



Exhibit B

Atlantic City Public Schools

Return to Learn Plan 2020-2021

ATLANTIC CITY
NEW JERSEY

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Dear Atlantic City Public Schools Family,

As we begin the process of reopening schools, our students and staff have been first and foremost in our thinking and planning. The community's safety, health, and welfare are paramount to a successful reopening.

To accommodate health and safety measures, as well as staffing and capacity constraints, we are planning for a cohort-based approach whereby students rotate between in-person and remote learning.

We have designated these cohorts A and B. Students assigned to Cohort A will attend in-person instruction on Mondays and Wednesdays. Students assigned to Cohort B will attend in-person instruction on Tuesdays and Thursdays.

Remote instruction will occur on non-in-person days.

We have placed the Return to Learn Plan on our district website, Facebook, Twitter, and Instagram pages to help you better understand the health and safety measures that will be implemented this school year.

We value your input, and the results of the parent survey aided us in our planning for the reopening of schools.

Please continue to check the District's Website, Facebook, Twitter, and Instagram pages for reopening updates.

As always, please continue to observe all recommended health measures to ensure you and your family remain healthy and safe during this COVID-19 pandemic.

Barry S. Caldwell

Barry S. Caldwell

Superintendent of School

Return to Learn at a Glance

September is always an exciting time of year as students return to school. This year the excitement promises to be the same! The following is a quick-start guide to what you need to know as you prepare your children to ***Return to Learn***.

What do you need to know?

Options for Instruction

Families can choose the delivery of instruction they prefer.

Scheduling

Hybrid or Full Remote

Hybrid: Students attend school on alternating days

Full remote: Students stay at home and receive instruction remotely

GROUP A Student Schedule	GROUP B Student Schedule
IN-PERSON	REMOTE
REMOTE	IN-PERSON
IN-PERSON	REMOTE
REMOTE	IN-PERSON
REMOTE	REMOTE

Uniform Guidelines

[ACPS Uniform Waiver](#)



Calendar

[2020-2021 Year At a Glance](#)



Masks

All staff and students are required to wear face coverings while on school buses and in school buildings.



Meals

Atlantic City Public Schools will continue to distribute food to all students.

Hybrid Model

- Students who are learning in-person, will receive breakfast and lunch at school.
- Students who are learning remotely will receive breakfast and lunch in advance for the remote learning day. (Meals will be distributed the week before to all students who will not be at school on Monday).



Full Remote Model

- Students will be able to pick up breakfast and lunch from their designated school during specific times allotted.

Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

The protocols below reflect weeks of intensive conversations with education professionals, including teachers, principals and assistant superintendents. These have occurred in collaboration with public health experts from the New Jersey Department of Public Health (NJDPH) and infectious disease physicians and pediatricians. Our process also included a thorough review of guidelines from the Centers for Disease Control and Prevention (CDC) and the New Jersey Department of Education, as well as, available medical and epidemiological literature on COVID-19 related to children and school settings.

The guidance in this section is based on current conditions and the best information we have as of mid-July. It will be updated as we receive new information.

General Health and Safety Guidelines

Atlantic City Public Schools will follow CDC guidelines and recommended actions for reopening. Atlantic City Public Schools will:

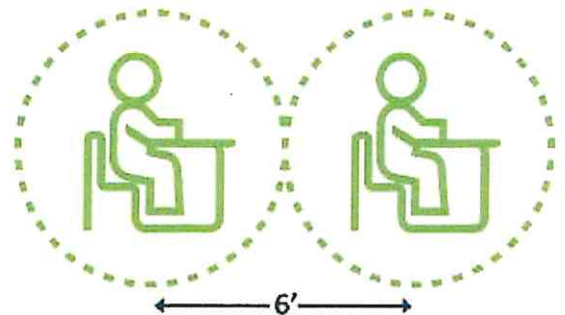
- establish policies and/or procedures for infectious disease outbreaks.
- establish and maintain communication with local and state health departments.
- protect students and staff at high risk for severe illness.
- promote behaviors that reduce the spread of COVID-19
 - wearing face coverings
 - social distancing
 - stay home when not feeling well
 - hand hygiene
 - signage
 - isolation area for symptomatic individuals
- provide reasonable accommodations for students and staff that are higher risk for contracting COVID-19.
- develop Standard Operating Procedures, with district nurses, county health officials and CDC guidelines, for addressing screenings, symptomatic individuals and return to school requirements after signs of symptoms.
- keep staff and families informed of COVID-19 updates.
- share any information, requested by the County Department of Health, to assist in contact tracing.



Classrooms, Testing, and Therapy Rooms

Atlantic City Public Schools will:

- require 6 feet of social distancing to the maximum extent practicable in **all** locations (includes student seating).
- provide protective measures such as physical barriers, sitting on one side of the table spaced apart and/or desks facing one direction where 6 feet distancing is not feasible.
- require face coverings for staff and students while on school property and buses.
- require face covering for visitors and staff unless it inhibits health (tele-conference may be required).
- limit use of shared objects and require cleaning between use.
- ensure adequate ventilation systems (fresh air component, open windows where no A/C is available, maintain filters).
- provide hand sanitizing stations (**60% alcohol**) in each classroom, all entrances/exits, near lunchroom, near toilets, near handwashing stations (children under 5 must be supervised).
- promote and ensure 20 second hand washing before eating, after bathroom use, after blowing nose/sneezing, coughing.



Additionally, to the greatest extent practicable, Atlantic City Public Schools will:

- avoid supply sharing, limit supply use to one group and clean between use.
- keep child's belongings labeled and separated from others.
- increase circulation of outdoor air as much as possible unless it poses a health or safety risk to children.
- utilize larger rooms such as cafeterias, gyms and auditoriums to allow for social distancing.
- turn desks to face the same direction.
- keep classes together in cohorts.
- allow minimal mixing between groups.
- allow outdoor classrooms when appropriate.
- add time to recess and lunch periods to ensure students have time to wash their hands.
- embed the practice of handwashing throughout the day.

For Early Childhood Programs, Atlantic City Public Schools will:

- position children 6 feet apart while napping, eating and doing other activities.
- avoid close group learning activities.
- designate hand washing times to include: upon entry, before and after snacks and lunch, after using the toilet, after sneezing, wiping and blowing noses, when coming in from outdoor play.

For the Medically Fragile, Atlantic City Public Schools will:

- provide additional cleaning staff as needed.

- consider the need for heightened monitoring and assistance with handwashing.

Transportation

Atlantic City School Public Schools transportation is currently outsourced for all of our students. All high school students who are not dropped off or who do not drive are transported by the bus. Most elementary school students walk; however, there are a number of elementary students who are transported by bus to other elementary schools in the district. In addition, there are other students who attend out of district schools who are transported by bus as well.



The transportation companies contracted with the Atlantic City Public Schools are:

- Safety Bus
- Atlantic County Special Services
- Claybrooks Transportation

Atlantic City Public Schools will implement Group A and B students, with each group going to school on different days. This will cut the population on the buses by half in most cases. It will be our endeavor to follow the CDC recommendations of having one student per row, skipping a row between each child for the transportation companies that do not have barriers on their buses. The transportation companies that do have barriers on their buses, will seat one student per row. A face covering will be worn by all students.

Atlantic City Public Schools will identify students who are unable to wear a face covering. If students are unable to wear a face covering, appropriate accommodations will be addressed according to the students' individual needs in accordance with all applicable laws and regulations.

Atlantic City Public Schools will increase parents' awareness of the ability to waive transportation for the school year.

All buses will be cleaned and disinfected at least on a daily basis as per CDC cleaning guidelines. All drivers will be required to practice safety actions, as well as, wear masks at all times.

When students board the bus, they will be directed to fill the back rows first and then progress forward. When exiting the bus, the students will exit in the opposite order. Assignment of seats will be implemented at all times possible.

All windows will be opened at all times as the weather permits.



Student Flow, Entry, Exit and Common Areas

Atlantic City Public Schools will implement risk reduction strategies in the area of school building operation to control student flow, student entry and exit from the school buildings, and common areas.

Atlantic City Public Schools will:

- establish predetermined drop off points for school buses and personal car drop off locations.
- establish separate entrances and exits for cohorts of students during arrival and dismissal to ensure a balance of social distancing and security protocols.
- implement procedures for students to line up by specific cohorts while maintaining social distance as they arrive at school, with assigned separate entrances and pathways to follow.
- install floor and wall decals, and colored tape to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits, and other common areas.
- create “one way routes” on the hallway floors that indicate one direction of travel in the school buildings.
- implement a “one way” direction for the use of the stairwells in each school building.
- label each stairwell as one way ‘Up” or one way “Down.”
- equip each school entrance with temperature scanners for temperature scanning in the morning upon student arrival.
- implement a procedure to have students escorted to the nurse’s office immediately if they are identified as having a high temperature upon arrival to school.
- establish an isolation room, preferably near the nurse’s office, as an alternative location for students to wait until the parent is contacted and arrives for pick up.
- install hands free sanitizing stations at entrances and other common areas throughout the school building.
- implement a no loitering/congregation code in the school hallways, bathrooms, entrances, stairwells, cafeteria, exit and other common areas.
- require students, staff, and visitors to wear face masks when in hallways, bathrooms, in proximity to students from other classes, and other common areas.
- create student A and B cohorts as a strategy to reduce the number of students in the school buildings, limit exposure and contact, and physically distance in the classroom.
- maximize group distancing by keeping class groups distinct and separate once in the school building.
- limit the number of students in the hallway using the lockers by developing a schedule that staggers time and limits access.
- limit the number of bathroom passes and stagger bathroom use throughout the school day.
- schedule security to perform bathroom checks throughout the school day.
- install physical barriers and partitions in common areas such as the main office and other designated school offices.



- not permit large group gatherings including assemblies.

Screening, PPE, and Response to Students and Staff Presenting Symptoms

Atlantic City Public Schools will develop policies and procedures, in compliance with the CDC, state and local guidelines regarding screening, PPE and response to students and staff presenting symptoms in order to maintain a safe environment for faculty, students, and staff.

Screening:

- Staff must visually check students for symptoms upon entering the facility, which will include temperature checks.
- Health checks will be conducted safely and respectfully, abiding by applicable privacy laws and regulations.
- Results must be documented if signs/symptoms of COVID-19 are observed.
- Any screening policy must take into account the need for accommodations for students with disabilities.

Symptomatic:

- Students and staff presenting with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - The nurse must be called prior to sending any student or staff to the nurse's office.
 - If the district becomes aware of an individual who has tested positive for COVID-19, the county health department, staff and families shall be notified immediately, while maintaining confidentiality.
 - Along with creating a district policy for students and staff who test positive for COVID-19, the district will include written protocols to provide guidance in dealing with the response to symptomatic staff and students. Protocols will include:
 - establishment of an isolation space in each building. Students and staff displaying symptoms of COVID-19 will be isolated safely and respectfully
 - following of current Communicable Disease Service guidance for illness reporting
 - an appropriate amount of PPE available and accessible
 - methods to assist in contact tracing
 - continuous monitoring of symptoms
- admittance policies consistent with the Department of Health guidance and information for schools and Department of Health/Communicable Disease Service Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 addressing a positive case
- Educate parents regarding symptoms of COVID-19 and encourage parents to keep their students home when they are sick.
 - Staff and visitors are required to wear face masks unless they will inhibit the individual's health or if the individual is under the age of two years.



**COVID-19
RESPONSE**

- Accommodations should be addressed for students who are unable to wear a face covering.
 - Exceptions to wearing a face covering:
 - doing so would inhibit the individual's health
 - the individual is in extreme heat outdoors
 - the individual is in water
 - the student has a documented medical condition, or disability, reflected in an IEP
- If a visitor refuses to wear a face mask due to non-medical reasons, the school/district facility will refuse entry.
- Nurses will provide training on hygiene protocols for staff.
- Students and employees may be asked to leave or not come to school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance and examination by the school nurse:
 - a fever of 100 degrees Fahrenheit or greater
 - cough
 - shortness of breath or difficulty breathing
 - chills
 - repeated shaking with chills
 - muscle pain
 - headache
 - sore throat
 - new loss of taste or smell
 - fatigue
 - congestion or runny nose
 - nausea or vomiting
 - diarrhea

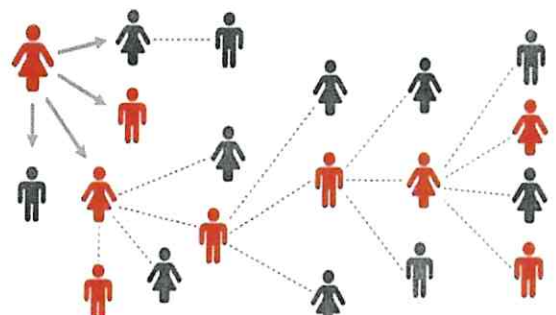
Personal Protective Equipment (PPE)

- To the greatest extent possible, depending on availability of supplies, the Atlantic City Public Schools will provide:
 - reusable masks to all district employees
 - disposable masks for all students and available for visitors or staff who are in need of a face covering
 - gloves for staff and students who are in need of them
 - hand sanitizer and disinfectant wipes for each room and office
 - automated hand sanitizer to be located at various locations throughout the school buildings
 - specialized PPE to the appropriate staff and students, i.e specialized classrooms, security, etc

Contact Tracing

Atlantic City Public Schools shall, in conjunction with their nurses and local health department, develop policies regarding contract tracing.

The district understands the importance of contact tracing,



the process used to identify those who have come into contact with anyone who has tested positive for contagious diseases. All appropriate staff, school administrators, school safety specialists, nurses, counselors and other appropriate staff shall be provided information on the importance of contact tracing. It should be noted that the Atlantic County Department of Health will conduct the contact tracing and the Atlantic City School District will assist by providing requested information.

The policies should:

- identify a liaison(s) responsible for notification and carrying out the board's policy.
- identify the criteria a staff member or student must meet in order to activate the contact policy.
- clearly describe the district's responsibility in the notification of:
 - the local health department
 - staff, families and the public
- adhere to federal and state requirements regarding privacy of records.

Facilities Cleaning Practices

Atlantic City Public Schools will develop a procedure manual to establish an increased cleaning and disinfecting schedule in order to maintain a safe environment for faculty, students, and staff.

Routine cleaning and disinfecting

ACBOE Custodial Staff will clean and disinfect at least daily (more, depending on use patterns) frequently touched surfaces and objects listed below, but not limited to:

- door knobs and handles
- stair rails
- classroom desks and chairs
- lunchroom tables and chairs
- countertops
- handrails
- light switches
- handles on equipment (e.g., athletic equipment)
- push-buttons on vending machines and elevators
- shared toys
- shared remote controls
- shared telephones
- shared desktops
- shared computer keyboards and mice
- bus seats and handrails
- cafeteria and service tables, carts, and trays
- playground equipment
- drinking fountains
- lavatory
- faucet handles and toilet handles

A checklist will be developed and monitored to ensure the cleaning and sanitizing of all areas.

- A deep cleaning and disinfecting of the school buildings by the custodial staff will be complete every Friday when the district will be working remotely.

Cleaning Supplies

- Adequate supplies will be ordered and available to use for the proper cleaning and disinfecting to occur with an EPA approved disinfectant for SARS-CoV-2 (the virus that causes COVID-19).
- Safe and correct use and storage of cleaning and disinfection products will be ensured, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.



Lavatories

- All lavatories will be frequently cleaned and disinfected as per the District Procedural Manual.
- The doors of the lavatories will be propped open to avoid touching of the door handles.
- All elementary classrooms will have scheduled times to use the lavatory to increase the control of the number of students in the lavatory at a time.
- Staff members, where applicable, will be designated to monitor the lavatories to avoid overcrowding.
- Consideration will be given for students and staff who need access to water to bring their own bottled water to minimize use and touching of the water fountains.

Other

- If a student or staff member has been identified as COVID-19 positive, all areas will be closed for 24 hours before cleaning and disinfecting would start. Outside doors and windows will be opened to increase air circulation.

Recess/Physical Education

Atlantic City Public Schools recognize that recess and physical education are integral parts of the student day, but in order to reduce the risk of contact between students, these steps will be implemented.

Atlantic City Public Schools will:

- require staff and students to wear masks during recess and physical education.
- schedule recess and lunch in 20 minute intervals and rotate to ensure compliance with the six feet apart guidelines. This scheduling will allow usage of the cafeteria with compliance through the use of designated/separate entrance and exit doors.
- utilize cones, tape, and signage in the cafeterias and gymnasiums to maintain distance in accordance with the minimum standards guidelines.
- position hand sanitizer dispensers at building entrances/exits for students to use as they enter/exit the building.
- assign additional recess staff to ensure staggered use of playground equipment.
- assign custodians to sanitize playground equipment after each recess period.
- require physical education/health teachers to travel to classrooms.
- restrict accessibility to locker rooms and locker room restrooms (elementary).
- not share any equipment and maintain at least six feet between equipment.
- sanitize all equipment in between use (This is appropriate for PE students who may participate in the gymnasium; though at this juncture classes will be conducted in classrooms).
- ensure that hand sanitizer and/or soap is available in all Atlantic City Public Schools' restrooms and classrooms.

Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

Atlantic City Public Schools will not have any field trips nor permit usage of school facilities outside of school hours until further notice, unless otherwise authorized by the Superintendent (High school athletics is described in the Leadership and Planning subject area).

Upon the permitting of extra-curricular activities (Afterschool, Saturday School and the Morning programs), the use of technology and online resources will be maximized to reduce additional person-to-person contact. When person-to-person contact is warranted, all guidelines under our normal school hours found in the key subject areas will be followed:



- Social Distancing
- Face Covering
- Usage of Sneeze Guards
- Hygiene Protocols
- Meal Distribution Protocols (when applicable)
- Following the Cleaning and Disinfecting Procedure Manual

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School Culture and Climate



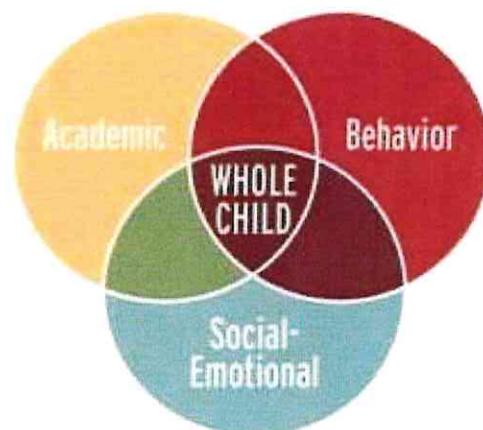
Atlantic City Public Schools will:

- offer various support systems to encourage and support the well-being of all staff.
- make available social and emotional supports for all staff and students.
- continue to promote a positive school climate and culture that will address the issues raised upon the pandemic and to improve the conditions for learning for all students in any of the in-person, hybrid or virtual instruction models.
- utilize staff to continue to address the challenges brought upon by the pandemic to support the academic, social emotional and health needs of students.

Multi-Tiered Systems of Support (MTSS)

Atlantic City Public Schools will:

- continue to provide interventions to students who are experiencing difficulties with basic skills.
- utilize current technology platforms to assist with reteaching and review of skills.
- continue to identify students in need of interventions and supports.
- provide counseling services, online and/or via telephone, to students in need.



Wraparound Supports

Atlantic City Public Schools will:

- continue to maintain relationships with community services.
- refer students and families to appropriate service providers, as needed.
- provide social and emotional supports and/or resources for students and families.
- continue to provide presentation/information on topics such as HIB, suicide, drug and alcohol abuse, wellenss, etc.



Food Service and Distribution

Atlantic City Public Schools will:

- utilize signage indicating social distancing (6 ft apart). Provide physical guides, such as tape on floors and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times.
- install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks, cafeteria area).
- will stagger lunchtimes in shared lunchrooms to allow for social distancing. Also, clean and disinfect surfaces between groups.
- encourage proper hand washing before and after eating meals.
- ensure students are not sharing food.
- discontinue family-style, self-service and buffet-style dining and maintain social distancing.
- require cafeteria staff to wash their hands immediately after removing gloves and/or directly handling used food service items.
- use disposable food service items (e.g., utensils, dishes).

**If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.*



Atlantic City Public Schools will:

- consider serving meals in classrooms or outside, when possible, instead of a group dining area.
- serve individually plated meals or meals in pre-packaged boxes or bags.

Food Service Distribution

Atlantic City Public Schools will continue to distribute food to all students.

Hybrid Model

- Students who are learning in-person, will receive breakfast and lunch at school.
- Students who are learning remotely will receive breakfast and lunch in advance for the remote learning day. (Meals will be distributed the week before to all students who will not be at school on Monday).

Full Remote Model

- Students will be able to pick up breakfast and lunch from their designated school during specific times allotted.

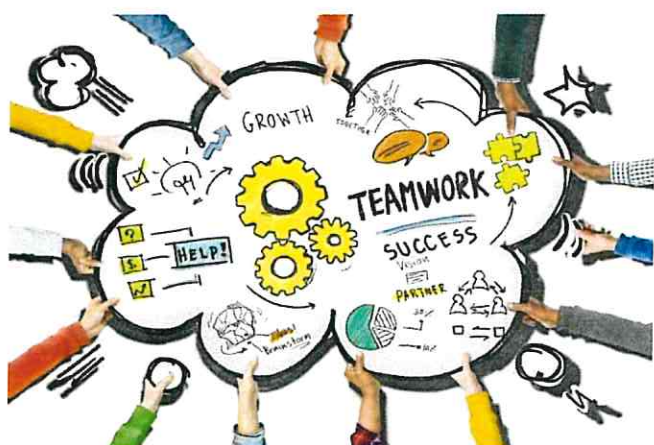
Leadership and Planning

Based on lessons learned from the COVID-19 pandemic in the Spring of 2020, review of state guidance, and reflection of stakeholder input, Atlantic City Public Schools District refined policies, and procedures, as they relate to staffing, scheduling, pandemic response teams, technology, and athletics. During these uncertain times, it is the district's priority to address the needs and concerns of families and staff while maintaining priorities for health, safety, robust instruction, and support services.

The Leadership and Planning section provides requirements, guidance, and considerations for Atlantic City Public Schools regarding district and school-wide logistical and operational issues.

Return to Learn Committee

The district has established a diverse "Return to Learn Committee" to coordinate the overall reopening plan. The Committee includes district and school-level administrators, educators, nurses, and parents.



- The Committee has met to discuss and review the Return to Learn Plan.
- School-level administrators created Pandemic Response teams at the building level.
- The Committee designed contingency plans for emergency operations in the event of school closures.
- The Committee recommended policy changes to the Board of Education, as noted in this document.

Pandemic Response Teams

The district will establish diverse school-based *Pandemic Response Teams* to centralize, expedite, and implement COVID-19 related decision-making. Each school team will be made up of the following, but not limited to: administrators, school nurses, teachers, non-certified staff, custodians, and other stakeholders.

Atlantic City Public Schools will:

- assign a *liaison* that reports to district-level administration to ensure coordinated actions are in line with the district's expectations.
- require *Pandemic Response Teams* to meet regularly to provide information to the community regarding policy changes or updates relating to COVID-19, and keep accurate records, for example: agendas, sign-in sheets, etc.

Scheduling: Continuous Learning Throughout the School Year

The Atlantic City Public Schools will:

- create a plan for both full remote learning and a hybrid A/B full-day schedule.
- assign students in the same families to the same hybrid schedule, as best as possible.
- provide a survey for parents to determine which option their child/children would participate in, either full remote learning or a hybrid A/B full-day schedule.
- adhere to the instructional time requirements remotely and ensure that students engage in standards-based instruction.
- continue to provide individualized supports for Special education and ELL students whether on full remote instruction or a hybrid A/B schedule.
- provide teachers with common planning time and continuous professional development focusing on various topics, tools, and strategies.
- provide meals for all students
 - Full remote learning students will be provided meals on a weekly basis with a scheduled pick-up day/time.
 - Students on the hybrid A/B schedule will be provided meals in their classrooms and will also be provided with a scheduled pick-up day/time of meals for non in-person days.



Staffing

The Return to Learn plan and decision-making should consider the needs of each staff member, such as access to technology, social and emotional health, and childcare concerns.

The Atlantic City Public Schools will:

- collate data and provide relevant responses (e.g. direct staff who might need child care to workable solutions; offer encouragement to staff members who feel overwhelmed; direct staff to counseling services provided through the Employee Assistance Program).

- expand staff roles to accommodate new health and safety regulations.
- security will screen and ensure appropriate egress into the building.
- designate staff members to help enforce spacing during passing, relieve teachers as needed and assist with lunch delivery to classrooms.
- consider leveraging staff to monitor student movement, hallway traffic, and maintain safety according to guidelines.
- review schedules of specialty and support staff and determine gaps in those schedules.
- assign teachers to high traffic areas to enforce social distancing.
- include designated times for instructional and non-instructional staff schedules to support school building logistics required to maintain health and safety requirements.
- schedule lunch in the students' classrooms.
- stagger recess times to provide social distancing and recess requirements.

Educator Roles Related to School Technology Needs

Atlantic City Public Schools is committed to ensuring that all students engage in a robust and rigorous learning experience. Regardless of the environment, traditional, hybrid, or full remote, the district believes digital learning is an essential part of teaching and learning.

- Faculty/staff and families will be surveyed to determine technology and connectivity needs.
- Technology and connectivity needs of faculty/staff will be met to enable effective delivery of remote instruction.
- ACPS case managers will coordinate efforts with the Student Services and Technology departments to resolve technical issues with the device or connectivity for students who cannot access instruction or therapy.

Athletics and Extracurricular Activities

Atlantic City Public Schools will adhere to NJSIAA Protocols and Guidelines. NJSIAA established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance regarding high school student-athletes return to athletics. NJSIAA is also convening a Sport Advisory Task Force to be comprised of athletic directors regarding changes for each interscholastic sports season.



The following are links to NJSIAA return to play protocols beginning with Phase 1:

- <https://www.njsiaa.org/sites/default/files/document/COVID-19%20Phase%201%20Guidlines.pdf>
- <https://www.njsiaa.org/sites/default/files/document/COVID-19%20Questionnaire.pdf>
- <https://www.njsiaa.org/sites/default/files/document/COVID-19%20Screening%20Questions.pdf>

Policy and Funding

Policy

Atlantic City Board of Education Policies that have been recently reviewed and revised include, but are not limited to:

- Policy 1649 - Federal Families First Coronavirus (COVID-19) Response Act (FFCRA)
- Policy 2431.3 - Heat Participation Policy for Student-Athlete Safety
- Policy 2622 - Student Assessment
- Policy 5111 - Eligibility of Resident/Nonresident Students
- Policy 5200 - Attendance
- Policy 5320 - Immunization
- Policy 5330.04 - Administering an Opioid Antidote
- Policy 5610 - Suspension
- Policy 5620 - Expulsion
- Policy 8320 - Personnel Records
- Policy 2412 - Home Instruction Due To Health Condition
- Policy 8451 - Control of Communicable Disease
- Policy 3431.1 - Teaching Staff Members Family Leave
- Policy 4431.1 - Support Staff Family Leave
- [Policy P1648.02 – Remote Learning Options for Families \(M\) \(New\)](#)



Policies have been updated to include plans for emergent closings, including whether a hybrid plan will be implemented.

School Funding

- Atlantic City Public Schools received \$3.6M in CARES (ESSER) funding. The funds were provided to school districts to address the impact of COVID-19.
- Atlantic City Public Schools capitalized on the ESSER funds to purchase technology devices and services to ensure that the needs of all students were met while they learned remotely from March thru July, 2020.
- Resources are allocated to develop and implement procedures and processes for the reopening of schools for the 2020-2021 school year.
- It is important to note that the CARES Act (ESSER) funding is a one-time appropriation from the U.S. Department of Education (USDE). The NJDOE strongly recommends that nonrecurring funding not be used for recurring expenditures. To this end, Atlantic City Public Schools has been very strategic in ensuring that the resources received are dedicated to purchase; PPE items, technology for students and staff, cleaning supplies, remote learning technology, material and supplies.
- Atlantic City Public Schools practices sound purchasing procedures by utilizing Ed Data and cooperative purchasing consortiums to achieve competitive pricing for material and supplies.



Continuity of Learning

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

Special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by students' IEP. This will include in-person specialized instruction based on IEP goals. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. The student support model will be complemented by enhanced professional development for staff and training for caregivers. When necessary, virtual meetings will be used to convene special education procedural meetings, eligibility, IEP teams, etc.

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Consistent with guidance from the United States Department of Education, Atlantic City Public Schools will continue to meet their obligations to students with disabilities to the greatest extent possible.



The district will continue to stay informed of additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities will remain critical points of discussion for both in-person and remote learning environments.

- At the completion of the registration forms, a list of special education students will be generated for the Child Study Team to ensure that all services are safely in place in accordance with their Individualized Education Plans (IEPs) and/or 504 Plans.
- Prior to the start of school, the Child Study Team will begin to communicate with families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary.
- The Child Study Team will speak to staff, students, and parents to develop a plan for remote instruction at the start of the school year.
- School nurses and case managers will discuss any medical needs and create a health plan to share with staff who service students with special needs.
- Students will have digital access to classroom materials. This may include videos or links to video lessons, notes and assignments.

- Schools will implement risk reduction strategies in the area of school building operation to control student flow, student entry and exit from the school buildings, and common areas.
- Teachers will review IEPs prior to the start of school. The IEP Team reviews all available data to determine the need for additional instruction and/or compensatory services. Using pre-assessments and collaborative work in Professional Learning Communities, teachers will determine whether critical skills were lost during the period in which remote instruction was being provided to students.
- Special education staff will ensure that students with IEPs are assessed using district available resources to decide the best course for each student (i.e. i-Ready, MAP Growth, Unique Curriculum, discrete trials and district benchmark assessments).
- Students will be provided with remediation for skills using the various platforms available.
- The Child Study Team, IEP Team and related service providers (i.e. OT, PT, Speech) will review IEPs to determine the impact of missed services on student progress toward meeting IEP goals and objectives and determine if additional and/or compensatory services are needed.
- Child Study Team members have an established process for completing annual reviews. A schedule will be created to start the evaluation process. The Child Study Team will contact parents to schedule in-person evaluations. All communication will be documented in IEP Direct.
- The Guidance Departments and Child Study Teams will work collaboratively to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance (i.e. surveys, college enrollment, scholarship programs, community organizations, etc.).
- The district will promote resources for student and parent assistance (i.e. district homepage resources, work study program, Career and Technical Education (CTE) program, etc.)
- As required by federal and state law, parents and guardians will be notified of all procedures for student referrals and evaluations to determine student eligibility for special education and related services or 504 plans. A copy of the Parental Rights in Special Education (PRISE) booklet is given to parents/guardians.
- Extended school year and related services were offered remotely for the 2020 school year.

Technology and Connectivity

Atlantic City Public Schools is committed to ensuring all students engage in a robust and rigorous learning experience. Regardless of the environment, traditional, hybrid, or full remote, the district believes digital learning is an essential part of teaching and learning. Through the use of digital tools, we provide students with equitable access to technology in order to create personalized learning opportunities, while using data to drive instruction. As we move forward, ACPS will solidify its One-to-One Initiative, training for all stakeholders, and teaching and learning using technology.

Distribution of Devices and Connection to the Internet

Atlantic City Public Schools embarked and accomplished its goal of a One-to-One Initiative for technology use in daily instruction. Building on this, ACPS is currently working to support device and internet connectivity in children's homes.

At the point of closure, in the Spring 2020, students in grades 3-12 were issued a district provided Chromebook, as needed. During the closure, parents and students were surveyed to determine if home internet connectivity was needed. The district partnered with T-Mobile to deliver hotspots direct to student homes. As a result ensuring students were provided the recommended 5-25 Mbps (Megabits per second) to allow media rich content, video conferencing, and remote instruction.

In September 2020, ACPS will continue the efforts to ensure every student, inclusive of students with learning disabilities, assistive technology needs, and language barriers, for the 2020-2021 school year has the equipment and connectivity to be successful in any learning environment.



- School staff will ensure every student has a working device in grades 2-12.
- School staff will distribute devices to newly registered students, as well as students in K-1.
- K-1 students will receive a device (the type of device is currently pending to ensure all district directed instructional applications will function).
- The district maintains inventory to replace any damaged or non-working devices to prevent lapses in student access to remote instruction.
- Students who are on remote only instruction, will schedule a pick-up time with individual school(s) to retrieve the device.

Tracking Participation Rates

The Atlantic City Public Schools, in an effort to take a supportive approach to engage students in their learning, implements several strategies to ensure students are engaged in their learning and help alleviate obstacles students and families encounter. Digital tools have been selected to assist staff to interact with students while online through chat, email, or video.

Engagement during traditional school hours can be somewhat challenging for many students. To that end, instructional expectations and experiences will be monitored closely to ensure that students are meeting their learning goals. Staff is also encouraged to provide frequent feedback to students to help them feel connected to the classroom.

Monitoring systems will continue to be refined to verify students are fully engaged in both traditional and non-traditional learning settings.

Attendance and Participation (Monitoring Systems)

In-Person (Traditional)	Hybrid	Remote
• Teacher attendance • In-person interaction with students to foster participation • In-person Student Services personnel meet with students struggling with attendance and/or participation • Conferences with parents of students struggling with attendance and/or participation	• Attendance and participation monitored based on submission of assignments and digital application usage reports • GoGuardian - online monitoring • Live interaction with students through chat, video, and screen-sharing • Audio and/or Video conferences with families (students and parents/guardians) struggling with attendance and/or participation	• Attendance and participation monitored based on submission of assignments and digital application usage reports • GoGuardian - online monitoring • Live interaction with students through chat, video, and screen-sharing • Audio and/or Video conferences with families (students and parents/guardians) struggling with attendance and/or participation

Learning Platforms

Whether learning takes place primarily in an in-person, hybrid, or remote environment, integrating technology into the classroom is crucial to helping students become critical thinkers, problem solvers, and help them develop creative and open mindsets. Atlantic City Public Schools will ensure students have consistent access to high quality learning tools to thrive in flexible learning environments.



The digital platforms are used to plan, implement lessons, and assess efficacy throughout the learning process. We encourage our staff to continually evaluate and select digital resources that will support students both in and out of the classroom.

- [District Digital Platforms](#)

Training and Technical Assistance

ACPS will ensure all stakeholders have the training, tools, and resources needed to maintain a consistent, high-quality educational experience across each learning model. Support will be provided through various mediums, such as, live learning sessions, instructional videos, and quick guides accessible from our district webpage.

Parent/Guardian & Student Training

- Scheduled and on-demand training for digital applications will be supported by the Title 1 Parent Center. Additional supports will be made available for family members who are limited English proficient or have a disability.
- Instructional Teacher Technology Coaches and Title I Digital Implementation Specialists will provide training to Parent Center staff in district digital applications to be successful supporting parents/guardians and/or students.
- Develop a digital learning site to house resources to help parents/guardians support their students' learning.
- Continue the technical assistance protocols, currently in place. Parents/Guardians can contact chromebooksupport@acboe.org if they experience a technical problem with their device.

Staff Training

- Scheduled, on-demand, and embedded training for digital applications will be supported by the Instructional Teacher Technology Coaches and Title I Digital Implementation Specialists, regardless of the return to school model that is implemented.
 - Voluntary workshops will be available after school for staff members.
- Continue updating the [ACPS Remote Learning Staff Support Site](#) which houses resources to assist teachers in using digital applications that support their students' learning.
- Continue the technical assistance protocols, currently in place for staff members.
 - Hardware technicians are on staff to provide remote desktop service to staff member's devices when off campus.
- Technology Integration Plan for Instruction

- Please refer to the Professional Learning section of this document.

Curriculum, Instruction and Assessments

The shift to virtual instruction and learning in the spring due to school building closures was challenging for many students, families, and staff. Findings from survey data and collaboration with stakeholders has informed the district's thinking about student learning and engagement, support for teachers, expectations for instruction, differentiation, accommodations and modifications to meet the instructional needs of students, and how to ensure consistency throughout our district. The instructional design for the 2020-2021 school year will maximize flexibility in planning and instruction for students and teachers and minimize disruption to the academic program as changes occur due to COVID-19.

Independent of the learning environment, full virtual or hybrid instruction, a key focus will be on building the capacity of the staff to deliver effective instruction, address learning gaps, and support families to successfully engage in the learning process.

Key Design Elements

Teachers will provide grade-level instruction, with the appropriate accommodations and/or modifications to engage all students in learning through the hybrid model. Grade-level instruction may include direct instruction, small group instruction, modeling, guided practice, approved videos, and presentations aligned to the grade-level content. Additional student supports will be identified via individualized education plans, ESL services, and intervention services.

Virtual and Hybrid Learning Environment---Curriculum

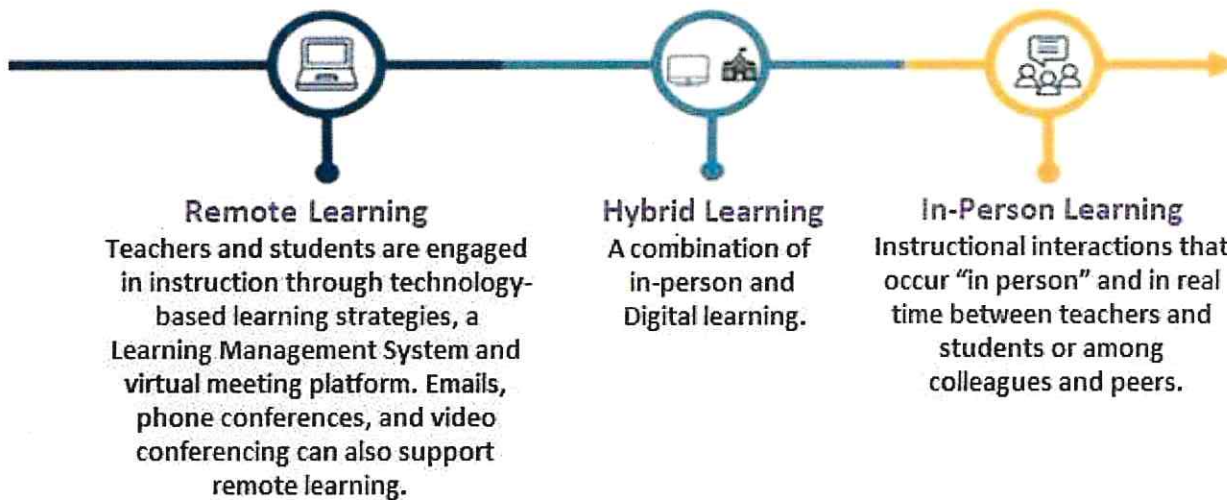
The academic calendar will include four marking periods for the year. Teachers will have access to both curricular documents and grade level daily instruction documents identifying standards, skills, project-based learning, scoring rubrics, competencies, and formative assessments. The focus is grade-level and previous-grade level essential and priority standards. Teachers will use a combination of digital and print resources, from the Atlantic City Public Schools curriculum guide to address the adequate coverage of standards. The Office of Curriculum and Instruction will provide approved and recommended resources to support English Language Arts (ELA), Mathematics, English as a Second Language (ESL), Science, Social Studies, Art, Music, Physical Education, Health, World Language, Career & Technical Education, Post-Secondary Readiness, Advanced Placement (AP) Courses, and elective courses will be taught across all learning models.

In advance of the new school year, Atlantic City Public Schools created a collaborative team of teachers and administrators to address the teaching and learning needs necessary to support instruction across all learning platforms. The district has established a systematic approach to structuring the curriculum to account for the loss of learning that may have resulted from the extended school closure. To ensure fidelity and equity across grades and content areas and allow sufficient time for preparation, educators will engage in the PLC process. This will provide an opportunity for teachers to examine standards and the district's scope and sequence to further understand what skills and content knowledge will be addressed, when it will be addressed, and how students will demonstrate their knowledge of these standards.

Remote and Hybrid Learning Environment---Instruction

Learning Model Continuum

The uncertainty around COVID-19 requires a quick and safe shift across the three different learning models - remote learning, hybrid learning, and in-person learning. Professional development, resources, and additional supports will be provided to ensure these shifts are successful and uninterrupted teaching and learning is maintained across the learning model continuum.



The goal is to deliver high-quality instruction seamlessly to all students across in-person and remote learning environments, while maintaining the health and safety of everyone involved. The district recognizes the impact and challenges of shifting from in-person to remote learning. This shift has affected students' learning and emotional well-being. The district is preparing to thoughtfully address both the social-emotional and academic needs of our students. Schools across the district will start with a hybrid model that adheres to local and state public health guidance and allows for social distancing and other safety measures to the greatest extent possible.

Continuous Learning Throughout the School Year

Schools will transition through the learning model continuum - shifting from remote learning to a hybrid model to in-person learning as needed based on how the pandemic continues to evolve. At the recommendation of the CDC, there is a possibility that COVID-19 conditions will require classrooms, sections of schools, individual school buildings and perhaps the entire district to temporarily or permanently shut down and shift to all remote learning. The district must plan for these realities.

As this plan is implemented, the district will support students, staff, and families with the training, tools, and resources needed to ensure shifts across the continuum are successful. The goal is to maintain consistent, high-quality education across each learning model. The school calendar will be updated as decisions to move across the continuum are made.

Instructional Design:

Facilitation of standards-aligned instruction to ensure students demonstrate mastery of grade-level outcomes:

- Intentional focus on priority and essential New Jersey Student Learning standards while connecting prior and current learning.
- Provide differentiated support, accommodations, and modifications to support students with diverse learning needs.
- Engage students to apply key learning concepts to reach a deeper understanding of content.
- Regularly monitor student progress to offer targeted intervention tailored to students' needs.

Design for student engagement and foster student ownership of learning: Leverage students' strengths.

- Foster student voice and choice to promote engagement and independent learning.
- Scaffold to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
- Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
- Provide effective feedback that helps students anticipate and be successful on next steps.

Develop students' meta-cognition

- Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
- Set reasonable expectations, build collaboration skills (peer-peer learning).
 - Reserve time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
- Provide clear and flexible expectations:
 - Type and length of activities
 - Interactions:
 - Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
 - How students will demonstrate learning (process over product):
 - Identify criteria to demonstrate mastery of standard(s) or grades on projects.
 - Use multiple approaches (e.g., synchronous, asynchronous [teacher-created lesson videos, tutorial videos, independent, analog]).
 - Resource selection (high-quality):
 - Identify and address learning gaps.
 - Address different learning needs and interests.
 - Evaluate which resources will be effective based on the learning environment: remote learning and hybrid and school-based spaces.
 - Consider potential needs for professional learning related to the selection of high-quality resources.

Other elements of our instructional design will include:

- Direct instruction in grade-level content with outcomes, tasks, and strategies that will meet the needs of students.
- Consistent observation and progress monitoring of student's learning and processing of information.
- An approach to individualized instruction, with environments for students to apply learned skills and maximize instructional time with the teacher.
- This approach enables teachers to assess the whole class, individuals, or groups of students, and incorporate concept development strategies to ensure students reach grade-level expectations. An environment that enables independent and group work, with flexibility in timelines and assessments of learning.
- An understanding of how trauma and other challenges are related to students' social emotional needs and how this can impact learning.

Virtual and Hybrid Learning Environment---Assessment

Many students have experienced learning loss and will need time to reacclimate to the school environment, which will look different than what was previously known. Focusing on the identification of priority and essential standards and identifying key assessments will enable a response to intervention as quickly as possible to decrease gaps in learning. At the start of the new school year, educators will use adaptive assessments in ELA and Mathematics in addition to district benchmark assessments to assess students' knowledge in the content areas. The purpose of assessments is to determine class, group, and individual trends in standard/concept mastery, or lack thereof, as it aligns to New Jersey grade-level student learning standards. This assessment data will inform small group instruction, and activation and connection to prior learning. A key component of this instructional design is observing and monitoring students' learning and adjusting as needed. Students can reflect on their learning and teachers can provide prompt class and small group feedback by using formative assessments. The Office of Curriculum and Instruction will provide a curriculum guide, assessment calendar and professional development for teachers and staff that will include expectations and strategies for planning, assessment of students' learning, classroom environment, and student engagement.



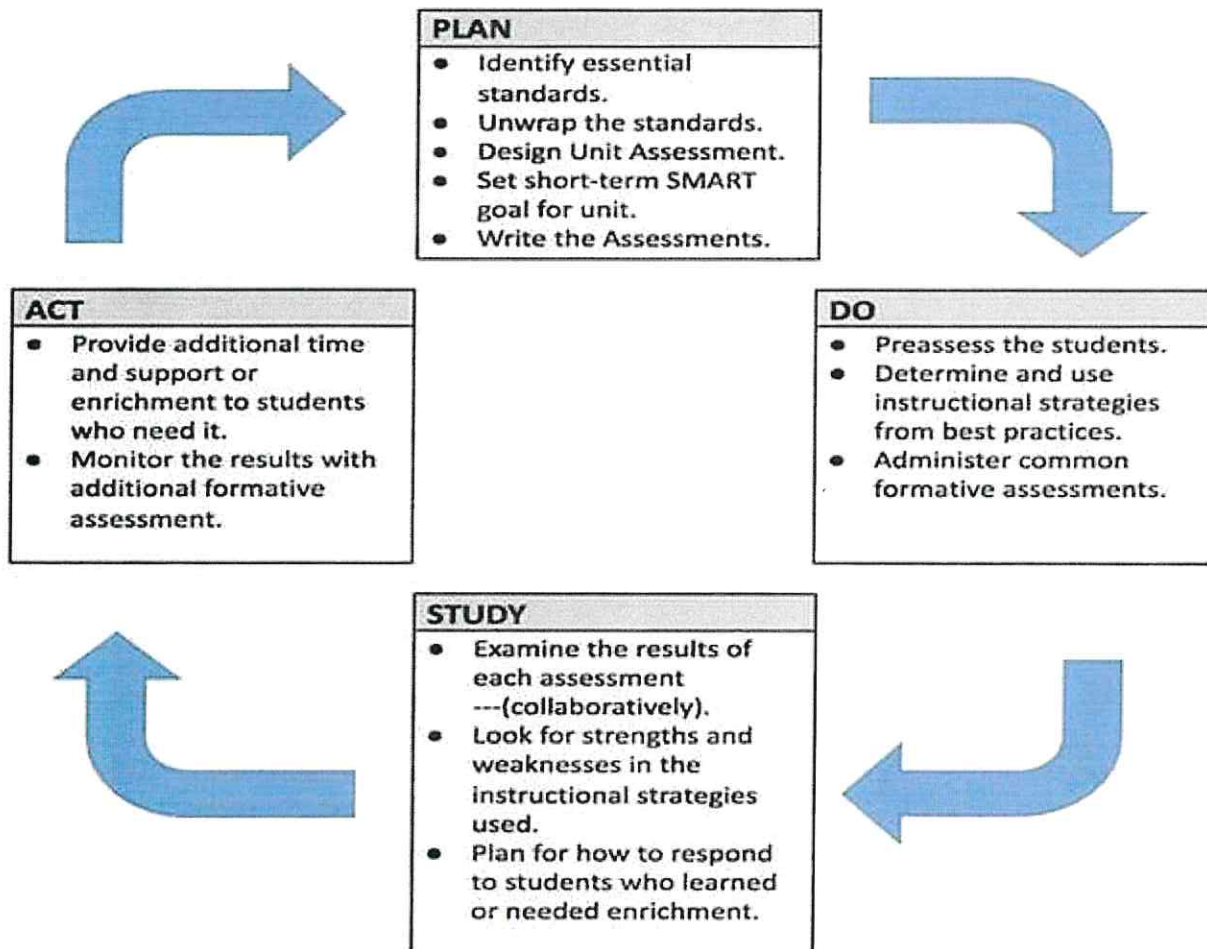
In the absence of spring 2020 summative assessment data, the district identified alternate sources of prior assessment data which complemented data driven decision-making regarding remediation efforts. Online pre-assessments and formative assessments will be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

The purpose of a pre-assessment administered to students at the start of instruction in the fall is to inform instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade-level. These pre-assessments will be incorporated into regular classroom activities and will not interfere with student learning opportunities as schools reopen. The pre-assessments will simply be used to determine what learning gaps exist, and the extent of such gaps.

Atlantic City Public Schools will utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

- **Communication:** Provide clear and consistent communications with students and families regarding data and assessments.
- **Professional Development:** Provide educators with guidance to support the administration of assessments and data analysis. Assist grade level teams in the utilization of the PLC process; working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students.
- **Educator Planning Time:** Educators will have opportunities to collaborate and develop standard based formative assessments which will complement the initial instructional units that will be used as schools reopen in the fall.
- **Inventory Sources of Current Student Performance Data:** Multiple sources of student data will be utilized. Sources may include, but are not limited to formative classroom assessments (quizzes, exit tickets, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc.

Short-Term Cycle



- **PLAN:** In PLCs, teachers work collaboratively to unpack and identify essential standards. Assessments are developed to gather data for study and to set SMART goals.
- **DO:** After gathering data for study, teachers interpret the data and develop a plan for instruction to move students toward an understanding of the essential standards. Once instruction has occurred, formative assessments are used to gather fresh student performance data.
- **STUDY:** Teachers will analyze and discuss collected data from an inventory of various assessment tools to evaluate student strengths and areas for improvement.
- **ACT:** Provide targeted instruction and enrichment. Administer additional formative assessments to monitor understanding and to establish next steps.
- Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.

Professional Learning

Professional Learning Prior to the Beginning of the School Year

Atlantic City teachers and staff will receive training on delivering instruction through both hybrid and remote learning models prior to the start of the 2020-2021 school year. Through in-person and virtual professional learning opportunities, staff will be able to transfer their high-quality teaching practices to hybrid and online learning environments. Professional learning will include an emphasis on designing equitable instruction regardless of whether it is delivered in an in-person, hybrid or online environment.



The administrators, district coordinators, and coaches will be provided the professional learning on assisting, observing, and providing feedback to teachers in an online environment. First year teachers receive ongoing professional learning to support any shortened teacher preparation experiences. The district regularly assesses the professional needs of educators to provide high quality, evidence-based professional learning practices. Teachers participate in additional professional development to recognize and support students who are facing new/additional challenges to academic success. Lastly, professional learning facilitates teachers' efforts to share best practices for mitigating learning loss.

Professional Learning Throughout the School Year

Teachers and staff will meet throughout the school year during grade level cohorts, principal meetings and professional development around curriculum delivery for in-person, hybrid or remote instruction. All professional development and Professional Learning Community (PLC) meetings will focus on the implementation of strategies to address priority and essential standards.

Teachers will have a scope and sequence of daily instruction laid out for the 2020-2021 school year whether it is a hybrid or remote instruction. Teachers will continue to clarify seamless integration with live and remote instruction. For example, during math instruction, the anatomy of a lesson is used throughout the year in both remote or the hybrid model. Teachers will continue to follow the five parts of an anatomy of a lesson: fluency, problem of the day, mini-lesson, small group instruction, and formative assessment as a means of delivering the content.

Atlantic City Public School Professional Learning Model

In-Person (Traditional)	Hybrid Model	Full Remote																		
In person, in school instruction five days a week 	HYBRID SCHEDULE (A/B) <table border="1"> <thead> <tr> <th></th><th>GROUP A Student Schedule</th><th>GROUP B Student Schedule</th></tr> </thead> <tbody> <tr> <td>MONDAY</td><td>IN-PERSON</td><td>REMOTE</td></tr> <tr> <td>TUESDAY</td><td>REMOTE</td><td>IN-PERSON</td></tr> <tr> <td>WEDNESDAY</td><td>IN-PERSON</td><td>REMOTE</td></tr> <tr> <td>THURSDAY</td><td>REMOTE</td><td>IN-PERSON</td></tr> <tr> <td>FRIDAY</td><td>REMOTE</td><td>REMOTE</td></tr> </tbody> </table>		GROUP A Student Schedule	GROUP B Student Schedule	MONDAY	IN-PERSON	REMOTE	TUESDAY	REMOTE	IN-PERSON	WEDNESDAY	IN-PERSON	REMOTE	THURSDAY	REMOTE	IN-PERSON	FRIDAY	REMOTE	REMOTE	All day online 
	GROUP A Student Schedule	GROUP B Student Schedule																		
MONDAY	IN-PERSON	REMOTE																		
TUESDAY	REMOTE	IN-PERSON																		
WEDNESDAY	IN-PERSON	REMOTE																		
THURSDAY	REMOTE	IN-PERSON																		
FRIDAY	REMOTE	REMOTE																		
1. Professional Development • PLC • District Leadership • Cohorts • Principal's Meeting 2. Parent Training • Parent Centers • Preschool Community Specialists 3. Novice Teacher Training • Initial Training • New Teacher Seminar Series • Mentorship 4. Administrators Training Will take place during the summer Administrative Institute • Observation tool • Remote Learning tool	1. Professional Development sessions take place one day a week using a digital platform. • PLC • Principals Meetings • Cohorts • On-going 2. Parent training will happen remotely on a digital platform through the Parent Center offerings 3. Novice Teacher Training • Initial Training • New Teacher Seminar Series • Mentorship 4. Administrators Training Will take place during the summer Administrative Institute	1. Professional Development sessions take place one day a week using a digital platform. • PLC • Principals Meetings • Cohorts • On-going • additional sessions for remote learning platforms: ◦ Zoom, Microsoft Teams, Webinars, Live Streaming, Google Classroom, Google Meet 2. Parent training will happen remotely on a digital platform through the Parent Center offerings 3. Novice Teacher Training • Initial Training • New Teacher Seminar Series • Mentorship 4. Administrators Training Will take place during the summer Administrative Institute																		

In-Person	Hybrid/Remote Instruction
<u>Professional Development Calendar #1</u>	<u>Professional Development Calendar #2</u>
<i>The quality of an education system cannot exceed the quality of its educators.</i> Atlantic City Public Schools takes extensive measures to provide professional learning for educators based on sound pedagogical research and information obtained through student achievement data, professional development exit tickets, and walkthroughs. Cohorts are designed to address specific instructional goals as indicated in the data. In all professional learning sessions, presenters integrate and apply all available tools and digital resources in an effort to build teacher capacity at their grade level and in their content areas. This philosophy will guide continued professional learning in all learning models.	

Professional learning must grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely

In-Person and/or Hybrid/Remote Instruction

Students with Disabilities	1. In Preschool, teachers are supported by PIRT coaches to provide individualized instruction and support students with disabilities. Teachers attend Pyramid Model Training and Students with disabilities professional development to understand a child's IEP and develop individualized lessons. In grades K through 12, teachers will address special education accommodations to the best of their ability, with extra time, modified work, shortened assignments, extra notes, scaffolding, text-to-speech, etc. 2. Teachers will leverage software that adapts to student needs – IXL, NewsELA, etc. 3. Teachers will differentiate assignments and objectives through online platforms to targeted groups of students as appropriate. 4. The Child Study Team supervisor will communicate with Out of District service providers, parents, and transportation. 5. Related services providers (ESL, Speech, Occupational Therapy, Physical Therapy, Counseling) will contact parents/guardians to provide instruction. 6. Teachers will sign up for the provider's Remind classroom as they are shared with you. 7. Child Study Team meetings will continue as scheduled. Meetings will be conducted as phone conferences, and paperwork will be sent electronically or mailed, whichever is the preferred method of communication of the parent/family.
English Language Learners	In grades K-8, teachers who work with ELL are supported through grade level PLC, through annual and ongoing sheltered English instruction (SEI) cohort training, through ongoing PD for bilingual/ESL teachers, through lead teacher articulation among schools, an ESL-content integrated curriculum and annual

	school-wide training for all teachers who work with ELL. In grades 9-12, teachers who work with ELL are supported through grade level PLC, through annual, ongoing sheltered English instruction (SEI) cohort training, through the Newcomer Student Center content courses, through an ESL coach, an ESL-integrated content curriculum and annual training for teachers who work with ELL. Additionally, • ELL and general education teachers coordinate lesson plans and instruction to support the needs of ELL learners. • ELL teachers interface regularly with ELL students to support completion of instructional activities and ensure that students are participating in all remote learning activities. • ELL teachers also assign tasks for students to continue attainment of ELL goals addressed in the program. • Teachers needing support in working with ELL students enlist the aid of ELL teachers. • School documents and communications are available in the languages of the families of the students that attend district schools. • Google classroom has a translation feature to allow teachers to post in languages other than English. • Global calling systems such as Class DoJo to allow for translated messages. • Selected online instructional programs allow students to select the language of choice for participation. • The district instructional programs include online programs with features to support ELL families and students. Continuation of use of these programs is beneficial to the transition to a remote program, since parents, students, and teachers have been trained and acclimated to using the programs regularly and successfully.
Students without devices and/or internet	Internet connectivity and digital device surveys were conducted by the district. All students were issued a device for remote instruction. All homes without internet were provided with a tablet/hot spot for students to connect with remote learning.

Career and Technical Education (CTE)

As Atlantic City High School moves to a blended learning environment, CTE modifications are as follows:

Considerations for CTE Teaching and Learning

Flexible Scheduling



In blended scenarios, CTE educators must attend to all of the considerations during the times students are learning at a distance or in person. Additional considerations related to facilities, equipment, technology and materials in the blended model include cleaning between groups of students, ensuring student access to appropriate materials both at home and on campus, and the safety of transporting tools or equipment between learning locations.

Many of these decisions will be heavily influenced by the blended model adopted. For example, if students are physically present every other day, and working remotely other days, all lab activities may be completed during class time, with no need for materials or equipment to be sent home with learners. Instead, students would need virtual access to the instructional materials discussed above, such as online modules, digital textbooks and software to complete assignments while learning remotely. However, if the blended approach does not provide enough time to complete hands-on activities in the lab, students may need remote access to equipment or technology, such as the simulations or at-home kits described above.

Flexible Scheduling- Working with less students

A number of strategies can facilitate synchronous instruction and enable group work, discussion and reflection. Techniques used in the physical classroom, such as bell ringers and exit tickets, can easily translate to online courses. However, even synchronous instruction needs to be carefully planned to engage students — multitasking, distraction and technology issues can all reduce student participation and effective learning.

Limit class/meeting size, where possible, by splitting the class into smaller groups. Offering content at multiple times can also help learners who struggle to attend class remotely because of other responsibilities or connectivity issues.

In a blended scenario, learners will have some time for in-person, on-campus instruction, it will be less time than normal. To maximize students' limited time on site, instructors may consider demonstrating techniques over video, reducing in-class time needed for demonstration.

In addition, certain aspects of skill practice can be shifted to the remote setting. Simulation packages that include both virtual and in-person modules may work in the blended scenario.

Engage students in learning experiences prior to the school year or before or after school.

Should CTE programs require periodic distance learning shifts as a result of the COVID-19 pandemic recurrence, the school district will ensure that all students have remote access to learning and maintain connections with the school community. The school district will engage in the planning process as early as possible to align CTE programs to accelerate learning. In addition, Atlantic City High School will create opportunities for afterschool and summer programs and community partnerships to engage in supplementary CTE learning experiences and pathways according to CDC and state guidelines.

Personalized Plans/Portfolios

Teachers and coordinators work with students to develop a physical and virtual portfolio in the desired CTE content area allowing for students, teachers and parents to physically see the progression of student learning throughout the school year. This portfolio serves as a resource for all levels/years in the content area desired by students.

Share resources and services with other districts offering the same CTE programs for common virtual classroom

Atlantic City High School will consult CTE stakeholders and other school districts to explore similar CTE offerings and instructional delivery platforms.

Engaging Students in Virtual or Blended Career and Technical Student Organizations

Atlantic City High School will use Skills USA as a CTSO, holding monthly meetings in a way that enhances the distancing requirements. Developing engaging activities that can be completed virtually. Working with community groups to plan for safely participating in service projects. Even if students have returned to campus, social distancing and safety requirements could complicate some CTSO activities, especially those that have typically taken place outside of class time. For example, students may not be allowed to gather before or after school for meetings in large groups. In this case, activities could be conducted during already scheduled class times, although that could reduce opportunities for students who are not currently enrolled in a CTE course to participate. Other ideas include utilizing larger spaces where students can spread out, such as gyms or cafeterias; hosting virtual meetings; or hosting smaller committee meetings rather than entire chapter meetings. Elections for leadership positions may also need to be held virtually or over a longer period of time to reduce contact between students.

Rearranging Curriculum According to Time Limits

When learning is shortened for various reasons, lessons are provided online to supplement shortened time frames. Collaborate with college partners in order to complete requirements. Differentiate essential lessons and prioritize as needed in the curriculum. When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc. During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

Considerations for Postsecondary Credentials

Credential Attainment

Credentialing options such as certifications, licensures, apprenticeship certificates, digital badges and degrees are important parts of CTE student assessment that could be significantly impacted by COVID-19. Socially distanced in-person, remote and blended instructional models could all affect how learners demonstrate their knowledge and skills for these credentials, and their ability to meet seat time and other requirements. Assessments tied to industry credentials in particular are often administered by a third party, so educators will have to work closely with partners to provide students continued access in the new school year.

Instructor assessment of knowledge and skill gains is equally important. Regardless of the instructional model chosen, CTE educators will need to determine learning gains and losses when students return to campus after a long hiatus, particularly for students who are entering the next course in a sequence that assumes preexisting knowledge and skills.

Personalized Student Portfolios for Credential Attainment

Creating a positive classroom culture of learning and respect, and offering flexibility and differentiation to students will also be critical as students return to in person instruction. Each learner has experienced the effects of the COVID-19 pandemic in different ways, and the return to in-person education may present additional challenges or fears to many. Social-emotional support and understanding in the classroom will be more important than ever, and different students may also need different academic supports or additional hours in the lab to recapture learning time lost or address other skill deficiencies. Building an individual portfolio for each student, will not only allow for the student but the teacher to be able to see the progression during the school year.

Obtaining Credentials Virtually

For industry certification or licensing exams, instructors may need to identify alternative sites for students to take assessments, such as colleges or local union training centers, if some testing centers remain closed or have limited capacity. Some testing sites may also limit the number of learners being assessed at a given time, leading to scheduling challenges.

Ensuring Certificates are Driving students toward post-secondary Credential Success

As with the remote scenario, CTE programs will need to consider how to maintain quality in a blended course offered as an early postsecondary opportunity or with the intention of credit transfer. In addition, as with the in-person scenario, having students move between two campuses could increase their risk of exposure. If learners will be allowed to transition between campuses, those institutions will need to develop policies for health screening, scheduling and transportation that minimize this risk, such as requiring a certain amount of time to elapse between when the learner is on one campus before coming to the other campus.

Acceptance of Post-Secondary Partner Articulated Credit

Exceptions could include classes that have a significant hands-on component that cannot be addressed by students without access to lab facilities. Accommodations have to be made with partnering institution in order to complete requirements. If schools move to stay closed, then it will directly impact the partnership class and whether the course can be completed. The partnering

school cannot expect or require partnership teachers to continue offering college curriculum to students if they are not on contract. All college outcomes have to be taught for the course to be complete. This is an important consideration when determining if the course can be completed this year.

Mandated Seat Time for Credentials

Many industry-recognized credential preparation programs require hands-on lab instruction that cannot be duplicated through remote learning. In some cases, job placement, lab or experiential learning hours are a requirement for earning an industry-recognized credential. Remote learning, staggered class/lab schedules and access to work-based learning sites and pre-apprenticeship opportunities limit students' abilities to meet required training hours and create barriers to obtaining industry-recognized credentials.

Flexibility in state policy for districts and schools to award credits flexibly is a key policy change for states interested in transitioning to a focus on outputs such as student mastery. One way is to allow students, on a case-by-case basis, to receive a limited waiver from seat time requirements. Another, more comprehensive credit flexibility option allows students to earn credit in multiple ways for any one course. High school students may earn credit through a variety of programs, including distance learning and expanded learning opportunities (ELOs) such as afterschool programs, summer programs, and internships.

Formative Assessments Virtual or Hybrid

Assessing CTE student learning using remote methodologies will involve new techniques. A number of resources and tips exist that can help CTE instructors transition classroom assessment online. Some recommendations include providing smaller and more frequent assessments spread out across the course, as well as using online quizzes and polls, student reflections, and multiple formats of instructor-to-learner feedback as well as feedback among students through virtual breakout groups or discussion boards. Feedback can be communicated via written comments, phone, email or video, in synchronous or asynchronous formats, and may be shared with a group or provided independently, depending on the technology used and the goals of the instructor.

Completion of Industry Credentials

Allow for students to obtain industry certificates specific to content areas. For example, Servsafe certification in Culinary Arts can be obtained in summer and/or in after school programming. Communicate with dual credit partners and determine how these licenses/certificates can be obtained if in-person class time is necessary.

Work Based Learning

Limiting in-person Participation for Work Based Learning

When students are placed on a worksite, the training agreement should incorporate relevant social distancing guidelines or requirements and be developed carefully to address liability issues. An example could be that students and parents are required to complete a waiver. These waivers or other guidelines should be developed with legal counsel. CTE programs should also consider whether and how to provide transportation to the worksite, so that students do not have to use public transit, and make plans for educators to monitor student placements in person, including the safety

aspects of the jobsite.

Integrating Innovative Work Based Learning

In a blended learning environment, instructors may be able to combine worksite, school-based and virtual WBL models. The implementation of school-based models would differ most significantly in the blended scenario, as limited time on campus would impact the design and operations of industry-driven projects, simulated businesses and SBEs. These activities would need to be designed with more remote elements in mind, or with tasks split between student groups if the blended model involves cohorts that rotate on and off campus.

Ensure Guidance in Health and Safety Guidelines

Develop general google classrooms for all to access in order to see current CTE classes and how they are abiding by the CDC health and safety guidelines. Update policies set out by the district as changes may occur throughout the year. The school district should include the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan. A. Protocol for High Risk Staff Members b. Protocol for High Risk Students. Atlantic City Board of Education is dedicated to meeting the needs of our High Risk students and staff as we navigate the return to school during this public health crisis. For our High Risk students, we are offering an enhanced remote learning Program. This remote learning option is designed for families that are unable, or hesitant, to send their children to our reopened school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

Leverage Employability Skills from Career and Technical Student Organizations

Some competitive events or afterschool activities may not be possible in a fully virtual environment, but with some creativity, many others will be. The national CTSOs are exploring virtual competitions and leadership development, in addition to in-person and hybrid activities, although some event criteria or processes may need to be modified for the virtual setting. Employer mentors and event judges can continue to engage with learners through these virtual conferences; communication about the virtual conference format should be clear and consistent to help these partners, learners and guardians make the switch from in-person to remote events.

Options include using virtual platforms to host meetings and activities, or hosting separate chapter meetings for different groups of students. Advisers will need to think carefully about how to maintain activities like fundraisers and service projects if not all students are on campus each day. Dividing responsibilities and careful planning will be critical to the success of projects in this model.

Decrease/Eliminate Required Hours of Work-Based Learning Participation

In a blended learning environment, instructors may be able to combine worksite, school-based and virtual WBL models. The implementation of school-based models would differ most significantly in the blended scenario, as limited time on campus would impact the design and operations of industry-driven projects, simulated businesses and SBEs. These activities would need to be designed with more remote elements in mind, or with tasks split between student groups if the blended model involves cohorts that rotate on and off campus.

Considerations for Career Advisement

Advisement Meetings

Advisory board meeting virtual. If possible some members meet in-person to discuss plans. Schedule meetings with community leaders in each content area to assist in the planning. In blended learning scenarios it will be important to prevent career development activities from getting lost in the shuffle between campus-based activities and remote learning. In addition, careful attention will need to be paid to student schedules as it relates to their academic and career plans, to help them stay on track if the instructional calendar is adjusted to accommodate a blended model. These meetings can help in assisting students with the process of college and postsecondary decisions.

Providing materials and news to Parents

Develop an online forum for students and parents to allow view into course content, and further education news. Promote platforms utilized by the district and familiar to parents as the school year progresses. Keep families updated on changes in the current situation as it relates to Covid-19.

Parent Meetings

Plan meeting with partnering community college as well as parents to explore post-secondary education. Continue to communicate with parents on the evolving situation as it relates to all CTE components and pathways for their children.

Career and College online Preparation tools

Promote college fair and/or virtual college tours for furthering education. Allow for colleges and post-secondary institutions to “visit” school, virtually if possible, to speak with students about pathways after high school.

Incorporate Industry Guest Speakers

Blended scenarios can offer the best of both worlds related to partner engagement — with opportunities for students to engage virtually but the ability to meet in person as well. One key consideration will be ensuring all students have access to engagement with business and industry professionals, without creating undue burden on employers. For example, if a guest speaker is scheduled on a day only half the students are on campus, the session could also be live streamed to those learning at home.

Professional Association Meeting

Local Chambers of Commerce, local workforce boards and similar organizations — anywhere that employers and community organizations are already engaged, and that are already monitoring these changes — will be invaluable sources of information. Keeping conversations and meetings short and to the point, reducing the frequency of emails and providing multiple engagement methods will also be important to avoid overburdening partners. Programs can prioritize their needs: are there questions about modifying curriculum or assessment that partners need to weigh in on, or personal protective equipment (PPE) and supplies that are needed urgently? More tangible requests should be considered on an individual basis — some employers may still welcome interns, have resources to donate or be able to provide guest speakers; while others will not have the capacity.

Build Capacity and Support for Partners

CTE leaders lean on business and industry partners to help make decisions and will need to connect regularly with their partners to align programs with current and future workforce demand and skill needs. However, businesses, even if they are able to remain engaged, may be unsure about what is needed, and needs may change quickly. Community organizations are also being stretched thin. While a number of industry leaders have reported success this spring moving advisory board meetings online, others noted that their partners have been too distracted to engage.

Limit in-person Advisory Meetings and CLNA Meetings

Meetings to be held with district staff members included on advisory board, in person and practicing social distancing and safety guidelines. All other members will be brought in using virtual platforms including zoom, google meet, etc.

To maximize engagement, virtual meeting hosts should follow best practices for keeping participants involved, such as using video, polls and chat functions; following a clear agenda; and keeping groups to a manageable size so all voices can be heard. In addition to the following tips:

- Keep the meeting under 45 minutes.
- Make RSVPs mandatory.
- Send out reminders.
- Acknowledge everyone in the virtual room.
- Encourage a video-on policy.
- Don't multitask and discourage others from multitasking during meetings.
- Specifically address questions to quieter advisory board members.
- Provide concrete next steps.

Verify Student Access to School-Issued Devices

Community organizations and agencies, such as libraries, can also be a source of connectivity for students who lack reliable high-speed internet and/or access to technology. CTE leaders should strongly encourage these approaches to help CTE learners connect remotely, while bearing in mind that some of the devices being provided by schools, such as Chromebooks, may not be capable of running the software necessary for all CTE programs.

When it is not possible to get all learners connected, CTE instructors will likely need to develop packets of readings, worksheets, quizzes and potentially kits of activities that can be safely completed at home. However, this should be a last resort, as educators in CTE and other subject areas have acknowledged that online and paper-based experiences are widely divergent, and CTE students in particular will need access to technology to participate in virtual and simulated experiences. Throughout the rest of this guide, the underlying assumption is that student connectivity issues have already been largely addressed. That should be the first priority of institutions and districts pursuing remote learning options, as delivering a high-quality CTE program experience remotely will be nearly impossible without at least some internet and computer or mobile device access.

Professional Development For in-person or Virtual Opportunities

Professional development to be designed for specific CTE courses both online and in-person. The

following topics to be covered in these specific PD sessions.

1. Instructional Technology
2. Work-Based Learning
3. Increasing Rigor and Relevance in the Classroom
4. Teaching CTE Online
5. Teacher Externship Toolkit
6. CTE Foundations

Professional Development for Safety and Sanitation Guidelines

Professional development to include but not be limited to practicing all safe and sanitary measures in the CTE classrooms/labs. In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19. A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.

Create existing high-quality CTE curricular resources available on online platforms, possibly through collaborative development in professional learning communities

The overall mission of Atlantic City High School CTE leaders is to successfully prepare all students for college and career excellence. It is crucial to establish a CTE Professional Learning Community (PLC) to enhance the key element to achieve this mission. This PLC should be separate and apart from the existing college and career readiness PLC with a specific focus on high school students engaged in various CTE pathways. The CTE PLC should illustrate how the Director of Secondary Education, Principal, CTE Coordinator, select CTE leaders, and higher education stakeholders will work collaboratively to ensure students receive rigorous, relevant, and equitable learning experiences. The CTE PLC will strive to successfully address the 12 Elements of a High-quality CTE Program by using high-quality CTE curricular resources and research-based practices to enhance and advance learning outcomes.

Process for New CTE Teachers

The Early Online Orientation Modules have been developed and are provided to meet the needs of new CTE Teachers as they enter the classroom.

Topics included in the Early Orientation Modules (1-6) are:

1. Engaging and Supporting All Students
2. Classroom Environment
3. Understand and Organize Subject Matter
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional

Attend webinars and virtual technical assistance provided by NJDOE's Office of Career Readiness on CLNA guidance, NJ SMART submission, and Perkins Local Application completion

During these webinars topics will be explored for each of the CLNA elements in depth to ensure that each can be addressed sufficiently in local applications. These webinars are crafted to assist in planning virtual CLNA discussions with respect to the current challenges presented by the COVID-19 pandemic.

It is important to note that this is not a technical assistance session to support grantees in closing out the previous grant year, but rather to guide decisions made for the 2020-2021 school year under our Perkins V State Plan.

The Perkins V Technical Assistance Webinar Series is for districts, community colleges and state agencies who are eligible for Perkins grant funding.

Refer to CLNA guidance on braiding funds for each for the CLNA Program Elements.

The current CTE program will use various funding streams to support all program elements at Atlantic City High School. If particular funding shortfalls occur, the school district will refer to CLNA resources to drive and maximize CTE program quality as necessary.

Collaborate virtually or in-person with CTE program partners to share services and leverage common resources.

The school district will continue to strive to build alliances to acquire more knowledge about advancements in CTE programs. Atlantic City High School will continue to gain more insight into available services and common resources that can be shared or replicated to meet the dynamic needs of CTE participants.

Attend webinars and virtual technical assistance provided by NJDOE and NJ SMART on CLNA guidance, NJ SMART submission, and Perkins Local Application completion.

The NJ SMART Resources & Trainings website links users to important information occurring within NJ SMART, including downloadable resources and webinar and on demand training available to assist you throughout the data submission process. Each year, the New Jersey Department of Education provides NJ SMART training via webinars on a variety of topics. In addition, new supplemental eLearning videos have been created to assist in self-paced learning. Each on demand eLearning video is designed to give a high level review of each topic and should be used in conjunction with the other NJ SMART tools and resources.

Leverage and braid E-Rate funding to expand infrastructure to support remote learning

The current infrastructure supports remote learning. As the current situation evolves the district may need to invest in infrastructure to support programs and build a cross-sector system that achieves coherence in areas such as standards, curriculum, assessment, professional preparation and development, and family engagement across funding streams.

SY 2020-21 Atlantic City Public School Calendar

Students- 180 days/Teachers -184 days	September - (18 days) 20						February - (19 days) 19					
September 2020	M	T	W	Th	F		M	T	W	Th	F	
1&2 - Teachers Return PD no school students		PD	PD	½	½		1	2	3	4	5	
3&4 - Students Return ½ day for students **	-	8	9	10	11		8	9	10	**	12	
7 - Labor Day	14	15	16	17	18		-	16	17	18	19	
28 - Yom Kippur	21	22	23	24	25		22	23	24	25	26	
October 2020	-	29	30									
8 - Professional Day ½ day for students**												
12 - Columbus Day												
November 2020	October - (21 days) 21						March - (22 days) 23					
3 - Election Day	M	T	W	Th	F		M	T	W	Th	F	S
5&6 - NJEA Convention				1	2		1	2	3	**	5	
11 - Veterans Day	5	6	7	**	9		8	9	10	11	12	13
25- Abbreviated Day (start of Thanksgiving)	-	13	14		16		15	16	17	PD	19	
26&27 - Thanksgiving Recess	19	20	21	22	23		22	23	24	25	26	27
December 2020	26	27	28	29	30		29	30	31			
1, 2, 3 - Teacher Conference ½ day for students**												
10 - Professional Day ½ day for students**	November - (15 days) 15						April - (16 days) 16					
23 - Abbreviated Day (start of winter recess)	M	T	W	Th	F		M	T	W	Th	F	
24 - January 1 - Winter Recess	2	-	4	-	-					½	-	
January 2021	9	10	-	12	13		-	-	-	-	-	
4 - Return to School (end of winter recess)	16	17	18	19	20		12	13	14	**	16	
14 - Professional Day ½ day for students**	23	24	½	-	-		19	20	21	22	23	
18 - Dr. MLK, Jr. Day	30						26	**	**	**	30	
February 2021												
11 - Professional Day ½ day for students**	December - (17 days) 17						May - (19 days) 19					
15 - Presidents' Day	M	T	W	Th	F		M	T	W	Th	F	
March 2021		**	**	**	4		3	4	5	6	7	
4 - Professional Day ½ day for students**	7	8	9	**	11		10	11	-	13	14	
18 - Professional Day PD no school students	14	15	16	17	18		17	18	19	**	21	
13&27 -Snow makeup day (as needed)	21	22	½	-	-		24	25	26	27	28	
April 2021	-	-	-	-			-					
1 - Abbreviated Day (start of spring recess)												
2 - 9 - Spring Recess												
12 - Return to School	January - (19 days) 19						June - (14 days) 15					
15 - Professional Day ½ day for students**	M	T	W	Th	F		M	T	W	Th	F	
27,28,29 -Teacher Conference ½ day for students**					-			1	2	3	PD	
May 2021	4	5	6	7	8		7	8	9	10	11	
12 - Eid - al - Fitr	11	12	13	**	15		*	*	*	*	*	
20 - Professional Day ½ day for students **	-	19	20	21	22		*					
31 - Memorial Day Observance	25	26	27	28	29							
June 2021												
4 -Professional Day PD no school students												
21 - last day of school												

**12:15 dismissal (ACHS) 12:45 dismissal (Elementary)

* - half day for students

PD - no school for students

THIS CALENDAR IS SUBJECT TO CHANGE SHOULD IT BECOME NECESSARY DUE TO THE AGREED CONTRACT AND / OR EMERGENCIES. THE SCHOOL YEAR WILL BE EXTENDED AS MAY BE NEEDED TO BE IN COMPLIANCE WITH STATE LAWS. Holidays follows 2020-2021 NJDOE school year observances and may be subject to change.
BD Approved:

Appendix A

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Remote Learning Options for Families

July 20

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[See POLICY ALERT No. 221]

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

1. All students are eligible for full-time remote learning.

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- a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
- b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least _____ calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. The student may only begin full-time remote learning
[Choose one or more of the following:
 ____ at the beginning of the school year.
 ____ at the beginning of a marking period.
 ____ at the beginning of a mid-year semester.
 ____ within _____ school days after receiving written approval of the Principal or designee.]
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;

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- b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

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- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- 6. The Principal's written approval of the request shall be provided to the parent within ____ calendar days of receiving the parent's written request.
 - a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.
- C. Scope and Expectations of Full-Time Remote Learning
 - 1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
 - a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

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- (1) This includes, for example, access to standards-based instruction of the same quality and rigor as 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.
 - d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.
- D. Procedures to Transition from Full-Time Remote Learning to In-Person Services
 1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least ____ calendar days before the student is eligible for in-person services.
 2. A student is only eligible to transition from full-time remote learning to in-person services commencing
[Choose one or more of the following:
____ at the beginning of the school year.
____ at the beginning of a marking period.
____ at the beginning of a mid-year semester.
____ within ____ school days after receiving written approval of the Principal or designee.]

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3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least

[Choose one or more of the following:

___ one marking period in remote learning before being eligible to transition into the school district's in-person program.

___ one semester (1/2 school year) in remote learning before being eligible to transition into the school district's in-person program.

___ ___ school days in remote learning before being eligible to transition into the school district's in-person program.]

 - a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

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- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
 6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
 7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.
- E. Reporting
1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.
- F. Procedures for Communicating District Policy with Families
1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

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- a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
- b. Procedures for submitting full-time remote learning requests in accordance with B. above;
- c. Scope and expectations of full-time remote learning in accordance with C. above;
- d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
- e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:
“Clarifying Expectations Regarding Fulltime Remote Learning
Options for Families 2020-2021”