The Swedesboro Woolwich School District
Emergency Remote Instructional Plan 2025-2026

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9.

While our intent is to remain open for in-person instruction throughout the year, Swedesboro Woolwich School District needs to be prepared in the event the need arises to quickly shift to an all-remote learning environment. Remote learning, also referred to as distance learning, is learning that happens outside of the traditional classroom. It gives students, inclusive of multilingual learners, Special Education and Pre-School students, who are not in school for in-person education, access to online learning materials and instruction. NJ Governor Murphy signed A-3904 into law in April of 2020, which requires each school district to submit a proposed program for emergency remote instruction to the New Jersey Department of Education. This law provides for the continuity of instruction in the event of a public health-related district closure by permitting the District to utilize remote instruction to satisfy the 180-day requirement. If public health and/ or safety conditions warrant changes to in-person learning, we are prepared to ensure that students and families will have what they need. We will return to remote learning if applicable governing bodies deem this necessary.

This document was developed as general guidance that will assist our students, staff, and parents/guardians in preparing for the possibility of an all remote learning setting. We are committed to ensuring equitable access and opportunity for all students.

Should we need to switch to remote learning district-wide parents will be notified via the following avenues:

- District Website
- Global emails and phonecalls

Temporary Remote Learning will NOT be available for students who:

- Are kept home sick due to symptoms of illness that may or may not be related to COVID-19 (e.g. common cold)
- Are following travel guidance
- For such absences, communication will occur directly with the teacher regarding any make-up work or assignments.
- The school reserves the right to request verification of the need for temporary remote learning (e.g., positive COVID-19 test result for a family member) before approving it.

The intent of temporary remote learning is to ensure continuity of education for students who are out of school. Teachers will do their best to ensure that students are as up to date as possible with their learning while they are participating in a Remote Learning setting. The length of the school day will be consistent with a regular full day of instruction (a minimum of 4 hours excluding lunch and recess).

Schedules

- Each classroom will work within their capabilities so that students can participate "live" in the classroom through Google Meets or Zoom as determined by the teacher. Students will be able to follow along with all content area classes' regular schedules.
- The schedule for the remote learning school day will continue as seamlessly as possible from the schedule for in-classroom learning, with live teaching and learning scheduled every day.

- Schedules, assignments, and time for remote students to be “live” in the classroom will vary according to the age and grade level of the students.
- Teachers will use specific guidance from the SWSD Curriculum Department for the type and duration of live instruction, established in response to parent and staff feedback from the 21-22 school year and in accordance with best practices.

Kindergarten - Grade 2

- Individual or Small Groups Directed to Quarantine
  - The district recognizes that individuals or small groups who are directed to quarantine, do not benefit from synchronous instruction as much as short check-ins and working at their own discretion with a caregiver.
  - Activities and assignments will be posted within Google Classroom. Any questions or comments posted by students or parents (of younger grades) will be responded to within 24-48 hours the teacher.
- Whole Building or District Closures
  - For all Remote Learning circumstances in order to maximize student growth and learning to the greatest extent possible, students will join "live" for these classes through Google Meets or Zoom as determined by the teacher. Students will join at the regularly scheduled time. Google Classroom will be utilized for activities and assignments.

Grades 3-6

- For all Remote Learning circumstances in order to maximize student growth and learning to the greatest extent possible, students will join "live" for these classes through Google Meets or Zoom as determined by the teacher. Students will join at the regularly scheduled time. Google Classroom will be utilized for activities and assignments.

Resources

- All teachers will maintain a Google Classroom. Students will use this resource in class and at home. Contents will vary per grade and subject. Regular use of Google Classroom during the year will assist with requirements when at-home.

- Teachers will communicate to all students regarding any resources that should be kept on hand at home to assist with remote learning if needed (e.g. looseleaf or journal paper, alphabet letter cards, math counters, etc.). While we will aim for the instruction to look as close as possible to that of a live classroom, resources can be adjusted and utilized in various ways to ensure student learning is maintained as the focus.
- Students in Grades 3-6 have individual Chromebooks that can be taken home for Remote Learning.
- For students in Grades PK-2 that would be in need of a Chromebook for temporary Remote Learning purposes, arrangements will be made within one day with pick-up procedures. Chromebooks will be shared with families for temporary purposes and on an as-needed basis only.

Assessments

- Teachers at all grade levels will continuously measure student growth and learning in a virtual or remote instructional environment through teacher observation, student submissions, digital programs, and regularly scheduled benchmark assessments.
- Students requiring additional support will be provided with targeted instruction in the corresponding instructional area during comet time.
- Based on student performance, curricular programs, instructional practices, and implementation protocols will be assessed for maximum effectiveness.
- **Title I or other at-risk students** will be provided targeted interventions by the classroom teacher as well as the ACES teachers through virtual instruction based on progress monitoring and other benchmark data.

Student Expectations

- During all Remote Learning, students are required to adhere to the school's Code of Conduct. This includes expectations such as:
    - Participating with active engagement and respectful behaviors
    - Following proper dress requirements (wearing appropriate clothing & accessories that would also be suitable for in-person learning)
    - Being seated at a desk or table, as free from distractions as possible
    - Having a location that is appropriate for others to view such as a kitchen, dining space, office, or living room
    - Having materials readily available and prepared
    - Logging on a few minutes before live sessions are scheduled so that class

may begin on time

We are committed to making remote learning as close to the classroom experience as possible to ensure that teaching and learning are continuous and students progress as expected regardless of the learning environment. We thank all parental and family members in advance for reiterating the Student Expectations in order to support teachers, students, and their peers in a respectful manner.

Virtual Attendance - School district policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met as you can see in the overview provided above. Teachers will take attendance via OnCourse for students. Virtual student attendance will be based on participation in live sessions, completed assignments, as well as a wellness check-in to be completed by the end of the school day. (Flexibility on time provided for families with varying schedules due to childcare, working parents, etc.) Student attendance is required and actions will be taken if students are absent from school according to our district policy on attendance. Student participation is vital as well. Caregivers of students not meeting expectations in this regard will be contacted by the teacher to address concerns. Administration will intervene if necessary.

Special Education - The Swedesboro Woolwich School District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP to the greatest extent possible, including access to materials and platforms. Unless significant changes are being recommended to a student's IEP or unless a parent requests a meeting, new IEP meetings will not occur and the IEP's that were developed at each student's annual review meeting for the 24-25 school year will remain in effect. If an IEP meeting is needed, that meeting will occur virtually. Amendments to IEPs can occur with written parental consent should there be a need to make changes such as adding additional accommodations and/or modifications for the presentation of instruction and/or services virtually. Related services will be provided virtually to the best ability possibile. Case managers will communicate frequently with parents and staff to ensure that IEPs are being followed to the fullest extent possible.

CST Evaluations - Evaluations for Special Education Students who were in the process of being evaluated by the CST at the time the district began remote learning will resume virtually if possible or resume once school is reopened for in-person instruction. For other IEP meetings, evaluations, or meetings to identify, evaluate, and/or reevaluate students with disabilities, virtual meetings will be conducted to ensure timely measures are taken.

Planning time - Teachers will be provided with daily planning time. To the extent possible, teams of teachers will have scheduled common planning time to discuss pacing and alignment of resources. All teachers will participate in PLCs throughout the year to assist with instructional consistency and alignment of curriculum expectations.

English as a Second Language - Classroom teachers and ESL teachers will collaborate to ensure a virtual learning program that is aligned with State and Federal mandates to meet the needs of multilingual Learners. Teachers will ensure timely and effective communication with caregivers and parents of multilingual students including translation materials, interpretive services, literacy level appropriate information, digital learning platforms, and other technology resources. As with in-person instruction, ESL teachers will use a variety of learning strategies such as differentiation, to ensure the same standard of education as their non-multilingual peers.

Professional development - It is imperative that the district provide ongoing professional development for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

Accelerated Learning Opportunities - Over the course of the school year, SWSD offers multiple opportunities for students to participate in extended learning opportunities and extracurricular activities using district and federal funds. In the event of a public health related closure, students will continue to be provided such offerings in the form of clubs, intervention & extension work (Credit Recovery), and Summer programs, which will be delivered via a remote setting. The continuation of the learning opportunities during a public health related closure will ensure that students have continuity of instruction, allowing for student growth.

Social and Emotional Health of Students and Staff - The mental health of students and staff is of utmost importance. Counselors are available for students and staff virtually to consult throughout the closure and during in-person instruction. The district Social Emotional Learning Committee is creating a database with resources for students and staff to reference.

Extra Curricular Programs - Clubs and other student extension opportunities will be provided virtually to the best of the district's ability.

Transportation - If Paterson Public Schools is receiving remote instruction, transportation will

not be provided as students will receive virtual learning opportunities from their homes.

Child Care - Various community partners throughout the SWSD area provide childcare options for families during remote instruction (e.g. The Goddard School).

Community Programming - In the event of closure, the school district will notify any opportunities that may be provided by organizations such as the Swedesboro-Woolwich Parks and Recreation Department, the Woolwich Twp. Police Force, the Swedesboro Library, and others to provide information regarding opportunities for student and family engagement.

At the beginning of the academic school year, caregivers will be surveyed to determine the need for devices and connectivity. That data will be utilized in developing the following plan to address students including those who may not have access to sufficient broadband, or to any technology required for virtual or remote learning.

Devices - Students in grades 3-6 all have individual Chromebooks assigned to them that can be used at home during a shift to all remote learning. Students in grades 1-2 have Chromebooks assigned for use at school. If needed, they may use those devices at home during a shift to remote learning. This is on an as needed basis. For students in grades PreK -K, spare Chromebooks would be configured and distributed on an as needed basis.

Access to Internet - The following link provides information on how to gain access to low-cost in-home internet access via Comcast's internet Essentials offering if you qualify: https://www.internetessentials.com/. In extreme conditions, the district is prepared to provide low-income families with a broadband hotspot.

Technology Support - Any student, caregiver, or staff members can call technical support at (856) 241-1552

Food Services

The Swedesboro Woolwich School District contracts Nutri-Serve to provide food services to students in all four school buildings. The district will continue its mission to provide nutritious food to students during the current pandemic situation.

Below are procedures for the distribution of food in the event an all-remote learning situation occurs during the 2025-2026 Academic Year:

Meal Ordering - All students will have the availability to obtain breakfast and lunch even if the district is in a fully remote situation. The district would utilize an online ordering system sent to parents via School Messenger containing a Google Form to be completed for ordering purposes. Pick-Up for Monday-Tuesday meals will be on Mondays and pick-up for Wednesday-Friday meals will be on Wednesdays. The distribution point will be at the front of the Stratton School. Ordering online via Google Forms on Friday Afternoons with a 7:30 AM Deadline on Mondays.

Meal Delivery - Delivery of meals will be available upon parent request. A meal delivery schedule will be developed based on the number of requests submitted. Multiple days worth of meals will be delivered at one time.

Facilities Plan - For an extended closure, all school facilities will be maintained by essential employees including maintenance personnel, administrative team members, and food services workers. Minimal cleaning will need to be performed in the event of a full closure; however, more custodial services may be needed if teachers are able to work from school. This will depend on guidance from the county health department.

Essential Employees - A list of all essential employees will be provided to the county office at the time of the LEA's transition to remote or virtual instruction. These positions will include administration, maintenance, food service, and front office staff. A detailed list will be disseminated at the time of transition.