature checks each morning upon arrival prior to school entry. The Oceanport School district has purchased two (2) Fotric 226B - Temperature Screening with A.I. Facial Detection; Packaged with Laptop and Manfrotto Tripod Systems. One system will be located at Maple Place Middle School. One system will be located at Wolf Hill Elementary School. Each Fotric system is capable of measuring ten (10) temperatures at a time.

Staff and Student Entry:

- Physical guides, such as tape on floors, on sidewalks and on walls, will help ensure that staff and students remain at least six feet apart.
- All students and staff are required to use face coverings at all times while in school.
- Hallways will be marked at 6-foot intervals so that temperature scans can take place each day as staff and students process past the infra-red camera provided by the system.
- Nursing staff will monitor temperatures and will provide 1:1 temperature screenings for any student or staff member who may appear to have an elevated temperature as measured by the Fotric System.
- Individuals with a temperature of 100.4 degrees or higher will not be permitted to remain in school per CDC Guidelines.
- Discreet and sensitive isolation rooms will be provided adjoining nurse's offices in both school buildings as per NJDOE Guidelines.

Contact Tracing and Emergency Closures for COVID-19:

The Oceanport School District has adopted the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f. including, but not limited to:

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments to prevent the spread of infectious disease.

All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy/protocols.

The District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the Monmouth Health Department in collaboration with our school nurse and district administration.

The District procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:

- Contact the school nurse and/or principal to report the situation.
- Make the Superintendent aware of the situation.
- District Administration will contact the NJDOE County Office and the Monmouth County Department of Health and consult with them for the next steps to take about informing the school and community.
- The school nurse and the school administrators will assist the Monmouth County Health Department with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance, and other information as needed.
- The district will alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitation of the school facility. The extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected.
- In some events the District may have to engage in an emergency school closure to properly and thoroughly sanitize the facility as determined by the school Superintendent in collaboration with the Monmouth County Health Department. If necessary, the school community will be alerted as determined appropriate by the Monmouth County Health Department.
- Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board's contract tracing policy/protocols.

School Operations: Facilities Cleaning Practices

Facilities Cleaning Practices

The Oceanport School District will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

As per NJDOE guidelines, the Oceanport School District will employ a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and will sanitize bathrooms daily and between use to the greatest extent practicable.

Following CDC protocols and guidelines, Oceanport Custodial Staff are prepared to daily disinfect our school buildings with EPA-registered disinfectants that are approved for emerging enveloped viral pathogens, antimicrobial disinfectants, and for use against Novel Coronavirus (COVID-19).

Disinfectants Include:

- **Bioesque Botanical Disinfectant Solution:** Dispensed via PROTEXUS electrostatic spraying system static electric sprayer.
- **Level 7 Hydrogen Peroxide:** Dispensed via a “no-touch” dispensing system.

In addition to measures described above, the following cleaning / disinfectant schedule will be provided:

- All bathrooms will be disinfected with the electrostatic sprayers a minimum of every two hours, more often if bodily fluids are discovered spilled inside them.
- Classrooms will be disinfected on a rotating schedule of staff and student breaks, as well as at the conclusion of the instructional day. A daily, mid-school day schedule has been developed based upon the times that the rooms are vacant due to preparation periods for teaching staff or other times that the room is unoccupied and available for cleaning.
- If a bodily fluid is spilled within a classroom or common area, all persons will be removed from the area. A general cleanup will take place followed by disinfecting the area.
- At the conclusion of each school day the rooms will be cleaned, sanitized, and then sealed.

Sanitizing Common Areas:

As on-site school resumes, the following common areas will be sanitized every two hours:

- Nurse's Office
- Hallways
- Water Fountains
- Frequently touched areas i.e. stair-rails, door knobs, panic bars
- EXIT doors

The Oceanport Public School District provides on-going training for all Custodial Personnel. Amendments to cleaning protocols will continue to be updated as further guidance is released from the CDC and State and Local Emergency Management Teams.

School Operations: Other School Services

Lunch Service

The CDC recommends that school districts consider closing large communal areas such as cafeterias, playground equipment, and gymnasiums in order to prohibit the “co-mingling” of student cohorts and to prohibit sharing commonly used materials, utensils and equipment. Oceanport School District will adhere to CDC guidelines in this regard.

During reopening Stage 1 and Stage 3, daily boxed lunch for students who qualify for free and reduced lunch, as well as for paying students will be provided in a “grab-and-go” format at the conclusion of each school day. Boxed lunches will be taken home by students to be consumed. (Oceanport will operate on a 4-hour reduced school day schedule in order to better control the reduction of opportunities for co-mingling.)

Staff Members of Culinary Simplified will take a daily boxed lunch order from students by homeroom using a virtual lunch count system. Culinary Simplified staff wearing masks and sanitary gloves will deliver boxed lunches based on this count to all homerooms in time for daily dismissal.

Recess/Physical Education

Per CDC Guidelines, all playground equipment will be closed and off limits in order to avoid co-mingling of student cohorts.

Per NJDOE Guidelines, Oceanport School District will also mark off outdoor areas to ensure separation between student cohorts. Outdoor student breaks will be limited to activities that do not encourage physical contact or use of shared sporting equipment. When outdoor breaks are appropriate (based upon weather conditions) students and staff will be permitted to lower face masks. Face masks must again be worn as building re-entry occurs.

Physical Education and Health will be provided in a manner that meets state mandates and prioritizes student need. Outdoor breaks during these stages will be staggered by student cohorts to avoid co-mingling of students and equipment, or alternatively, will be provided in a virtual format as appropriate.

Commonly shared areas such as student lockers and locker rooms will be closed to prohibit co-mingling of student cohorts and equipment. Oceanport School District students are encouraged to wear backpacks to house personal materials.

Additional Provisions / Extra-Curricular Activities / Facilities Use:

- No Clubs or Sports will be available during reopening in Stages 2 and 3.
- Outdoor “Stretch breaks” for staff and students will be encouraged daily, weather permitting, to provide relief from mandated masking of students and staff.
- Facilities use during the 2020-2021 school year is prohibited to all outside agencies with the exception of Oceanport Borough (excluding Oceanport Recreation Department during Stages 2 and 3 of reopening), Oceanport Police Department and Oceanport Emergency Management, as needed, in order to protect and serve the Oceanport Community at large.



Section 3: Academic, Social, and Behavioral Supports

Academic, Social, and Behavioral Supports:
Unconditional Eligibility for Full Time Remote Learning

- Per *Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021 (NJDOE, July 24, 2020)* All students are eligible for full time remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.
- A student participating in Oceanport’s full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This will include access to standards-based instruction as well as the requisite educational technology and related services.
- Like in-person and hybrid programs, full time remote learning in Oceanport will 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.
- For families/guardians requesting that a service transition from in-person or hybrid delivery to full time remote delivery, the district will clearly define any additional services, procedures, or expectations that will occur during the transition period.
- The Oceanport School District will communicate :
 - summaries of, and opportunities to review, the district’s full time remote learning policy;
 - procedures for submitting full time remote learning requests;
 - scope and expectations of full time remote learning;
 - the transition from full-time remote learning to in-person services and vice-versa; and
- The district’s procedures for ongoing communication with families and for addressing families’ questions or concerns.

Parents wishing to opt for full time remote learning for the 2020-2021 School Year should contact their School Principal directly:

- At Wolf Hill School, Mr. Mark Maglione: mmaglione@oceanportschools.org
- At Maple Place School, Mr. Matthew Howell: mhowell@oceanportschools.org
- For IEP Questions: Mrs. Lauren Malaney, Supervisor of Special Services: lmalaney@oceanportschools.org
- For questions regarding Remote Learning / Curriculum: Mrs. Gerri Martinez, Supervisor of Curriculum and Instruction: gmartinez@oceanportschools.org

Additional Information on Remote Learning Options:

Update from NJDOE as of Thursday, July 30th at 12:00 Noon.

REMOTE LEARNING POLICY

FULL TIME REMOTE LEARNING DURING COVID-19 REOPENING AND RECOVERY

Parent/guardian may submit, and the District shall accommodate, requests for full time remote learning during the COVID-19 reopening and recovery.

Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District's reopening plan.

There is unconditional eligibility for full time remote learning. All students are eligible for full time remote learning. Eligibility is not conditioned upon a parent/guardian demonstrating a risk of illness or other selective criteria.

Scope and expectations of full time remote learning:

Students participating in the Board's full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District programs (e.g. students participating in a hybrid mode). 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.

Full Time remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board's attendance policy, Board's Student Code of Conduct, Board's HIB policy, Board's acceptable use policy, and all other policies governing delivery of services and District expectations of students.

The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to full time remote delivery.

The District will endeavor to provide supports and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District's remote learning option.

**Procedures for parents/guardians to submit a request for full time remote learning:
Requests to begin school year receiving full time remote learning:**

Per the recent Oceanport Parent Survey, the deadline for a parent/guardian to submit a request for full time remote learning to begin at the start of the school year shall be Thursday, July 30th, 2020 at 12:00 Noon.

Missed the Deadline? Please contact your Building Principal:

- Mr. Matthew Howell, Principal, Maple Place Middle School
mhowell@oceanportschools.org
- Mr. Mark Maglione, Principal, Wolf Hill Elementary School:
mmaglione@oceanportschools.org

The District's expected timeline for approving requests will be within 3 business days.

The request shall be in writing and submitted to the Principal of each school as follows, with the following information: Name, Grade, Parent Preferred Contact Information.

Parent/guardian should contact the Building Principal with any questions or concerns.

Upon satisfaction of these minimum procedures, the District shall approve the student's full time remote learning request.

Requests to transition from in-person or hybrid services to full time remote learning during the school year:

Parent/guardian may submit a request for full time remote learning throughout the school year at any time. However, parents must be aware that there will be a transition period of about 3-Business days to complete this adjustment.

The District's expected timeline for approving requests submitted during the school year will be three (3) business days.

- The request shall be in writing and submitted to the Principal of each school as follows, with the following information: Name, Grade, Parent Preferred Contact Information.
- Parent/guardian Building Principal with any questions or concerns.
- Upon satisfaction of these minimum procedures, the District shall approve the student's fulltime remote learning request.

Procedures for parents/guardians to submit a request for transitioning from fulltime remote learning to in-person services:

Parent/guardian may submit a request for fulltime remote learning throughout the school year at any time. However, parents must be aware that there will be a transition period of about 3-Business days to complete this adjustment.

The District's expected timeline for approving requests submitted during the school year will be three (3) business days.

- The request shall be in writing and submitted to the Principal of each school as follows, with the following information: Name, Grade, Parent Preferred Contact Information.
- Parent/guardian Building Principal with any questions or concerns.
- Upon satisfaction of these minimum procedures, the District shall approve the student's fulltime remote learning request.
- Definition of the specific student and academic services will accompany a student's transition from fulltime remote learning to in-person learning to better assist a parent/guardian anticipate their student's learning needs and help educators maintain continuity of services.
- If the District offers Pre-K curriculum, then the District should consult the Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from fulltime remote learning to in-person learning.

Procedures for communicating District policy with parents/guardians: The District will provide clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible.

Reporting: The District will report to the NJDOE data regarding the number of students participating in fulltime remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

HYBRID MODEL WITH REMOTE LEARNING AND FULLTIME REMOTE LEARNING MODEL

The following is applicable to both remote learning in a hybrid model and a fulltime remote learning model.

The nature of group remote learning, whether in a hybrid learning model or a fulltime remote learning model, means that students' names and live video could potentially be seen by anyone in the background of the students who are participating, and that students may see actions in the background of other students. Students' information, such as, but not limited to, classification status, accommodations, related services, academic levels and/or skills may also be inadvertently disclosed to others during group sessions.

- Students must be prepared for virtual learning, i.e. have devices ready and charged if needed, papers/notebook, pencil/pen, etc. at least 10 minutes before the scheduled start time.
- Be on time.
- Video must be turned on.
- If it wouldn't be appropriate in the physical classroom, it isn't appropriate in the virtual setting. This includes attire, language, behavior, topics discussed, by way of examples. See district HIB policy for explanation of virtual/cyber bullying.
- Chats should only be used to ask questions related to the lesson. Any inappropriate language will not be tolerated.
- Always behave as if your camera and mic are on.
- Do not screenshot or record anything during the meeting.
- Do not have side conversations. (The microphone will pick up other noises in the room).
- Some students must use school issued devices for the purposes of virtual/remote learning. If you are in need of a school issued device, please contact your building principal.
- School devices should always be treated with respect and handled in a manner that will allow them to function properly.
- See the District's acceptable use policy for further explanation of technology use.
- Students may not use cellular devices during virtual classes, treating virtual classrooms as if they were sitting in the brick-and-mortar school-building.
- No eating during class. Snack breaks and mask breaks for students will be built into the school schedule for all students, regardless of in-person, virtual hybrid, or fully virtual status.
- The district understands that for younger students, parent help/support may be required for logging on. We ask that once a student is logged in, the space be used as a classroom and parents do not engage in the classroom setting. Please do not respond to student questions or interact with the class. We further ask that you please be cognizant that conversations you have off screen are picked up by the microphone and can be heard by the class.

Please Note: The District takes the confidentiality of its students' educational information and personally identifiable information very seriously. The district also holds the same high regard for the integrity, privacy, educational practice, and professionalism of our faculty and staff.

Academic, Social, and Behavioral Supports:
Social Emotional Learning and School Climate and Culture

Social and Emotional Learning:

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, Oceanport School District has planned support for the social and emotional well-being and learning needs of students and for the social and emotional well-being and professional development needs of staff. All plans acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

The Oceanport School District will provide Social and Emotional Learning (SEL) programming through both in-person and virtual means as school reopens. Examples of this include Spirit Days, Mindfulness Days, and check-ins with guidance counselors, case managers, and/or teachers. Identified activities designed to improve school culture and climate, are as follows:

Student Support

- Suite 360
 - Suite 360 is an online platform in which students can learn and be exposed to various elements of Mental Health and other wellness strategies. Suite 360 is Trauma Informed, addresses culture/climate, and uses Staff Strength.
- Mind Up Curriculum
 - Mind Up is a social and emotional curriculum that is Trauma Informed, addresses school climate and culture, and utilizes the strength of our counseling and teaching staff. The Mind Up program is used to increase prosocial actions, decrease aggressive behaviors, and improve academic achievement especially in math and language arts.
- Morning Meeting
 - Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Morning Meeting is a core component of the Responsive Classroom model which is Trauma Informed, designed to influence school culture and climate, promotes staff and student wellness, and utilizes the strengths of teachers, counselors, and other school personnel.
- Virtual Assemblies
 - Virtual assemblies will be provided as a resource to help students and staff deal with social and emotional wellness as they transition back to school. Assemblies will focus on staff wellness, students wellness, Trauma Informed practices, and the district will utilize staff strengths when organizing these opportunities.

- **Champion Charger**
 - Students are selected based upon core values such as kindness, willingness to help others and respect for others. Teachers are asked to discuss students who meet the criteria during their team planning and one candidate per grade level is selected monthly. Students are honored and celebrated broadly through social media and parental outreach.

- **Wolf Hill Students of the Month**
 - Students are selected based on the five pillars of character. Teachers select two students per month who best exemplify the character trait of the month. They write up a synopsis of their reasoning for selecting the students and submit to the counselor and principal. Students receive recognition, a certificate, and their picture is posted on the bulletin board outside the main office as well as to social media. It is designed to enhance the school climate and culture.

- **Random Act of Kindness Week**
 - Random Act of Kindness Week is celebrated at different times throughout the year to teach the students the importance of kindness and actions that help to spread its influence. Our aim is to promote an environment where kindness and empathy for each other permeates. This impacts Trauma Informed practices and school climate and culture.

- **Health Lessons**
 - Health instruction is a vital part of our curriculum. We aim to tackle the topics identified in the New Jersey Student Learning Standards and provide our students with best practices in dealing with social and emotional, physical, and mental health. Our certified staff utilize their skill set when developing lessons that promote student and staff wellness and positively impact the climate and culture of the building.

- **Virtual Check-Ins with Anti- Bullying Specialists, Anti-Bullying Coordinator**
 - Our ABS and ABC's work extensively to check in with students to provide support and coaching where needed. We pride ourselves on complying with all aspects of the HIB law and creating an inclusive school community. This practice is Trauma Informed, utilizes staff strengths, and promotes a positive and support school culture and climate.

- **Integrated Social Skills Lessons**
 - School Counselors and Child Study Team members push into classrooms and pull small groups to establish and maintain social skills among typically developing peers. These will utilize staff strengths, be Trauma Informed and support culture and climate.

- #SEL Day
 - Working in partnership with key stakeholders and community members, including guidance counselors and teaching staff the district will incorporate days dedicated to the exploration of specific themes associated with social and emotional development. Activities will be designed around cultural responsiveness. These will utilize staff strengths, be Trauma Informed and support culture and climate.
- Parent Resources provided on Mental Health, Tolerance, Equity, and Diversity
 - Oceanport district has provided resources for parents to help support their children with mental health, tolerance, equity and diversity. These resources are linked to the district website and are reviewed regularly by members of our team. Upon review updates that are trauma informed and support culture and climate. The utilization of staff strength enables the district to make timely and effective modifications to the resources.

Staff Support

- Climate Survey to Staff
 - Our district values the input of our staff and educational professionals. We measure our school climate and the culture in each building using staff surveys to gather data and inform practices. This helps to promote school climate and culture and staff wellness.
- Virtual Yoga Clubs for Staff
 - The district utilizes the strength of its staff to provide virtual yoga sessions for our staff members. The sessions are designed to promote staff wellness and impact climate and culture. The sessions aim to help staff find ways to cope with and manage stress.
- Trainings provided for School Safety/Climate Team Members
 - School safety teams will coordinate with the Certified School Safety Specialist to ensure that our schools are safe for students and staff. This will help to promote staff wellness, positively impact climate and culture, and utilize the special skills of our school security staff.
- Grade-Level Meetings with Principals, Supervisors
 - Grade level meetings are essential to keeping lines of communication open and for assessing student and staff needs. Grade level teams will meet with principals and supervisors to discuss current trends in academic, social/emotional, and behavioral data. Together they will work to use the data to inform best practice approaches to filling in gaps that may exist for our students and staff members.
- #SEL Day

- Working in partnership with key stakeholders and community members, including guidance counselors and teaching staff the district will incorporate days dedicated to the exploration of specific themes associated with social and emotional development. Activities will be designed around cultural responsiveness.
- Attendance at Mental Health Symposiums
 - Providing the opportunity for our staff to attend mental health symposiums will help provide them with strategies on how to effectively manage student stress and anxiety levels. These symposiums also provide staff with an outlet to learn about different ways to cope with their own stress and anxiety.
- Data Analysis with Administrative Team
 - Principals and supervisors will meet to discuss current trends in academic, social/emotional, and behavioral data. Together they will work to use the data to inform best practice approaches to filling in gaps that may exist for students and staff members.
- Attendance at Virtual Webinars - SW, CC, USS
 - Staff will have the opportunity to attend virtual webinars and workshops surrounding the following topics: Trauma Informed Instruction, Social/Emotional Wellness, Mental Health, and Self-Care.
- Weekly opportunities for staff to co-plan and collaborate
 - During the scheduling process the district provides regular opportunities for collaboration during the school day. The focus on teamwork supports staff wellness and allows the district to utilize staff strengths for collective wellness. These meetings are also regularly attended by school guidance counselors, social workers, and psychologists as well members of the administrative team. The supportive collaboration creates a positive culture where individual needs are valued and affirmed.

Academic, Social, and Behavioral Supports: Multi-tiered System of Support (MTSS)

Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Universal Screening

All students in grades K-8 will be screened using the i-Ready Diagnostic Assessment and/or Acadience Reading (aka DIBELS Next). These assessments will be administered three times per year, and will assist the district/school in identifying students that may require additional support. In addition, support staff will assess student attendance, tardiness, and patterns of behavior. Students K-4 will also be screened using the Fountas and Pinnell reading scale. Students in Grades 5-8 will be Lexile Screened and screened through use of the myON Platform.

Data Based Decision Making

I&RS Coordinators will meet with Intervention and Referral Services Committees at both schools monthly. Following the universal screening, building-level and grade-level teams will meet to analyze both baseline and intervention data through LinkIT, where appropriate. Students requiring intervention services will be re-evaluated after 6-8 weeks to determine if mastery of the identified skills, both academic and behavioral, have occurred.

Family Engagement

Universal screening results will be shared with parents and guardians. Students that require further intervention through Intervention & Referral Services (I&RS) will be contacted by classroom teachers. Information about a child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child will also be shared with parents.

Academic, Social, and Behavioral Supports: Wraparound Supports

Wraparound services address the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. These include mental health support, family engagement, expanded before-school and after-school learning time, and basic skills programs.

Mental Health Supports

Tier 1 - Prevention Universal Supports for Students and Families

The Oceanport School District will continue to provide Social and Emotional Learning (SEL) programming through both in-person and virtual means. Examples of this include Spirit Days, Mindfulness Days, and check-ins with guidance counselors, case managers, and/or teachers. Below find a list of resources for self-care, self-help, parent supports, and psychoeducational information.

ADDitude

Inside the ADHD Mind (Also helpful for kids without ADD)

Excellent site with a wealth of information with articles, strategies, ideas as well as webinars on how to help with learning at home. Example articles: *“Stick to the Plan! How to Cement a Home Learning Routine”*; *“Manage Remote Learning for Kids of Different Ages”*; *“How Can I Help My Teen Better Manage Screen Time?”*; *“The Morning Survival Guide for ADHD Families”*; and more! Example webinars are: *“To Medicate or Not?”*; *“School Time, Not Screen Time”*

LD OnLine

Superb site with plenty of advice, tips, information, and strategies to help with learning. There’s a toolbar on the left with various tabs such as: *“Getting Started”* - if you need information about a certain disability; *“For Families”* - contains top articles and recommended links; *“Finding Help”* for expert advice and LD resources, and more! You can do a [search](#) about a particular topic such as [“help with writing”](#) and up pops links such as: *“Toolkit for Parents: Tips for Helping with Writing Tasks”* or *“Helping Your Child with Writing.”*

Understood

A *Free* sign up for parents and educators to receive a variety of current information such as COVID-19 updates - *“How to talk about the coronavirus to Kids”*, *“At Home Activities, Schedules, and More...”*, *“How Families are Coping”*, and tons more related to kids and podcasts for children with IEPs and 504 Plans.

Rise and Shine

This site provides tips on many different topics such as dealing with disappointment from events and activities being canceled, sleeping habits, a video guide for children, how to manage your schedule with the extra time at home, and many more.

Social Emotional

Julia Cook is a former School Counselor who has written many fantastic

Learning Books books that teach Social Emotional Learning skills from dealing with grief, anxiety, hygiene habits, and many more.

Help Guide This website describes symptoms, types, and strategies for dealing with many different mental health disorders and other mental health concerns. They have added topics related to Covid-19 anxiety, stress, and worry.

How Teenagers Can Protect Their Mental Health During Covid 19

How to create a calm space at home

Confident Parents Confident Kids:

A site for parents actively supporting kids' social and emotional development

Monmouth County Children & Youth Behavioral Health Reference Guide

Tier 2 - At-Risk Students

More intensive support will be provided to students who are identified as being at-risk for mental health and/or substance abuse via interactions with the school psychologist, school social worker, or school psychiatrist, as appropriate. Care management organizations may be contacted to better support families in need of additional, intensive, outside support. The information below outlines outside organizations and additional resources for parents of at-risk students.

- **Perform Care** is a free service to families who are experiencing children with behavioral, mental health or emotional challenges. There are therapists of many different languages are available to communicate 24 hours a day, seven days a week. 1-877-652-7624; [Telehealth CMR/CMO Flyer](#)
- **2nd Floor Youth Helpline** is a confidential and anonymous helpline for New Jersey's youth and young adults. Counselors are available to help find solutions to the problems that are faced by our youth. 1-888-222-2228
- **Just for Teens: A Personal Plan for Managing Stress**
- **Supporting Kids Mental Health during Covid 19 Pandemic**
- **Covibook- Supporting and Reassuring Children Around the World**

Tier 3 - Students Requiring Mental Health Support

Some students may be identified as needing intensive 1:1 or family:1 mental health and/or substance abuse interventions and support. Students requiring such Tier 3 assistance may work with the School Psychologist and Psychiatrist, Social Worker, and School Counselors to provide the student/family with specific and individualized counseling options. The district will also collaborate with outside mental health agencies such as Performcare, Monmouth Cares, and the Division of Child Protection and Permanency (DCP&P) to enhance intensive support.

Primary Health Care

At the beginning of each school year, the Oceanport School District requires families to complete/update Emergency Forms for all students. Through use of Student Emergency Forms, the district will inquire about each child's health insurance coverage and whether that information can be shared with the NJ FamilyCare Program. With consent, NJ FamilyCare will contact families regarding free or low cost health insurance for uninsured children and families.

For more information about NJ FamilyCare or to apply online visit njfamilycare.org or call 1-800-701-0710.

Family Engagement

The Oceanport School District continues to communicate with families about important events and activities through:

- Survey parents, as needed;
- Involving parents in planning teams;
- Using multiple on-line platforms to disseminate reopening plans;
- District communication via Email Blasts, Social Media Posts, and District Website;
- Partnering with Oceanport Mayor, Council, Emergency Management and Police Department, along with other municipal departments as needed;
- Partnering with local community service organizations such as Oceanport Cares to provide for families experiencing food interruption;
- Via the Oceanport Parent-Teacher Organization (PTO), the Oceanport Special Education Parent Advisory Group (SEPAG)
- Through Virtual Parent Nights addressing a variety of issues and topics of interest to parents, students and community members.

Supplemental Learning Opportunities

With funding received through ESEA Title programs, the Oceanport School District will provide academic support for identified students. Multiple measures will be used to identify students eligible to participate and families will be notified to give consent to these services. If a child is found eligible to receive Title I services, they will receive support in the identified academic area of need. More information regarding Title I services will be available in October after universal screening has been administered to all students grades K-8.

Academic, Social, and Behavioral Supports: Food Service and Distribution

Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

In Oceanport:

If your family's financial status has been altered due to the COVID-19 crisis and you are in need of help, please complete an *Application for Free/Reduced Lunch*.

The application can be found at: <https://www.oceanport.k12.nj.us/Page/142>

- Completed applications can be returned to the Oceanport School District Business Office through regular mail or e-mail, as follows:
- Via Regular Mail:

Ms. Valery Petrone, School Business Administrator
29 Wolf Hill Avenue, Wolf Hill School, Oceanport, NJ 07757

- Via Email: vpetrone@oceanport.k12.nj.us

Qualified applicants will be contacted by the Oceanport School District Business Office staff.

DAILY PICK-UP OF FREE AND REDUCED LUNCH:

As noted previously, the Oceanport Public School District provides a daily lunch service to students who qualify for free and reduced lunch, as well as to paying students.

The CDC recommends that school districts consider closing large communal areas such as cafeterias, playground equipment, and gymnasiums in order to prohibit the "co-mingling" of student cohorts and to prohibit sharing commonly used materials, utensils and equipment. Oceanport School District will adhere to CDC guidelines in this regard during Stages 2 and 3 of stage-by-stage reopening.

Daily boxed lunch for students who qualify for free and reduced lunch, as well as for paying students, will be provided in a "grab-and-go" format at the conclusion of each four-hour school day. Boxed lunches will be taken home by students to be consumed. (As noted previously, during Stages 2 and 3 of Reopening, Oceanport will operate on a 4-hour reduced school day schedule in order to better control the reduction of opportunities for co-mingling.)

Staff Members of Simplified Culinary will take a daily boxed lunch order from students by homeroom using a virtual lunch count system. Simplified Culinary staff wearing masks and sanitary gloves will deliver boxed lunches based on this count to all homerooms in time for daily dismissal.

Boxed Lunches will also be available to all students qualifying for Free and Reduced Lunches on Virtual Learning Days and for qualifying full-virtual students, as follows:

Where: Wolf Hill School - Front Bus Loop

When:

- **Every Monday** - 11:30 a.m. - 12:30 p.m. -
(Provides boxed lunches for Mon. / Tues.)
- **Every Wednesday** - 11:30 a.m. - 12:30 p.m. -
(Provides boxed lunches for Wed. / Thurs. / Fri.)

In the event of a school district closure due to COVID-19, Free and Reduced Lunch will continue to be provided daily, Monday through Friday, from 11:30 a.m. - 12:30 p.m. via the staff of Culinary Simplified, and will be available for pick-up:

Where: Wolf Hill School - Front Bus Loop

When:

- **Every Monday** - 11:30 a.m. - 12:30 p.m. -
(Provides boxed lunches for Mon. / Tues.)
- **Every Wednesday** - 11:30 a.m. - 12:30 p.m. -
(Provides boxed lunches for Wed. / Thurs. / Fri.)



Section 4: School Structure

School Structure: Schedule

Guidance from the New Jersey Department of Education indicates that districts' reopening plans must account for resuming in-person instruction in some capacity. The guidance also indicates that scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up to date guidance from the Centers for Disease Control (CDC) in conjunction with the New Jersey Department of Health (NJDOH).

After careful consideration of multiple models and with extensive feedback from stakeholder groups referenced previously in this document, the district has determined that the following multi-stage plan will best meet the needs of the Oceanport School District's students and staff, while ensuring educational equity for all Oceanport students.

Below is a summary of the four stages in the Oceanport School District reopening plan. In each of the stages the Oceanport Teachers will work their full contractual day.

Stage 1 Virtual Instruction: Students will receive instruction following a modified schedule:

Virtual instruction will consist of a combination of both synchronous and asynchronous learning opportunities. Refer to NJDOE-Approved [Oceanport School District Emergency Closure Plan](#) for more details.

STAGE 1 <i>VIRTUAL LEARNING ONLY; NO IN-PERSON LEARNING</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students	Virtual Instruction for all students

Stage 2 Cohort Model: A modified schedule, where students will receive in-person instruction 2 days of the week and 3 days of virtual instruction the other days. Students will be grouped into cohorts to minimize co-mingling and to maximize student health and safety. In this model, those students reporting to school will follow an early dismissal schedule, as follows:

- Wolf Hill School: 8:35 a.m. - 12:35 p.m.
- Maple Place School: 8:00 a.m. - 12:15 p.m.

STAGE 2 ROTATION OF IN-PERSON AND VIRTUAL LEARNING IN TWO GROUPS (50% OF STUDENTS PER GROUP); VIRTUAL LEARNING IN THE AFTERNOON FOR ALL STUDENTS				
Monday	Tuesday	Wednesday	Thursday	Friday
COHORT A In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	COHORT A In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	Virtual Instruction for all students	COHORT B In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)	COHORT B In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack)
COHORT B Virtual Learning	COHORT B Virtual Learning		COHORT A Virtual Learning	COHORT A Virtual Learning
Early dismissal	Early dismissal		Early dismissal	Early dismissal
No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports		No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports
PM Virtual Learning for <u>ALL</u> cohorts	PM Virtual Learning for <u>ALL</u> cohorts		PM Virtual Learning for <u>ALL</u> cohorts	PM Virtual Learning for <u>ALL</u> cohorts
<i>Special Services Department Members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.</i>				

The cohort working from home will be required to complete assignments during school hours. This cohort will also have opportunities to meet virtually with their teacher(s) in the afternoon. Students working in school, may be required to work in the afternoon to complete special area assignments and/or any independent work required by their classroom teacher. Wraparound services and related services may also occur in the afternoon.

Teachers will operate on a full day schedule daily, per the collective bargaining agreement. The non-student contact time represented by this schedule is to be used for planning and creating equitable virtual learning opportunities, and for arranging and conducting Google Meet Sessions for students, as needed. Teachers will also be available via email and/or phone call to address parental concerns in a safe and remote way during this time-frame.

The additional non-student contact time also allows for deep daily disinfecting of facilities by custodial staff.

Stage 3 Modified All-in Model: A modified schedule, where all students will receive in-person instruction 4 days of the week and 1 day of virtual instruction. In this model, students will follow an early dismissal schedule, as follows:

- Wolf Hill School: 8:35 a.m. - 12:35 p.m.
- Maple Place School: 8:00 a.m. - 12:15 p.m.

Guidance regarding health and safety measures will be evaluated and communicated prior to the implementation of the Modified All-in Stage 3 plan.

STAGE 3 <i>IN-PERSON LEARNING (100% OF STUDENTS); VIRTUAL LEARNING IN THE AFTERNOON</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	Virtual Learning Across Cohorts Wrap-around Services, Related Services, etc. as needed	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students	In-person Learning (Includes PE/Special Areas, Recess/Mask Breaks and Snack) for all students
Early dismissal	Early dismissal		Early dismissal	Early dismissal
No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports		No lunch/ No recess/No Before or After School Clubs/Sports	No lunch/ No recess/No Before or After School Clubs/Sports
PM Learning Opportunities for <u>ALL</u> cohorts	PM Learning Opportunities for <u>ALL</u> cohorts		PM Learning Opportunities for <u>ALL</u> cohorts	PM Learning Opportunities for <u>ALL</u> cohorts
PM Virtual Learning for <u>ALL</u> students	PM Virtual Learning for <u>ALL</u> students		PM Virtual Learning for <u>ALL</u> students	PM Virtual Learning for <u>ALL</u> students
<i>Special Services Department Members will be working with parents individually to provide accommodations and scheduling considerations surrounding student IEPs.</i>				

On the virtual learning day, students will be required to complete work during school hours. Students may be required to work each afternoon to complete subject specific assignments and any independent work required by their teachers to maximize instructional growth. Students may also have opportunities to meet virtually with their teacher(s) if needed. Wraparound services and related services may also occur in the afternoon.

Stage 4 Return to Regular School Structure: Students return to school on a full-day, regular school schedule with all in-person learning.

STAGE 4 <i>5 DAYS OF IN-PERSON LEARNING</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-person Learning for all students	In-person Learning for all students	In-person Learning for all students	In-person Learning for all students	In-person Learning for all students
Full Day of School	Full Day of School	Full Day of School	Full Day of School	Full Day of School

Additional Information - Four (4) Hour Student Day in All Models (In-Person, Hybrid Virtual, and Fully Virtual:

The following tenets apply to ALL students of the Oceanport Public School District for the 2020-2021 School Year:

- All Students will receive a schedule of classes that they will follow daily.
- All students will have direct contact with their teacher(s) on a daily basis.
- The Active Brain is the Learning Brain. All students will have opportunities to engage in learning both synchronously and asynchronously every day.
- There will be morning and afternoon learning sessions to ensure that all students have the opportunity to work closely with their teachers, regardless of being in-person or virtual.
- All cohorts and virtual learners will have the opportunity to come together to learn via Google Meet.
- A variety of on-line learning tools will be used in the service of all students.

Alphabetical breakdown for in-person learning:

To the greatest extent practicable, **cohorts will be divided alphabetically** so that siblings are attending school on the same dates and times, **unless special circumstances exist, such as:** IEP-related issues, G&T, Algebra and Pre-Algebra, social distancing considerations, etc. In such circumstances, siblings may be adjusted for ease of scheduling by parents.

The Alphabetical cohort division for hybrid learning is as follows:

- A- L (Monday / Tuesday)
- M-Z (Thursday / Friday)

All students will exceed the NJDOE Required four-hour instructional day as follows:

Wolf Hill School:

8:35 a.m. – 12:35 p.m. – (AM In-Person Learning)

12:35 p.m. - WHS Walkers Dismissed

12:35 – 12:50 p.m. -WHS Busses Dismissed

12:50p.m. – 1:50 p.m. – Student Travel Time / Student Lunch

1:50 p.m. (PM Virtual Learning - All Students - Begins)

3:40 p.m. (PM Virtual Learning - All Students - Concludes)

Maple Place School:

8:00 a.m. - 12:15 p.m. (In-Person)

12:15 – 1:15 p.m. – Student Travel Time / Student Lunch

1:15 p.m. (PM Virtual Learning - All Students - Begins)

3:15 p.m. (PM Virtual Learning - All Students - Concludes)

CORE INSTRUCTION:

In all models (In-Person, Hybrid Virtual, and Virtual), students will participate in core subject areas, as follows:

Wolf Hill School	Maple Place School
<ul style="list-style-type: none">● 90 Minutes Language Arts Literacy● 60 Minutes Mathematics● 30 Minutes Science/Social Studies (Alternate Marking Periods)● 50 Minutes of Related Arts/PE/SEL/Recess-Mask Breaks	<ul style="list-style-type: none">● 60 Minutes Language Arts Literacy● 60 Minutes Mathematics● 60 Minutes Science/Social Studies (Alternate Days)● 60 Minutes of Related Arts/PE/SEL/Recess-Mask Breaks

- Pursuant to N.J.S.A. 18A:35-8, the District is required to instruct students in health, safety and physical education. The NJ Department of Education has not issued any guidance which otherwise alters this requirement. In its June 2020 guidance, the NJ Department of Education specifically identified Physical Education as a critical area of operation.
- Physical Education and Health will be provided in a manner that meets state mandates and prioritizes student need. All students will participate in health/physical education at least two times per week. Additional opportunities will be provided in a virtual or pre-recorded format, when necessary.
- Please note: Per NJDOE Guidance, social-emotional learning opportunities will be infused throughout the day and will have designated times in each building (minimum 20 minutes).

Expectations for virtual students:

Virtual learners (both Hybrid and Virtual-Only) will be expected to log in during school hours, dressed appropriately for school, seated at a desk or table and prepared with materials required for each course of study. Per district policy, attendance will be taken. School hours for each school are noted above. Students will follow their individual school schedule daily. (Please note: Individual student schedules will be shared prior to the first day of school). Once the in-person day has concluded, students will have additional opportunities to meet with their teacher(s) for whole-class, small-group and 1:1 meetings.

On “Virtual Wednesdays”, ALL students will follow the morning session schedule virtually and will complete additional work in the afternoon.

Expectations for PM Learning - All Students:

Please Note: For ALL Learners, PM Learning is a continuation of the regular school day.

In-Person Cohort: After in-person instruction, students will complete any assignments and/or projects assigned by their teacher(s). These assignments may include independent practice, review of prerequisite skills, and/or learning extensions. Students may also need to complete additional gym/health assignments.

Virtual Cohort (Hybrid-Virtual and Virtual-Only):

Wolf Hill: Students will receive daily instruction in the core subject areas: Language Arts Literacy, Mathematics, Science/Social Studies, and Related Arts. Teachers may schedule to meet virtually with specific students and small groups to provide 1:1 and Small Group Interventions, as needed.

Maple Place: Students will have scheduled times to meet with subject area teachers for core instruction: Language Arts Literacy, Mathematics, Science/Social Studies, and Related Arts. Teachers may schedule to meet virtually with specific students and small groups to provide 1:1 and Small Group Interventions, as needed.

Attendance: Per district policy, attendance will be taken daily for all students.

Grading: Traditional Grading in all subject areas across grade levels has been restored from the Pass/Incomplete system set up during the March, 2020 Emergency Closure. Traditional Grading at both schools will be maintained throughout the 2020-2021 school year.

Daily online and/or in-person attendance is a requirement for all students. Daily attendance will serve as a key factor in determining promotion, retention, and graduation. As per Oceanport Board of Education Policy # 5410: "Only extenuating circumstances should permit the promotion of a pupil who has been in attendance fewer than one hundred sixty days during the school year."

For Students participating in Virtual-Only Instruction:

- In the middle school, grades 5-8, the teachers use a google form to document whether or not a digital presence has been made. The school secretary updates the Student Information System (SIS used in Oceanport is **Realtime**). The school nurse verifies the attendance and emails an attendance report daily.
- In the elementary school, grades PK-4, the teachers submit attendance through the SIS and the school secretary verifies that the attendance has been submitted. The school nurse distributes an attendance report daily.

Students with no, or limited digital presence, receive a "wellness check" from the guidance counselor or school nurse. Students showing patterns of minimal engagement or a pattern of

absences, may receive a phone call from the building principal. **The School Principal reserves the right to enact a “wellness check” by the truancy officer and/or Oceanport Police Department / DCPD.**

School Calendar: The Oceanport School District, in conjunction with requirements of the NJDOE will require 183 student days and 186 staff days in the 2020-2021 School Calendar, available HERE:

<https://www.oceanportschools.org/calendar>

School Structure: Athletics

During Reopening Stages 1-3, Athletics will not be available in the Oceanport Public School District. At Stage 4 of Reopening, school athletics are anticipated to resume.



Section 5: Continuity of Learning

Continuity of Learning: Special Education and Related Services

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities – Districts must continue to meet their obligations to students with disabilities to the greatest extent practicable. In Oceanport, specific strategies and considerations will include:

Special Services for Students with Disabilities

Narrative: As New Jersey Public Schools reopen amidst the Covid-19 nationwide crisis, the Oceanport School District will remain responsible for the **F**ree **A**ppropriate **P**ublic **E**ducation (FAPE) of our students eligible for Special Education Services with an **I**ndividualized **E**ducation **P**rogram (IEP). Should Oceanport School District need to again close at any point due to the COVID 19 Emergency, FAPE/IEP Services will continue to the greatest degree practicable .

Regardless of in-person or remote learning, Oceanport Schools Special Services Staff will continue to communicate with parents and guardians regarding their child's IEP services and the use of **A**lternate **M**ethods of **I**nstruction (AMI). IEP teams will review how the closure has impacted the delivery of Special Education and related services to eligible students and will plan compensatory services accordingly.

Key Considerations for Students with Disabilities:

- Delivery of in-person and remote/virtual instruction will follow Individualized Education Plans (IEPs) for students with disabilities to the greatest extent practicable.
- All in-person instruction will continue to provide modifications/accommodations, as indicated within the student's IEP document.
- When working remotely, the following differentiations and modifications to assignments through Google Classroom are available:
 - Google Classroom allows activities to be modified and assigned to individuals and/or small groups of students based on specific learning needs.
 - Live, 1:1 and group interactions are available to students with IEPs via *Google Meet* with parental permission.
 - Use of pre-recorded, modified lessons through *Flipgrid* and other pre-recording teaching tools, are available, as applicable.
- Each differentiated student assignment includes activities addressing the core subjects: English/Language Arts (ELA), Mathematics, Science (STEAM), Social Studies, as well as 21st Century Learning/Life Skills (career education/ readiness).
 - **ELA:** Multi-leveled lessons will meet student learning requirements, according to the NJSLS (New Jersey Student Learning Standards) as applicable, by grade level.
 - Assistive Technological platforms and materials for ELA will include:
 - The FastForWord Program which is used to support reading decoding and fluency;

- Raz-Kids, which offers interactive leveled e-books and e-quizzes for further differentiation;
 - Other materials as identified by Special Education Teachers;
- **Mathematics:** Differentiated Mathematics lessons will meet student learning requirements, according to the NJSL (New Jersey Student Learning Standards) as applicable, by grade level.
- Assistive Technological platforms and materials for Math will include:
 - SplashLearn;
 - XtraMath;
 - Manipulatives such as number lines, calculators, coins, fraction strips, cubes and color tiles to address number sense, distance and pre-algebraic equations;
- **Social Studies:** Differentiated Social Studies lessons will meet student learning requirements, according to the NJSL (New Jersey Student Learning Standards) as applicable, by grade level.
- Assistive Technological platforms and materials for Social Studies will include:
 - Scholastic News (online);
 - Newsela (online);
 - myON (online);
 - Brainpop (online);
 - Websites such as PBS Kids and National Geographic
- **Science:** Differentiated Science lessons will meet student learning requirements, according to the NJSL (New Jersey Student Learning Standards) as applicable, by grade level.
- Assistive Technological platforms and materials for Science will include:
 - Scholastic News (online);
 - Newsela (online);
 - myON (online);
 - Brainpop (online);
 - Websites such as PBS Kids and National Geographic
 - Science instruction focuses on discovery, such as recording temperature, tracking the movement of the sun during the day, and experiments using common materials found in the home.
- **Health / Physical Education:** Differentiated Health and Physical Education lessons will meet student learning requirements, according to the NJSL (New Jersey Student Learning Standards) as applicable, by grade level.
- **Methods used to Document IEP Implementation including the Tracking of Services, Student Progress as well as the Provision of Accommodations and Modifications:**

- Teachers and related-service providers will continue to track student progress on an individualized basis using a log of these activities.
- Depending on subject matter/service, the log will include skills specifically linked to the student's goals per the student's IEP.
- The tracking of IEP goals/objectives is maintained in accordance with IEP goal/objective performance criteria.
- For those students identified by a teacher or service-provider having not made adequate progress, the IEP team will convene to discuss options for compensatory services (related-services and/or academic needs). Parents/Guardians will be invited to attend these meetings.
- Progress reports are completed at the end of each marking period.

Case Managers and Teachers - Communication and Followup with Parents:

- Case managers and Teachers will communicate with families via email, phone, and live Google Meet sessions routinely. Should a parent request an in-person meeting, the Child Study Team (CST) will work to accommodate such request(s). All necessary safety precautions will be taken.
 - In addition, comprehensive check-ins will occur via email correspondence at least once per week (more, if needed).
 - Parent contact is logged by each case manager and teacher.
- **IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities**
 - Case managers hold virtual IEP meetings via Google Meet with permission granted from the parent/guardian. Should a parent/guardian request an in-person meeting, the CST will work to accommodate such request(s). All necessary safety precautions will be taken.
 - The district will complete any part(s) of the Initial Evaluations and/or Re-evaluations upon the reopening of schools, as determined by the Governor of NJ. Evaluations will take place with all appropriate safety precautions including protective shields, face coverings, six-feet of distance, cleansing of testing manipulatives between testing sessions. Upon entry of the building, a school nurse will be on sight to take temperature(s) of the student and the parent.
- **Related-Services:** (OT, PT, Speech, and Mental Health Counseling) will also be offered in-person and via Google Meet, with parental consent. Goals/Objectives within Individualized Education Plans (IEPs) will be addressed by the IEP Team to identify regression or significant lack of progress in order to design appropriate compensatory services for that individual student.
 - **Social -Emotional Learning and Counseling Services:**

- Teachers and related-service providers will offer emotional support, resources, and activities for families, virtually and in-person. The Child Study Team will operate on a full day schedule per the current collective bargaining agreement and will incorporate evaluations and social/emotional support of students and staff.
- Mental Health Counseling Related-Services are available in-person and via Google Meet, with parental consent. Parents should contact their case managers for more information.

Communication and Followup with Parents - Case Managers and Teachers:

- Case managers and Teachers will communicate with families via email, phone, and live Google Meet sessions routinely.
- In addition, comprehensive check-ins will occur via email correspondence at least once per week (more, if needed).
- Parent contact is logged by each case manager and teacher.

For Further Assistance / Special Services, please contact:

Mrs. Lauren Malaney, Supervisor of Special Services: lmalaney@oceanportschools.org

Mrs. Stacy Liu, School Social Worker: sliu@oceanportschools.org

Dr. Donna McCartin, School Psychologist: dmccartin@oceanportschools.org

Ms. Donna Spader, LDTC: dspader@oceanportschools.org

Special Services for English Language Learners

Narrative: The Oceanport School District works to ensure that English Language Learners (ELLs) and immigrant students are provided equitable educational opportunities to succeed academically in compliance with the **Every Student Succeeds Act (ESSA).**

English Language Learners:

- The district provides ESL to our ELL students based on classroom performance, teacher input, and previous WIDA assessment scores.
- Teachers and support staff design activities that span across multiple teaching modalities (visual, auditory, tactile, kinesthetic).

English Language Learners - Communication and Followup:

- The district communicates with ELL families via phone and email with teachers and support staff.
- The translation of materials and directions occurs through Google Translate and Google Voice, as necessary.

Alternate Methods of Instruction, Differentiation, Access to Technology, and Strategies to Troubleshoot ELL Access Challenges:

- ELLs have access to alternate methods of instruction and differentiation through Google Classroom and Google Meet.
- Assignments are modified to meet the needs of the individual students by appropriately certificated staff. Modifications include:
 - Extension of vocabulary support;
 - Fostering decoding/encoding skills for continued reading support;
 - Optional methods of writing and drawing;
 - Additional visual aides;
 - Live, 1:1 instruction via *Google Meet*
 - Use of pre-recorded, modified lessons through *Flipgrid* and other pre-recording teaching tools, as applicable;
- Assistive Technological platforms and materials for ELL / ESL will include:
 - All ELL students have access to technology through school-issued Chromebooks.
 - Read-Aloud features are accessible through our online textbooks
 - Student e-books are interactive and offer audio components

Continuity of Learning: Technology and Connectivity

Oceanport School District will strive to ensure that every student has access to a device and internet connectivity both at home and at school. The district will prioritize the provision of technology to all students. In the event that a school closure is needed due to a recurrence of COVID-19, the district will ensure that those students who are otherwise without access will achieve rapid resolution in terms of connectivity.

Equitable Access to Technology

Narrative: The Oceanport Public School District conducted online, in-person, and telephone surveys in March and July 2020 to determine technology access needs. The district has earmarked funds through CARES Act to provide both devices and connectivity to those students who need it. The district continues to work with Verizon Wireless to provide low-cost internet access to families in need.

For Further Assistance with Technology: Please Contact Building Principals directly:

At Maple Place Middle School: Mr. Matthew Howell, Principal -
mhowell@oceanportschools.org

At Wolf Hill Elementary School: Mr. Mark Maglione, Principal -
mmaglione@oceanportschools.org

Continuity of Learning: Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, Oceanport District must focus on building staff capacity to deliver highly effective instruction in each of the learning phases as well as address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

Assessment

Within the first month of school, students will be given universal screening(s) to determine student readiness levels and identify students that may require additional support in key academic areas. Additional assessments will be administered throughout the year that will assist the district/school to monitor student progress and growth. The district will use LinkIT, a data warehouse tool, to assist in the progress monitoring process.

Instructional Guidelines for Phases 2 and 3

<u>Wolf Hill School</u>	
Key Components of In-Person Instruction (Actual schedule to be determined)	At-home instruction (assigned through Google Classroom)
<ul style="list-style-type: none"> ● ELA Instruction ● Mathematics Instruction ● Related Arts Instruction ● Science/Social Studies Instruction ● Additional time for attendance and screening procedures <p><i>Breaks can include: snack, stretch, SEL,</i></p>	<p>Activities could include:</p> <ul style="list-style-type: none"> ● New learning through pre-recorded videos ● Pre-teaching or reinforcement through pre-recorded videos ● Review, reinforcement, or independent practice ● Hands-on activities/ "Purposeful Play" (learning through play) ● Project-based learning ● Related arts/Special area assignments ● Enrichment activities ● Related Services will be provided per student IEP to the greatest extent practicable. ● Scheduled Google Meet

<u>Maple Place School</u>	
Key Components of In-Person Instruction (Actual schedule to be determined)	At-home instruction (assigned through Google Classroom)
<ul style="list-style-type: none"> ● ELA Instruction ● Mathematics Instruction ● Science Instruction ● Social Studies Instruction ● Related Arts Instruction ● (2)15 minutes breaks ● Additional time for teacher transitions, attendance, and screening procedures <p><i>Breaks can include: snack, stretch, SEL, handwashing, time with special area teachers</i></p>	<ul style="list-style-type: none"> ● New learning through pre-recorded videos ● Pre-teaching or reinforcement through pre-recorded videos ● Review, reinforcement, or independent practice of core content skills ● Completion of projects for core subject areas ● Related arts activities ● Enrichment activities ● Related services to be provided per student IEPs to the greatest extent practicable. ● Scheduled Google Meet

Curricular Materials

The Oceanport School District uses various curricular programs (i.e. Pearson Envisions2.0, HMH Journeys, HMH Literature, Science Dimensions, and HMH Social Studies) to support the curricula. Many of these programs include digital and/or interactive components that can be used to assist in instruction and assessment. Students can access these programs through Google Classroom and/or the Clever Portal with specific guidance from teachers.

Please Note: Print materials will be distributed to students at the beginning of the school year. Print materials that are needed for both in-person and remote instruction will need to be transported by the students daily. Considerations will be made for younger students.

Google Classroom through G-Suite: All students have Oceanport School District usernames and passwords. Educators will use Google Classroom when appropriate to communicate with students, post assignments, send feedback, and “Meet” with students.

Each school will have a Google Classroom to complete morning announcements, including the pledge of allegiance. Guidance counselors will post social-emotional activities and activities to build community/school spirit (i.e. virtual spirit days).

Supplemental Resources:

Through Google Classroom and/or the Clever Portal, students can utilize online resources with specific guidance from teachers. Many supplemental resources are used to enhance instruction and also allow for student differentiation. Some of these resources include:

- **Flipgrid**: Flipgrid allows teachers to pre-record lessons and to post them to Google classroom. It allows students to view and to *review* lessons, as needed. It also allows students to respond to teacher prompts for both instructional and social emotional activities.
- **i-Ready**: i-Ready is an online program for reading and/or mathematics in Grades K-8 that will help determine the academic needs of each child, personalize their learning, and monitor progress throughout the school year.
- **Suite360**: Suite360 is a digital, character development and social & emotional learning program used by both guidance counselors and physical education/health teachers to support the health curriculum and address topics in an age- and developmentally-appropriate manner.
- **Raz-Kids**: Raz-kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes.
- **BrainPOP**: BrainPOP includes engaging learning games, animated movies, and activities on various topics and subjects. These movies use narrative, humor, and characters who speak in a voice kids can relate to, encouraging self-directed learning and further exploration of the world around them.
- **MyOn**: Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement.
- **Newsela**: Newsela provides an expansive library of engaging, standards-aligned content. It takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.
- **My Access**: is an online writing instruction and assessment program, and teaching tool that helps teachers to improve student writing proficiency
- **Other Resources** include *Splash Learn, Xtra Math, Kahoot!, Edpuzzle, Screencastify, and Quizizz*, to name a few

Gifted & Talented Program

Identification for Gifted & Talented Services will be made during the Fall/Winter of the 2020-2021 school year. Additional information about identification processes will be made available to parents in the Fall.

Continuity of Learning: Professional Learning

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environment 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.

Administration will survey staff and use feedback from the administration and community stakeholders to determine areas in need of support and/or growth. The information gathered will be utilized to plan professional development opportunities that are tailored to address the needs of the staff. Teachers will also have the opportunity to further their own learning through their individualized professional development plans. In addition, all required training through the NJ Department of Education will be addressed.

Areas of focus will include social emotional learning and the identification of student academic needs, and effective instructional strategies to meet the needs of the learner. The district will also provide resources to parents to help them address concerns students may have about returning to school or adapting to the new learning environment.

The district will utilize the following methods of providing Professional Development for Staff:

- District PD Days
- Common-Planning/Grade-Level Meetings
- Department Meetings
- Faculty Meetings
- Vertical Articulation, when possible
- Global Compliance Network
- Shared Resources Document for Teachers
- New Teacher Orientation
- Staff led virtual professional development
- Mentoring
- Virtual Parent Nights

Continuity of Learning: Pivoting to Virtual Learning:

The reopening of schools requires all NJ Districts to provide for flexibility to pivot should health conditions change. In the event that the Oceanport School District must return to a fully remote learning model, the district is in the process of creating an **Updated** COVID-19 School Closure Plan. This updated plan will include modifications of the Spring 2020 closure plan incorporating input from community stakeholders, teachers, and administration.

The current board approved closure plan can be found here: [OCEANPORT PUBLIC SCHOOL DISTRICT Public Health-Related School Closure Plan](#)



Section 6: Policy and Funding

Policy & Funding

Sources of Funding

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readyng facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. Policy and funding considerations include:

- Purchasing – School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.
- Use of Reserve Accounts, Transfers, and Cash Flow – To the greatest extent possible, districts should consider making expenditures from various accounts or over-budgeted line items to meet unanticipated costs and to manage their cash flow.
- School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner’s approval to make a withdrawal from this account. Additionally, districts should be mindful that certain budget actions require the Commissioner’s approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.
- Costs and Contracting – All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. The NJDOE also encourages districts to use cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services. To ease the burden on schools, the NJDOE plans to leverage existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance. Resources that may be available to schools include:
 - **Elementary and Secondary School Emergency Relief Fund** – The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by COVID-19. Under the law, \$310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts through subgrants.
 - **Federal Emergency Management Agency – Public Assistance** – (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is

currently no deadline, the NJDOE encourages districts to apply as soon as possible.

- **State School Aid** – In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27, 2020, but the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. While districts should use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, 2020 and the FY21 State budget, which must be adopted by September 30, 2020. The NJDOE will provide more detailed accounting guidance after the appropriations act is adopted.

Next Page, Please...

District Contact Information:

Oceanport Public School District Administration:

Mrs. Anne R. Facendo, Interim Superintendent Anne Facendo:
afacendo@oceanportschools.org

Ms. Valery Petrone, Interim School Business Administrator / Board Secretary
vpetrone@oceanportschools.org

Mr. Matthew Howell, Principal, Maple Place Middle School mhowell@oceanportschools.org

Mr. Mark Maglione, Principal, Wolf Hill Elementary School: mmaglione@oceanportschools.org

Mrs. Lauren Malaney, Supervisor, Special Services lmalaney@oceanportschools.org

Mrs. Gerri Martinez, Supervisor, Curriculum, Instruction, Student Data, State Reporting, Public Relations: gmartinez@oceanportschools.org

Child Study Team:

Dr. Donna McCartin dmccartin@oceanportschools.org

Ms. Donna Spader dspader@oceanportschools.org

Mrs. Stacy Liu sliu@oceanportschools.org

School Guidance Counselors:

Mrs. Megan Bonett (Maple Place) mbonett@oceanportschools.org

Ms. Amanda Gilsey (Wolf Hill) agilsey@oceanportschools.org

School Nurses:

At Maple Place: Ms. Jean Molzon jmolzon@oceanportschools.org

At Wolf Hill: Ms. Meghan Stoia mstoia@oceanportschools.org

Demographic Information:

Oceanport School District is a highly rated, public school district located in Oceanport, NJ.

Current District enrollment totals 611 students in grades PK, K-8 (including out-of-district placements) with a student-teacher ratio of 10 to 1.

According to state test scores, 68% of students are at least proficient in math and 80% in reading.

Other Demographic Information:

- Student counts for state funded preschool: 0
- Homeless: 0
- Migrant LSE: 0
- Students with Disabilities: 89;
- Speech-Only IEPs: 34
- English Language Learners (ELLs): 3

A Final Thought:

“If you fell down yesterday, stand up today.”

— H.G. Wells

WE ARE OP