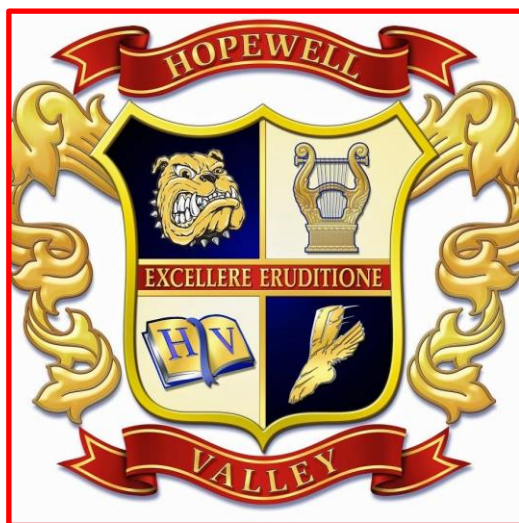


# Hopewell Valley Regional School District



## **CURRICULUM AND INSTRUCTION:**

### **DELIVERY OF REMOTE/VIRTUAL INSTRUCTION**

The HVRSD believes every individual has intrinsic worth, that embracing diversity enriches and empowers our community, and that people reach their full potential when encouraged to believe it is possible. Therefore, we will guide and support our students' growth, empowering them to value their individual learning journeys. During these unique circumstances, this includes developing a process for schools to create and implement equitable learning experiences for each student based on their needs.

#### **Overview of Schedule Design:**

Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times for both elementary and secondary students. School hours will not deviate from "normal" school hours.

#### **Instructional Supports:**

##### **Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions**

Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. HVRSD uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.

Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, academic and behavior interventionists, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre-assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions virtually as appropriate.

### **Curriculum, Instruction and Assessments:**

Because HVRSD is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

#### **Curriculum:**

- Continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and make adjustments as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in remote environments.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- Determine structures for the collaborative creation of content for virtual learning (i.e., district-created, teacher-created, and a mixture of district-created and teacher-created).
- Utilize Google Suites, in addition to other district-approved technology, K-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.

#### **Instruction:**

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students.
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
  - Use technology in the service of learning;
  - Build student understanding by linking together concepts within and across grade-levels and content areas;

- Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
- Leverage student interest;
- Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals;
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators;
- Distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students;
- Plan and implement developmentally appropriate on-line activities for preschool students;
- Educator Planning Time: Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

**Assessment:**

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions;
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. These will include assessments that can be delivered in a remote learning environment, including but not limited to: Kaeden online reading assessments; TCRWP reading assessments; online MAP and MAP for Fluency assessments; and observational data and matrices used by the Teacher Resource Specialists for Gifted and Talented; as well as performance-based and project-based assessments.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction; Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction;
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.
- Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments.

**Data Analysis**

- Facilitate opportunities to create structures that support a staff culture committed to collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps;
- Incorporate meaningful and appropriate assessment strategies into the strategic plan in order to evaluate the needs of students, and for the planning of instruction;

- Because students will need time to adjust to the school environment, which may look different than what they have previously known, it is imperative to consider the social and emotional elements of learning as a focal point prior to the start of assessments to ensure the conditions for students to demonstrate their proficiency and receive instruction are optimized.

## **Special Education Plan**

### **Special Education**

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities 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. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or remote learning environments.

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receive schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2022-2023 school year:

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams will continue to communicate with parents and faculty about student progress and programming to ensure accommodations are implemented or need further review.
- IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. Moreover, IEP teams will continue to conduct IEP meetings to review data for re-evaluation or new referrals.
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

## **English Language Learners**

### **ELL Delivery of virtual/remote instruction**

- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- ELL teachers in grades 6-12 utilize video conferencing platforms (e.g., Zoom) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ELL teachers in grades 6-12 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.

With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

- Meeting with small groups of ELLs to provide ELL-based instruction;
- Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities;
- Providing time for scaffolded conversations that targets students’ specific stages of English language acquisition;
- Meeting with students in partnership with the ELL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math;
- Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers;
- Providing training on best practices that encourage culturally responsive pedagogy

### **ELL Communication**

ELL teachers, homeroom teachers of ELL students, and building administrators continue to maintain constant and close contact with caregivers of ELL students through:

- Phone conversations
- Email
- Learning Management Systems platforms (e.g., Oncourse)

Communication centers not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

## **Technology**

### **Technology and Connectivity**

Several years ago, we committed to providing all students in grades 6-12 a Chromebook computer as part of our efforts to expand inquiry-based education into our classrooms. This was expanded to include students in grades 3-5. During the COVID closure, we provided Chromebooks to students in grades K-2. The Chromebooks have been used in coordination with traditional teaching methods to provide our students with a blended learning (delivery of content through both traditional and digital or online media that allows student control over time, place, path, or pace) experience. While the Chromebooks can be very powerful educational tools, they will not be used in isolation - The relationship between a teacher and student is paramount and in Hopewell, we feel fortunate to have excellent teachers who guide our students.

### **Internet Connectivity**

Today, we have over 3,000 district devices in the hands of our students. We contacted all district families to survey internet connectivity. For those who were unable to secure internet access, we have provided 20 mobile hotspots (Kajeets) to district families. Since these systems are utilized daily without the District's knowledge of inaccessibility, the District assumes nearly 100% of the school community can access the applicable resources. If there are any issues that indicate otherwise, we will provide options (e.g. mobile hotspot) to our students and families to ensure equity.

### **Technology and Safety**

In order to prioritize safety, the HVRSD will outfit all buildings with added technology that allows for rapid and discrete contactless temperature assessments.

### **Delivery of Meals**

- The District is divided into six bus routes depending on city/zip code.
- Volunteers assigned to each bus route collect and stage meals at three separate areas on the front walk of Central High School.
- Bus driver remains on the bus at all times (as the bus is loaded with meal boxes).
- Buses are escorted by respective Police departments, leading buses to each address, keeping watch in the parking lot, and ensuring delivery safety.
- Two volunteers, masked and gloved, travel on a bus sitting six feet apart from the driver and each other.
- Volunteers walk meals to doors separately, place products in front of door, knock and step at least 10 feet away from the

### **Attendance Plans**

- Elementary students (preK-5) will have attendance taken at the beginning of each school day. Teachers will continue to monitor students' attendance when they return from specials, lunch, etc.
- Secondary students (6-12) will have attendance taken by class period.
- The administration will monitor attendance of students and will communicate via emails/phone calls with parents/guardians if there are any attendance concerns. In the event that students' attendance is adversely affecting their performance in coursework, administration will work with

the students' counselors on developing a plan for remediation or support, whether that is credit recovery during the summer months.

### **Facilities Plan**

- In the event that the school is closed for an extended period of time, the director of facilities will continue to monitor all buildings to ensure that they are functioning safely and properly. He will work with the custodial staff on any issues that may arise in these events along with daily/weekly maintenance requirements.

### **Other Considerations:**

- Social Emotional Well Being:
  - Students- where appropriate teachers will infuse SEL type activities into instruction, including the program Character Strong.
  - Administration will provide voluntary check-ins with faculty as well as encourage faculty to reach out to the Employee Assistance Program if further support is needed.
- Extracurricular Programs:
  - The district will offer extracurricular programs such as clubs if the focus of these programs can be done in a virtual environment.
- Community Programming:
  - Community programming including Back to School Nights, Conferences, and other programs will switch to a virtual platform where appropriate.
- Essential Employees:
  - Human resources will provide the county office with a list of essential employees if the district transitions to a virtual environment.