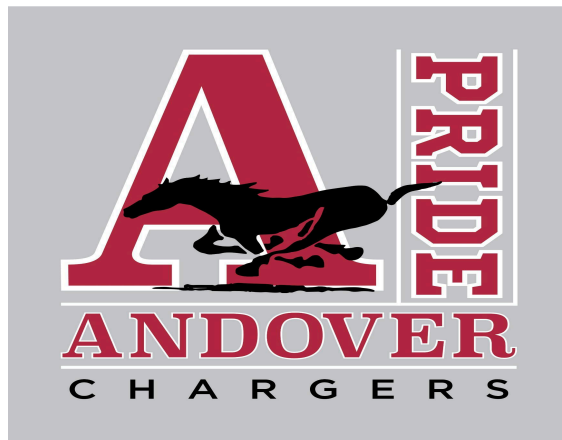


Andover Regional School District
Emergency Virtual/Remote Instruction Program
2024-2025



Superintendent of Schools
BOE Approved: August 21, 2024

Andover Regional School District

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*Superintendent
Of Schools*

*Mrs. Jennifer Reynolds
Supervisor of Curriculum & Instruction*

Instruction & Technology

1. Fully Remote Instruction and Assessment

- 1.1. Teachers will use Google Classroom to communicate with families/students.
- 1.2. Students will follow their regular schedules for a full day of school utilizing their district-issued device:
 - Long Pond students must log on to their first period class by 8:30, and the day ends at 3:30.
 - Florence M. Burd students must log into the homeroom by 8:30, and the day ends at 3:30.
- 1.3. Students will be trained by teachers in how to join the Google Classroom and the Google Meet link in order to be prepared in the event of a shift to remote instruction. All students should join their teacher's Google Meet link which will be posted in their classroom banner.
- 1.4. At certain points during live lessons, teachers may allow students to log off or turn cameras off to allow time for independent work. This is a natural part of the teaching progression.
- 1.5. Students will be engaged in guided learning experiences, meetings, and assessments using available online resources provided by their teachers using Google Classroom, Google Meet, and/or other approved digital applications.
- 1.6. Student cameras must remain turned on during instruction unless an accommodation is provided. Student conduct online must be appropriate and respectful as consistent with in-person learning and each school's code of conduct.

- 1.7. Lack of student participation will be addressed by staff phone calls and/or emails to parents to address the issues and be considered as part of the course grade.
- 1.8. The district will distribute a survey to staff and families at the start of the school year to determine who may be without internet.
- 1.9. The district will work with staff and families who do not have internet access to provide a district issued hotspot.
- 1.10. The technology staff has created a Google Form on the main page of the school website for families to request instructional technology assistance. Staff should submit technology work request tickets.

2. Attendance

- 2.1. Attendance will be taken daily.
- 2.2. The standard for attendance in fully remote instruction will follow the same standard as outlined in the student handbook.
- 2.3. Attendance calls will be received by our usual procedure in the event that a student is ill and unable to participate on any given day.

3. Food Service

- 3.1. In the event that we utilize a fully remote schedule, Andover will continue to distribute meals to students. Families will be notified of distribution locations and times through the district's messaging system and through frequent updates on the school's website.

4. Special Learning Needs and Student Support Services

- 4.1. Any student with special learning needs who cannot participate successfully in remote learning will be provided hard copies of guided learning experiences in addition to textbooks and other print materials.
- 4.2. Student support services (i.e., OT, PT, speech, CST, counseling, nursing) will be provided remotely, where feasible. To address mental health needs, school counselors will establish office hours and will continue to meet with students remotely.
- 4.3. The individual needs of special education students will be addressed by CST case managers and teachers. Case managers will identify individual student needs (socially, emotionally and/or academically) and will meet with teachers to determine the steps necessary to meet those needs while virtual (e.g. virtual support from a teacher assistant, coordination of outside agency support, collaboration with parents to navigate the online learning process, including support with parents to create schedules for students to work at home, etc).

- 4.4. Case managers will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.
- 4.5. Parents will be invited to do remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require direct 1-1 physical administration).
- 4.6. ELL students will have the support of the ELL teacher. The teacher will also help to communicate with parents.

5. Teacher Expectations

- 5.1. Become familiar with district online protocols and platforms.
- 5.2. Plan standards-based lessons that are synchronous, live learning opportunities that meet the needs of students at various levels, ensuring versatility of lessons. At some points during a synchronous lesson, teachers may incorporate some portion of the lesson to include asynchronous time.
- 5.3. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- 5.4. Provide regular feedback to students and families on expectations and student progress.
- 5.5. Set clear expectations for remote students..
- 5.6. Assess student progress early and often and adjust instruction and/or methodology accordingly.
- 5.7. Instruct and maintain good practice in digital citizenship for all students and staff.
- 5.8. Communicate regularly with both students and parents.
- 5.9. Participate in any professional development related to culturally responsive teaching, socio-emotional learning, and trauma-informed teaching.

6. Paraprofessionals

- 6.1. Paraprofessionals who usually serve in physical classrooms supporting students and teachers may also provide support in the remote environment, especially for students with special learning needs, English language learners, and those that need additional support at home.

- 6.2. With direction from teachers and administrators, paraprofessionals are able to:
 - 6.2.1. Lead small group assignments under the direction of the classroom teacher;
 - 6.2.2. Pre-record read-alouds and videos around certain learning activities or caption pre-recorded instructional videos from general education teachers;
 - 6.2.3. Provide real-time support during remote sessions;
 - 6.2.4. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons;
 - 6.2.5. Communicate with families and students to support them in accessing and participating in remote learning;

7. Administrator Expectations

- 7.1. Work with staff to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.
- 7.2. Provide time for staff collaboration and planning
- 7.3. Home collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote instruction.
- 7.4. Define and provide examples of high-quality instruction given context and resources available.
- 7.5. Assess teacher, student, and parent needs regularly.
- 7.6. Ensure students and parents receive necessary support to ensure access to instruction.
- 7.7. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and for Leaders.
- 7.8. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- 7.9. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences .
- 7.10. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

- 7.11. Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.
- 7.12. Identify essential personnel for the virtual operation of the school district and provide a list to the county office.

Communication and Family Engagement

8. Communication

- 8.1. Our approach to communication comes from a customer service perspective to continue to build trust with our community.
- 8.2. Personal contact through online meetings, telephone conversations, or individual emails is the norm and to be expected in most situations.
- 8.3. Broad information will continue to be disseminated to families through School Messenger, Genesis, and district/school/teacher websites.
- 8.4. District and school websites are an important source of information. Regular site management will be practiced.

Continuity of Operations

9. General Information

- 9.1. In the event schools are ordered to close and move to complete remote learning due to a health concern, school and district offices will be closed to the public. The only exceptions will be for distribution of meals per a schedule to be announced on the district website and alert messaging. Any modifications will be communicated by the offices directly.
- 9.2. All school related trips, athletic competitions, and other extracurricular activities are canceled for the duration of the school closure.