

Montville Township Public Schools

Distance Learning Plan

Introduction

We are proud at Montville Township Public Schools to deliver our high-quality education and fulfill our mission in the context of our seven district schools. We are also proud that we have established a plan to deliver instruction and services under exceptional circumstances that may require partial or full district closure. In this circumstance, our commitment is to provide an alternative means of education in the form of Distance Learning. Distance Learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of district closure. While Distance Learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The Montville Township Public Schools (MTPS) Distance Learning experience aligns with the NJ Student Learning Standards (NJSLS) and our district curricula. Our students will be empowered to make choices about how they reach clearly defined learning goals; be engaged in [online] collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be educated, inspired and empowered.

The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how MTPS will continue to offer an effective education through Distance Learning in the event of school closure and to do so within an *Asynchronous Learning Environment*. An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Since faculty and students will be at home or in other locations, this plan is developed under the assumption of an Asynchronous Learning Environment.

This *Distance Learning Plan* will define the following:

- Implementation procedure to conduct school remotely until resumption of normal operations;
- Details the expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- Elementary, Middle School, and High School plans that address developmentally appropriate and meaningful student learning experiences.

Demographic Information - Montville Township Public Schools

The district's current enrollment by building is as follows:

Cedar Hill Elementary	Pre-K to Grade 5	321 students
Hilldale Elementary School	Kindergarten to Grade 5	299 students
Valley View Elementary School	Pre-K to Grade 5	380 students
William Mason Elementary School	Kindergarten to Grade 5	231 students
Woodmont Elementary School	Kindergarten to Grade 5	323 students
Robert R. Lazar Middle School	Grades 6 to 8	847 students
Montville Township High School	Grades 9 to 12	1,096 students

The district does not have a state-funded preschool program.

At the present time, we do not have any homeless students.

The district has 53 students identified as Limited English Proficient (LEP)

The district has 581 classified students.

There are 59 students who qualify for Free Lunch and 25 students who qualify for Reduced Price Lunch.

Essential Employees

Rene Rovtar – Superintendent

Katine Slunt – School Business Administrator

Diane Maggiore – Assistant to the School Business Administrator

Casey Shorter – Assistant Superintendent

Andrea Woodring – Assistant Superintendent for Curriculum and Instruction

Steven Toth – Facilities Manager

Richard Medwin – Assistant Facilities Manager

Austin Thomson – Technology Director

Susan Marinello – Communications Director

Mariya Aksanova – Payroll Supervisor

Douglas Sanford – Principal, Montville Township High School

Michael Pasciuto, Principal, Lazar Middle School

Michael Raj, Principal, Robert R. Lazar Middle School

Jill Cisneros, Principal, Hilldale School

Patricia Kennedy, Principal Valley View School,

David Melucci, Principal, William Mason School

Dominic Esposito, Principal, Woodmont School

Internet Access and Access to Devices

At the time of the decision to close schools, the Montville Township Public Schools conducted a parent survey to collect information regarding the need for any devices or issues with Internet access. The Montville Township School District has a one-to-one Chromebook initiative for

grades 6 through 12, so all middle and high school students have their own assigned devices. The Technology Department made appointments to issue Chromebooks to any student in grades K-5 that requested one. The district also acquired “hot spots” to enable any families without Internet access to be able to connect.

Distance Learning Platforms at Montville Township Public Schools

The following *Online Platforms* support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. *District email, Genesis Parent Portal* and *Schoology* are the communication tools used to contact and communicate with MTPS families, PreK - 12.
2. *Schoology* and *Clever* is the online Distance Learning platform used in the Elementary School (PreK - 5).
3. *Schoology* and *Google G Suite* are the online Distance Learning platforms used in the Middle School (6-8) and High School (9-12).
4. *Genesis, Schoology, Google G Suite* (e.g., email, shared docs) are faculty online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage faculty, students, and parents to contact the district's technology help desk for any tech related question and to expect a response within 24 hours. This email account is managed by our *Online Tech Support Team*.

Roles and Responsibilities (School)

Leadership Team:

- Assess the internet accessibility of our families through this [survey](#) and provide options
- Provide chromebooks to those students in grades K-4 who need them
- Develop school and grade level plans for distance learning.
- Schedule and plan a professional development day for staff to curate resources for extended distance learning implementation.
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during Distance Learning.
- Ensure effective implementation of Distance Learning plan and accountability to student learning.

Subject/Homeroom Teachers:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with grade level plans.
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

ICR/Resource Teachers:

- Support co-teachers in the development of high-quality student learning experiences in accordance with grade level plans.
- Curate and/or develop resources to support special education students.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as needed.

Nurses:

- Work on health-related plans and instructional resources

Case Managers:

- Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.
- Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will communicate with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms that students might be able to access at this time (e.g. BrainPop, Discovery, RAZ kids, etc.).

School Counselors:

- Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.
- Create counseling lessons that students could complete “at home” based on the current curriculum.
- Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health and well-being particular to grade level(s).
- Respond to counseling needs of students, as needed.
- Ensure continuity of the processing of student files and recommendations for college applications.
- Support school advocacy with colleges, College Board, and other external bodies to ensure district closure and its effects are understood.

District Teacher Technology Coach, Reading Specialists and Media Specialists:

- Curate resources for teachers to support the development of high- quality online learning experiences for students.
- Create screencasts, videos, podcasts or other how-to resources for teachers.
- Support teachers in the development of Distance Learning experiences, as needed.

Paraprofessionals:

- Provide support and assistance to assigned grade level and/or subject area teachers as requested.

Online Tech Support Team:

- Provide timely response to student, family, and faculty requests regarding technology issues.

Roles and Responsibilities (Families)

Students

- Submitting attendance records as outlined by the district's guidelines. Attendance is verified through student sign in on the Schoology platform.
- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Check appropriate online platforms for information on courses, assignments, resources daily.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure own social and emotional balance by keeping healthy habits.

Questions related to:

- A course, an assignment, a resource - **Contact:** Relevant teacher – use email or Schoology
- Message
- A technology issue/request - **Contact:** technology help desk email
- Any other issue related to distance learning - **Contact:** building administration

Parents/Families

Support their child/ren in their learning by:

- Ensuring that daily attendance of child/ren is done in accordance with district guidelines
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- The teacher will follow-up with parents regarding a lack of participation by the students or missing assignments.

Questions related to:

- A course, an assignment, a resource - **Contact:** Relevant teacher – use email or Schoology message
- A technology issue/request - **Contact:** technology help desk email
- Any other issue related to distance learning - **Contact:** building administration

General Guidelines for Distance Learning (Faculty)

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Schoology, Google Doc . . .).
- Active monitoring of your Schoology and email accounts for questions and communications from students/families.
- Carefully scheduling real-time chats as “help” sessions for students, so as to not infringe on other teachers’ scheduled times

Offline work:

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

Work time:

- Strictly follow the divisional guidelines for time and schedule.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.
- Seek the support of colleagues and others who have specific interest and/or expertise in delivering online Distance Learning experiences.

Deadlines:

- Provide students ample time to complete assignments. *More time than you would usually provide in class may be necessary for students.*
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Distance Learning Plan for Elementary Level

Over the course of this Distance Learning time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach

new learning. Our families will have options and sources for flexibility that will give them choice and ownership as the Distance Learning experience progresses. Teachers will communicate with parents through Schoology and will use iReady, along with other online subscriptions, to engage students in rich learning tasks.

Role of Parents

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances.

We ask parents for the following support:

- Read the Schoology updates from your child's teachers.
- Increase your familiarity with iReady. iReady is our primary platform for home learning for reading and mathematics during the district's closure. Access iReady through Clever at www.montville.net/clever.
- Passwords for student accounts are displayed in Parent Access for grades K-5.
- Read home learning tasks and activities posted on Schoology with your child.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Our faculty, although not physically present in the schools, will be present on-line for help and support.

First Day of an Extended School Closure

Alerts via Schoology and School Messenger will be sent to parents relaying this information.

Elementary School Distance Learning Plan Content and Timing

The first week of Distance Learning will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for the first day will be posted via Schoology by 8:30 a.m. on that first day of instruction utilizing distance learning and additional tasks will be added each day throughout the week at the teacher's discretion.
- Once learning tasks are posted, teachers will continue to post on Schoology that new learning tasks/activities are available and will include/reference the corresponding Distance Learning Plan for their grade level as outlined below.

The week following our first week of Distance Learning will focus on developing new skills, knowledge, understandings, and concepts. The posting of learning activities and assignments will follow the same format As the first week.

- All learning tasks for the second week will be posted via Schoology by 8:30 a.m.
- Once learning tasks are posted, teachers will post on Schoology that new learning tasks/activities are available and will include/reference the corresponding Distance Learning Plan for their grade level as outlined below.

Kindergarten to Second Grade

The Distance Learning plan in Kindergarten to Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, teachers will post a video on Schoology or Google Meet to welcome and to explain the learning approach and focus for the week. Kindergarten to Second Grade students will participate in literacy (reading/writing), math and optional activities from Art, Music, PE and/or Library each day. A variety of tasks will be included, and some learning tasks may include other online platforms (e.g. iReady, BrainPop, RazKids, Discovery, Khan Academy). If another online platform is required, teachers will share specific instructions for parents to access the platform.

Learning Timeframe: Both online and offline work will be in accordance with at least a four hour school day. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by district administrators in the weekly Schoology post on the day prior to the commencement of district-wide distance learning and by the teachers the morning of the first day.

Approximate Time Per Day per Subject Area:

- 60 minutes Literacy: Reading and/or Writing
- 40 minutes Math
- 30 minutes Science

- 30 minutes Social Studies
- Limitless – Art, Music, Library, and PE ideas from your specialist teachers

Looking at books and reading aloud to your child is something we always recommend and below is a list of ideas that will serve as resources to engage your child and encourage progress. We encourage you to spend as much family time as possible engaged in activities that bring meaning and joy together. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game being turned into a graph of wins/losses/draws is one such simple idea. More ideas from our specialist teachers will be shared and updated.

Third to Fifth Grade

The Distance Learning Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, teachers will post a video on Schoology or Google Meet to welcome their students and parents and to briefly explain the learning approach and focus for the week. Third to Fifth Grade students will participate in reading, writing, math and optional activities from Art, Music, PE and/or Library each day. Students will have the opportunity to integrate content areas in meaningful ways. A variety of tasks will be included, and some may include other online platforms (e.g. iReady, BrainPop, RazKids, Inspire Science, Discovery Education, Khan Academy). If another platform is used as part of an activity, teachers will share specific instructions for parents to access the platform.

Learning Timeframe: Both online and offline work will be in accordance with at least a four hour school day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: The purpose of this document is to provide an overview of the student learning experience. More specific details will be shared by district administrators in the weekly Schoology post on the day prior to the commencement of district-wide distance learning and by the teachers the morning of the first day.

Approximate Time per Day per Subject Area:

- 45 minutes Reading (both fiction and nonfiction/informational texts)
- 45 minutes Writing
- 45 minutes Math
- 30 minutes Science
- 30 minutes Social Studies

- Limitless – Art, Music, Library, Spanish and PE ideas from your specialist teachers
- Grade 4& 5 Students: Strings/Band Instrument Practice (if possible)

Being immersed into a good book is something we always value and is something we encourage you and your child engage in frequently over the next few weeks. Below are a list of resources to help keep your child's mind remain engaged these next few weeks, yet feel free to go beyond this list. Playing a game that requires strategy and taking on something as simple as a Tic-Tac-Toe and turning it into a graph of frequency/probability is one idea that could spawn other ideas. More ideas from our specialist teachers will be shared and updated.

Assessment Types:

- Students will participate in non-graded and graded formative and summative assessment per subject and lesson as a check for understanding.

Distance Learning Middle School Overview

We know that learning takes on many different forms and can take place in many different settings. Our upcoming Distance Learning Experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of the middle school's closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present at school. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target

standards. The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Role of Parents

As middle school students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide; therefore, we have framed the learning experience to require minimal parent involvement.

As a parent of Middle School students, we ask you for the following support:

- Monitor Schoology updates and be sure to check in with your child daily about the distance learning tasks and activities they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although not located at Lazar Middle School, will be on hand to help and support within 24 hours.

First Day of an Extended School Closure

Alerts via Schoology and School Messenger will be sent to parents relaying this information.

Middle School Distance Learning Plan

Content and Timing: The Distance Learning Plan in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Follow up *homework* or *flipped classroom* work may be expected in addition to the dedicated learning time for each class. Flipped classroom work is work assigned that requires students to fully and actively engage in the content independently and then reflect,

summarize, and/or demonstrate newfound understandings of the content within a more collaborative online setting.

Interaction Types:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Schoology.
- Students will have daily Learning Target(s) in each subject area for their scheduled day.
- Schoology pages will be updated for every lesson. Lesson updates will be ready for access by 8:30 a.m. the day of the lesson and will include:
 - A brief update referencing the daily learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc. This brief update will ensure:
 - students know what learning they need to accomplish for that day.
 - continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
 - A written explanation and/or recorded video/screencast (5 min. max. per lesson) to introduce, explain tasks, or provide instruction for each lesson.
 - A method of interaction such as:
 - Discussion forums
 - Schoology or Google G Suite to provide feedback on student work
 - Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours Monday through Friday.

Assessment Types:

- Students will participate in one short, non-graded formative assessment per subject and lesson as a check for understanding.
- Students will participate in no more than one graded assessment per subject per week (30 minutes maximum). These may include, but are not limited to:
 - Google Docs or Forms - quizzes, tests, or assignments
 - Schoology - quizzes, tests, or assignments
 - Any department or collaborative team specific assessment platform

Distance Learning High School Overview

During Montville Township High School (MTHS) closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present at MTHS.

Distance Learning will follow the four day rotating block schedule. The first day of distance learning will be in accordance with the rotation calendar and will be announced on that day. The high school day will begin at approximately 8:30 a.m.

AP Specific Information: All members of our high school communities connected with externally-assessed courses – AP teachers, students, and parents of AP students – are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning. Know that we, like many other schools have already been in touch with the College Board, asking for guidance. We will keep the community updated on this topic as we have news to share. In the meantime, our AP teachers will prioritize student learning that is critical to preparing our students for their externally assessed exams and assessments.

Role of Parents

As a parent of High School students, we ask you for the following support:

- Monitor Schoology updates and be sure to check in with your child daily about the distance learning tasks and activities they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although not present at the high school, will be on hand to help and support within 24 hours.

First Day of an Extended School Closure

Alerts via Schoology and School Messenger will be sent to parents relaying this information.

High School Distance Learning Plan

Content and Timing:

- Students will be provided with a clear daily learning target for each class to ensure they know what learning they need to accomplish each day. The daily learning target will ensure continuity of learning that is clearly connected to their learning in prior classes and the classes following.
- For courses with multiple sections, students will have the same Daily Learning Target and comparable learning experiences as students who have other teachers.
- Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 75 minutes for college prep and honors level classes and 100 minutes for college level classes (AP).

Interaction Types:

- Daily learning targets, lessons, and materials will be posted by 8:30 a.m.
- Teachers will provide an estimated duration for all learning activities.
- Students may be expected to participate in discussion posts and video conferencing through Schoology and/or Google Meet.
- Deadlines will be flexible to accommodate the fact that students and teachers are new to distance learning.
- Resources needed will not require streaming/download of files that are excessively large.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond within 24 hours to all student inquiries on weekdays.

Assessment Types:

- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, and reflections in an online notebook.
- Students must complete assigned graded assessments (30-45 minutes, no more than once each week per class) to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams or performance assessments). Students will be informed if they must participate in such an assessment.
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The normal district policies with regard to credit loss and recovery will be applied and addressed as needed on an individual basis by the high school administration.

Montville Township Public Schools Distance Learning Plan - Special Services

Faculty Expectations

- All instruction will be geared towards the goals and objectives in the student's IEP, including the necessary accommodations and modifications considering the change in learning environment for each student.
- Given these challenging circumstances, understanding and flexibility should govern all decision making
- Focus should be placed on the maintenance and reinforcement of learned skills, as opposed to significant acquisition of new skills. While new skills can be presented, consideration must be given to:
 - Student ability to independently acquire new skills
 - Students need for multisensory presentation of concepts
 - Availability for adult support and guidance
- Lesson directions, instructions and activities will be made available on a daily basis for students and parents via Schoology with information on:
 - Sample schedules for instructional activities with expected time allocations
 - Brain breaks
 - Feedback on work progress
 - Executive functioning supports
 - How to set up a learning space in the home free of distractions
 - Tips to minimize distractions
 - Tips to organize during distance and virtual learning
 - Alternatives to digital learning and interaction to facilitate social growth
 - Tips to manage time and workload
- Each student can sign into Schoology with the credentials that have been provided to make access to learning programs easier.
- Schoology conferences may also be utilized for question and answer interactions to supplement instruction.
- Email communication will be addressed within 24 hours.

Preschool

The focus of Distance Learning at the preschool level is to ensure that meaningful time during the day is spent on structured play and appropriate instruction. The students will engage in various activities that are aligned to the goals and objectives outlined in their IEP.

- Teachers will create resources to facilitate learning at home. Instruction will include activities for students to engage in and resources that are typically utilized in the classroom to help provide structure and continuity for students.
- Guidance will be provided to the parent/caregiver as to skills that should be reinforced such as: structured play, mealtime, clean up.
- All preschool students will be provided with an iPad as a supplementary source for virtual learning.
- iPad apps to be utilized:
 - Literacy Skills:
 - Numeracy Skills:
 - Communication:
 - SeeTouchLearn

- Fine motor development
- Art
- Music
- **Teachers** will have hours available to communicate with parents and students via Schoology or email.

Language and Learning Disabilities (LLD) - Elementary

The focus of Distance Learning at the elementary level for LLD students is to ensure that meaningful time during the day is spent on appropriate instruction. Students will engage in various activities that are aligned to the goals and objectives outlined in their IEP.

- Teachers will create resources to facilitate learning at home. Instruction will include activities for students to engage in with links to videos and resources that are typically utilized in the classroom to help provide structure and continuity for students.
- Guidance will be provided to the parent/caregiver as to skills that should be reinforced such as: follow simple directions, engage in learning activities.
- All students will be provided with an iPad or chrome book (based on which device is the best learning tool for the student) as a supplementary source for virtual learning.
- Videos provided should be geared toward a mix of independent and adult support for instruction of students.
- iPad or chrome book apps to be utilized:
 - Literacy Skills:
 - Numeracy Skills:
 - Communication:
 - SeeTouchLearn
 - Fine motor development
- **Teachers** will have hours available to communicate with parents and students via Schoology or email.

Academic, Community and Career Education (ACCE & ACCE Jr.) - Middle School and High School

The focus of Distance Learning at the 6-12 level for ACCE & ACCE Jr. students is to ensure that meaningful time during the day is spent on appropriate instruction. Students will engage in various activities that are aligned to the goals and objectives outlined in their IEP.

- Teachers will create resources to facilitate learning at home. Instruction will include activities for students to engage in with links to videos and resources that are typically utilized in the classroom to help provide structure and continuity for students.

- Guidance will be provided to the parent/caregiver as to skills that should be reinforced such as: following simple directions, engaging in learning activities.
- All students will be provided with a chrome book and/or learning packet of work as a supplementary source for virtual learning.
- Videos provided will be geared toward a mix of independent and adult support for instruction of students.
- Chrome book apps to be utilized:
 - Literacy Skills:
 - Numeracy Skills:
 - Communication:
 - SeeTouchLearn
 - Fine motor development
- **Teachers** will have hours available to communicate with parents and students via Schoology or email.

ABA Students

The focus of Distance Learning at the elementary level for ABA students is to ensure that meaningful time during the day is spent on appropriate instruction. Students will engage in various activities that are aligned to the goals and objectives outlined in their IEP.

- Teachers will create resources to facilitate learning at home. Instruction will include activities for students to engage in with possible links to videos and resources that are typically utilized in the classroom to help provide structure and continuity for students.
- Guidance will be provided to the parent/caregiver as to skills that should be reinforced such as: follow simple directions, engage in learning activities.
- If students are able to utilize an iPad or chrome book (based on which device is the best learning tool for the student) they will be given one as a supplementary source for virtual learning.
- Work provided will be geared toward completion with adult support for instruction of students.
- Teachers will have hours available to communicate with parents and students via Schoology or email.

Special Education Elementary K-5

The focus of Distance Learning at the elementary level is to ensure that meaningful time during the day is spent on appropriate instruction. Students will engage in various activities that are aligned to the goals and objectives outlined in each student's IEP, standards and curriculum progression.

In-Class Resource

- Work with co-teacher to design specialized instruction to include accommodations and modifications within Schoology and/or Google Classroom

Out of Class Resource

- Resource teachers will provide specialized instruction to include accommodations and modifications within Schoology and/or Google Classroom.
- Resources to support instruction may include:
 - iReady
 - Reading A-Z
 - Raz-Kids
 - Brain Pop
 - Go Noodle
 - Others as needed

Related Service Providers - Speech, Occupational Therapy (OT), Physical Therapy (PT)

- Related Service Providers will create packets and/or materials for students to engage with at home.
- Instruction will include activities for students to engage in with links to videos and resources that are typically utilized in the therapy room to help provide structure and continuity for students.
- Guidance will be provided to the parent/caregiver as to skills that should be reinforced: follow simple directions, engage in learning activities specific to the area of need.
- Related Service Providers will have hours available to communicate with parents via Google Meet or email.

BCBA's will be available via email or Google Meet to consult with parents regarding behavioral issues in the home setting regarding engaging in school work.

School Psychologists and Social Workers who provide counseling services will provide information to parents regarding strategies to practice at home. They will also be available via email or Google meet to consult with parents.

Out of District Students - Students placed in out of district schools will continue to attend their out of district school unless that school closes. If the out of district school closes, they will provide Distance Learning.

Child Study Team Case Management - IEP Annual Reviews and Re-Evaluation meetings will continue to be held. Dates and times of meetings may need to be changed. Meetings will be held via Google Meet or conference calls and will include appropriate school personnel. Case managers will follow-up with families to ensure that services are implemented in accordance with IEPs to the greatest extent possible.

Extended School Year - The Special Services Department will make plans to offer the Extended School Year programs that are required by individual student IEPs. If it is not possible to deliver these programs in person within the district school buildings, the teaching staff members and specialists will create plans to provide the ESY program in a virtual format.

Montville Township Public Schools Distance Learning Plan - ESL

ESL Teachers Grades Pre-K through Grade 12

ESL teachers will continue to provide instruction to their students. Instruction will occur utilizing the same Schoology platforms and will include virtual conferencing with students to support language acquisition and the development of fluency.

All of the instructional parameters and methods of delivery enumerated in the preceding sections of this plan will be available to ESL instructors. ESL teachers will assist with any differentiation or modification of materials or assignments as necessary depending on the individual needs of the students.

Any access issues will be referred to the Technology Department.

ESL instructors will assist in the communication and translation of any necessary information to facilitate comprehension by the families as necessary.

Montville Township Public Schools Facility Maintenance

Immediately following the closure of the schools, all school facilities will receive a thorough cleaning and sanitizing. Custodians and maintenance staff will continue to maintain all building systems (HVAC, security, etc.) as per the normal routines and schedules.

When a re-entry plan and timetable has been developed, the custodians and maintenance staff will ensure that the school buildings are properly prepared for the return of students and staff.

Montville Township Public Schools

Emergency School Closing Plan – Continued Meal Service

The Montville Township Public Schools utilize the services of Pomptonian as our Food Service Management Company. The district does not participate in the National School Lunch Program, but does provide meals to those students who qualify for free and reduced price lunches in accordance with the Federal criteria.

In the event of a health-related school closure, the district plans to work closely with Pomptonian to deliver lunches to those students. A census of those students provides the following distribution among the district's seven schools:

School	Free	Reduced Price
Montville Township High School	22	12
Lazar Middle School	19	7
Cedar Hill School	2	1
Hilldale School	1	1
Valley View School	1	1
William Mason School	2	2
Woodmont School	12	1
TOTAL	59	25

Preparing Meals

- Access will be provided to the kitchen facilities at Montville Township High School. This will enable the Pomptonian staff to create grab-and-go lunches on a daily basis Monday through Friday.
- Lunches will be prepared for all students who qualify for Free and Reduced Price Meals.

Meal Distribution

Montville Township High School will serve as the distribution point for these lunches.

- The lunches will be available for pick-up in the high school parking lot daily from 10:0 a.m. until 11:30 am.

- Lunches will be provided to those eligible students based on the current list maintained by Pomptonian. Valid identification will need to be presented to receive a lunch.

Kitchen Safety/ Food Safety

Pomptonian's staff has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Kitchen cleanliness and sanitizing will continue to take place daily.

Cafeteria Cleaning

The ABM custodial staff will also be apprised on any additional procedures necessary to support the Pomptonian staff responsible in conducting cleaning/sanitizing activities to prevent the spread of viruses.

Montville Township Public Schools Graduation, Promotion and Year-End Events

Graduation, promotion and year-end events and ceremonies will be planned to comply with existing Executive Orders in place regarding the closure of public schools and the limitations on social gatherings.

Montville Township Public Schools Re-Entry Plans

The district will utilize guidance provided by the New Jersey Department of Education with regard to planning for the various aspects of re-opening of the schools.

Schools will use diagnostic assessments to ascertain information that will be used to guide instruction for the 2020-2021 academic year.

The district administration will work together with the school nurses and the Montville Township Board of Education to develop protocols that will insure that students and staff are able to work in a healthy and safe environment.

The custodial and maintenance staff will implement enhanced procedures to clean and sanitize surfaces to minimize exposure to contagion.