



School Closure Plan:
Distance Learning Program

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Introduction

In February 2020, U.S. Centers for Disease Control and Prevention released a statement that advised communities to prepare for a domestic outbreak of the 2019 Novel Coronavirus, COVID-19. Commercial Township Schools (CTS) understands the important role our institution plays in students' lives. In the event of an outbreak of any infectious illness, including COVID-19, we aim to continue to serve our students' educational needs despite a public health-related school closure.

This document provides information about CTS's plans and preparations in the event of a local or regional outbreak of COVID-19 and a preemptive or reactive recommendation to close our schools as a strategy to limit transmission.

CTS works closely with the New Jersey Department of Education (NJDOE) and the New Jersey Department of Health (NJDOH). As additional information becomes available, the district will continue to communicate with families and the community via multiple communication platforms: recorded phone calls, letters home, CTS Facebook page, and the district's Website.

Purpose

CTS's public health-related School Closure Plan will serve as a resource and guidance document for implementing a closure that is intended to limit transmission within our community. Although this document is specifically focused on outlining the district's response to COVID-19, the same or similar strategy may be used to address any highly infectious illness that may impact the community.

The primary goals of this plan are to:

- Prevent or minimize the spread of illness to those most vulnerable in the school community while preserving, to the extent possible, the continuity of essential school functions
- Outline the process to provide home instruction for our Pre-K through 8th grade student population despite an school closure
- Ensure equitable access to home instruction for all students through the *Distance Learning* program
- Address the provision of appropriate special education and related services for students with disabilities
- Provide breakfast and lunch for eligible students despite a school closure

In the event the DOH recommends CTS to implement a public-health related closure, this plan is to guide the actions of school district personnel to achieve the goals as outlined.

Background Information: COVID- 19

www.cdc.gov/COVID19

1. Share Facts About COVID-19
2. Stop the Spread of Germs

www.ccdoh.org

1. Coronavirus, COVID-19 Fact Sheet

Various public officials have authorities related to the protection of public health and safety. During an outbreak of an infectious illness, the US government, the Centers for Disease Control (CDC), and the DOH are the leaders in directing efforts.

CTS cooperates with proper authorities regarding responding to an infectious illness. CTS's response to any outbreak of COVID-19 will be guided by the recommendations of the proper authorities, the Cumberland County Department of Health.

In the event that the DOH recommends CTS to implement a school closure, CTS school officials will:

- Inform school constituents of the school closure, pertinent updates, and reopening notice
- Close schools for students*
- Provide students with the instructional materials and support needed to complete learning tasks through the *Distance Learning* program
- Provide "to-go" breakfast and lunches for students consistent with days in session
- Maintain regular communication with school community, CC DOH, and the NJDOE
- Ensure the smooth transition back to school

* Essential staff will report as directed by the Superintendent: administration, administrative assistants, business office, custodial staff, cafeteria staff, maintenance staff, and transportation. Instructional, CST, nursing, and counseling staff may report as deemed necessary and as directed by the Superintendent in order to facilitate instruction/services.

Communication

A variety of communication platforms will be utilized during the closure to ensure clear communication between school and home.

1. Phone calls
 - a. District and main office personnel can be reached @ HMS via phone @ 785-2333 on days in session between the hours of 7:00-3:30
 - b. Recorded messages will go out to parents/guardians through Blackboard Connect
 - c. Staff will have access to the building, if needed, to make weekly calls to students/parents and to ready assignments for the next week.
2. District Website
 - a. There will be a 'School Closure' section on the Website where closure information is linked.
 - b. There will be click-able links for every grade/subject for that link to a pdf of the assignments for the week.
 - c. <https://www.commercialschools.org/>
3. District Facebook page
 - a. Updates, pertinent COVID-19 information, reminders, and other global information will be shared out through the Facebook page
 - b. <https://www.facebook.com/CTSchools1/>

4. E-mail
 - a. We do not have a group e-mail for parents/guardians. We will be attempting to update our database in order to create a group e-mail that could reach a significant portion of our parents/guardians.
 - b. Staff will take home a district laptop device. Staff will communicate via e-mail with administration, technology coordinator (weekly learning tasks due Sunday by 3:00 to be linked/posted on Website), colleagues, and students/parents.

5. Other
 - a. Google Voice- for teachers to call students
 - b. Google Hangouts - for teachers to use when feasible and for meetings
 - c. Facetime - for teachers to use when feasible and for meetings
 - d. Conference calls - for CST meetings
 - e. Class Dojo - for teachers to use with parents/students
 - f. Google Classroom - for teachers to use with students
 - g. E-platforms teachers already use (many of which have licenses)

Continuity of Non-Instructional School Operations

- Board of Education - The BOE will hold its meetings either in person or remotely via Google Hangouts and linked to the CTS Website.
- Business office - Payroll, bills, and other functions of the business office will continue on schedule.
- Cleaning - Custodial staff from ABM will work 7:00-3:30. ABM team members will provide thorough cleaning including disinfecting with a product registered with the EPA as a disinfectant for COVID-19. Once thorough cleaning/disinfecting has been completed, ABM will conduct project work including but not limited to: reconditioning floors, spot cleaning carpets, and other tasks typically done during a planned building shutdown (such as a holiday or summer break).
- Food Service - Nutri-Serve will follow all federal and state mandated directions for distribution of breakfast and lunch. Distribution sites are at: HMS Cafeteria side entrance (ring doorbell) 10:00-12:00 on days in session and Forrest Lake Family Success Center 10:00-12:00 on days in session.
- Main office - District administration and administrative assistants will work regular school hours on days in service out of HMS.
- Maintenance - Maintenance staff will report 7:00-3:30 to continue the routine work associated with maintaining the buildings and grounds.
- Transportation - As directed by the Superintendent, drivers will use district buses for food distribution to Forrest Lake Family Success Center.

Day One

Once the decision has been made to close school and migrate the educational program to be delivered via home instruction, the following notifications will occur on Day One so that the plan partners can implement the plan in their individual locus of control.

Action	Person Responsible
Notify ECS @ County Office	Superintendent
Notify Milville School District (sending district)	Superintendent
Send e-mail to notify staff and BOE members	Superintendent
Send recorded message to parents/guardians, post on Website and Facebook	Superintendent
Notify solicitor, YMCA, Nutri-Serve, ABM	Superintendent
Link learning task pdf's for Week 1 by Grade or Subject on Website	Technology Coordinator
Fill family totes with learning task packets (as requested for Gr. 3-8 and for all Pre-K through Gr. 2) @ HMS	Administrative Team

Distance Learning Program

The NJDOE has provided guidance and procedures for any school health-related closings. Health related closings will be recommended by the DOH. During a closure recommended by the DOH, our district school closure plan will be enacted to meet the educational needs of all children via “home instruction” in order to count those days toward the 180-day requirement. “Home instruction” can include but is not limited to remote, online, digital, blended, and pencil and paper instruction and assessment packets. A percentage of our students do not have reliable home internet access; therefore, pencil and paper packets will be provided to meet equity needs. Distribution will be consistent with our food service distribution. Differentiation is a must, as we must meet the needs of our special education, and 504 students. The following guidelines describe specific details pertaining to “home instruction”:

- Flexible learning opportunities will be available for early childhood, elementary, and middle school students
- Lessons that can be accessed via Google Classroom and/or traditional paper materials will be provided for our students.
- All instruction will be differentiated in order to meet the needs of all of our students including: special education, 504’s, on grade level, gifted/talented, and students in need of support to meet grade level expectations.
- Students will be able to turn-in assignments for grading through Google Classroom throughout a closure and well as in-person upon returning to schools.
- Individual IEP and 504 related service plans will be fulfilled on the back end as doubled sessions or as compensatory service once schools reopen.
- Internet connectivity permitting, all teachers will have access to e-mail, Google Drive, Google Hangouts, Google Classroom and PowerSchool throughout a closure. Proper social distancing measures and disinfecting procedures will be in place to ensure teachers can access the building as and if needed during the closure.
- Related services for students will be doubled upon students’ return. Compensatory education services will be provided if necessary to fulfill the hours specified in the IEP. Our occupational and speech

therapists have provided home-based activities that are intended to ensure students maintain level of function through regular practice.

Distance Learning Materials/Resources

For all students in pre-K through 8th grade, resources will be available for standards-aligned, project based, cross-curricular content learning tasks. In the event of an actual school closure, materials, resources, and assignments are available through the following:

- Paper copies - available for pick-up at HMS Cafeteria or the Forrest Lake Family Success Center
- Electronic - assignments posted as a pdf document on our Website so they can be referenced, viewed, and/or printed
- Google Classroom - students with devices and internet access can access via the Classroom
- Other E-platforms - class specific but may include: Freckle, iXL, Reflex etc.

Pre-K - 5th Grade: Every week we are providing learning through the *Distance Learning* program, students will be tasked with two project based learning tasks - one for STEAM and one for the humanities.

STEAM task* - Using SLO's from math and science NJSLs that have already been explicitly taught, teachers put together a project that would take a week (5 hours math and 5 hours science) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district. We cannot require parents to purchase materials in order to complete the task.

Humanities task* - Using SLO's from language arts and social studies NJSLs that have already been explicitly taught, teachers put together a project that would take a week (5 hours language arts and 5 hours social studies) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district. We cannot require parents to purchase materials in order to complete the task.

* - Special education teachers collaborate with the core content teachers to modify materials/tasks for students with IEP's.

6th-8th Grade

Every week we are providing learning through the *Distance Learning* program, students will be tasked with 5 hours of learning tasks for each core content area: math, language arts, science, and social studies. The learning tasks meet the following criteria:

- mimic and NJSLA task **
- provide practice for SLO's from NJSLs
- Are project-based

**Traditional worksheets with low level recall in the form of fill in the blank, T/F, multiple choice items, matching etc. do NOT align with the rigor or intent of NJSLs; therefore, they are not acceptable.

Equity for Students with IEP's- Some of our students with special needs do not have the level of preparedness for the modified learning tasks described above. These students will be tasked weekly with two project based learning tasks - one for STEAM and one for the humanities. Teachers will tailor tasks to reflect individual levels of preparedness.

STEAM task - Using SLO's from math and science NJSLs that have already been explicitly taught, the student's self-contained special education teacher put together a project that would take a week (5 hours math and 5 hours science) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district. We cannot require parents to purchase materials in order to complete the task.

Humanities task - Using SLO's from language arts and social studies NJSLs that have already been explicitly taught, teachers put together a project that would take a week (5 hours language arts and 5 hours social studies) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district. We cannot require parents to purchase materials in order to complete the task.

Distance Learning Logistics

Distribution

Middle school students and elementary students' parents/guardians were polled regarding the feasibility of delivering instruction through electronic platforms. We offer assignments through various methods: traditional paper packets (P); pdf documents linked on the District's Website intended to be printed at home (W); and electronic platforms like Google Classroom (e). This is the feedback:

P - 25%

E - 75%

W - 0

Learning tasks will be provided to students accordingly. All tasks for each grade level will be scanned as a singular pdf and linked on the Website for each week. Teachers who assign tasks through Freckle, iXL, Newsela, Google Classroom, Reflex etc. will use those platforms to do so. Students who cannot access these platforms will be given an alternate paper/pencil task as an equitable practice. For those who have requested traditional paper packets, they will be distributed in the same manner as our food service. If a family's food pick-up is at HMS, their students' packets will accompany their food pack. The same goes for pick-up at Forrest Lake Family Success Center.

Related Services for Students with Special Needs

Generally speaking, related services that cannot be reasonably provided remotely during the school closure will be provided upon students' return. Sessions may be doubled or provided as compensatory service in order to meet the hours stipulated in the student's IEP or 504 plan. CST meetings will still occur as conference calls or through other platforms that facilitate a telephonic or virtual meeting.

There are some services that can be either provided or supported reasonably despite the lack of in-person delivery, and that includes:

- OT - Students are being provided with occupational therapy practice/activities they can do to maintain their level of skill with minimal assistance at home.
- Speech - Students are being provided with speech practice/activities they can do to maintain their level of skill with minimal assistance at home.

- Counseling - Counselors can provide individual sessions with students via phone and other electronic forms of communication.

Support

Each *Distance Learning* assignment comes with a cover sheet that includes the following information for students and parents/guardians:

- Grade/Content/Teacher(s)/Week of _____
- Title
- NJSLS and SLO's (in student and parent friendly terms)
- Directions
- Resources for students who get stuck or have questions
- Modifications for students who have an IEP (if applicable)

It is expected that teachers provide resources for students that support their learning despite the limitations inherent with distance learning. Some of those resources include: reference documents that clarify content, video links, websites, weekly check-in call with the teacher, teacher's e-mail, Dojo for messaging, Google Classroom for messaging/commenting etc.

Technology

Since the District has 60 devices that are at the end-of-life, we intend to distribute these to families on a first come, first serve basis. We are in a remote part of the county with unreliable internet connectivity. Internet service providers are limited, and hotspots are not prevalent. Students need to have both a device conducive for academic tasks and internet connectivity. We are prepared to assist students with devices, but it is not reasonable for the district to facilitate reliable connectivity. For this reason, we offer traditional paper/pencil versions of all *Distance Learning* learning tasks.

Equity

Ensuring equitable access to learning for all is noble, right, and just work for educators. Despite the challenges inherent with this model, CTS's *Distance Learning* program attempts to provide individual students with a comprehensive educational experience that aligns with recognized equitable practices. The following equitable measures are folded into the various moving parts of this plan, but it is important to list them for full disclosure and transparency:

- Pre-K through 2nd grade students will receive assignments and tasks that are NOT computer-based. Young children get enough screen time during non-school hours.
- Assignments are provided through a variety of ways according to what's feasible for students and what's preferred. Students who do not have the ability to complete tasks electronically are not penalized; they have a paper/pencil option. The district intends to provide devices for up to 60 families.
- There are two options to pick-up meals; HMS and Forrest Lake Family Success Center.
- Modifications to assignments are made to ensure students with IEP's and 504's can complete the task. Teachers take specific students' needs and the task design into consideration when modifying the task so that it yields the same reasonable "productive struggle" as their peers.
- For every assignment, there are resources provided by the teacher to assist students. Teachers make themselves accessible to students under the *Distance Learning* program throughout the closure.

Nutrition

All of our students qualify for free breakfast and lunch. We intend to provide to-go, bagged breakfasts and lunches that adhere to the nutrition guidelines for schools. Nutri-Serve is our food service provider, and they have planned to prepare all meals for students at HMS. On days that school is in session, one lunch and one breakfast will be packed for each student. For distribution ease, the cafeteria staff is prepared to pack bags for students in the same family in a family pack. Packs can be picked up at either the HMS cafeteria or the Forrest Lake Family Success Center from 10:00 AM to 12:00 PM. We have our own buses, so Nutri-Serve staff will take packs to the Success Center for distribution. A member of the administrative team will follow up with any families who do not pick up their meals to ensure delivery.

Students who attend schools out-of-district, whether part of Choice Schools program or an IEP-driven program, can also pick up to-go lunches and breakfasts on days in session. These students are resident students for CTS even though they attend a school outside the district.

Plan Partners

This plan was created in consultation and in collaboration of various individuals and constituents of CTS.

CTS Board of Education

Joann Trusiak, Nutri Serve

Leahe Parmenter, Forrest Lakes Family Success Center

David Sullivan, ABM

John Lavell, CST Director

Busch Law Group, Board Solicitor

Theresa Booth, YMCA



Distance Learning: Learning Task

Grade:		Content:	
Teacher:		Week of:	

Title:	
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NJSLS:	New Jersey Student Learning Standards can be viewed in their entirety on the NJDOE's Website: https://www.nj.gov/education/cccs/
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SLO:	Student Learning Objectives are written as WALT statements.
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Directions:	
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For help:	
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For help from the teacher:	
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Distance Learning: Learning Task

Grade:	3	Content:	Language Arts, Science
Teacher :	Ms. Schell/Mr. Lavell	Week of:	March 23, 2020

Title:	<i>How Do Dinosaurs Eat Their Food?</i> - Jane Yolen & Mark Teague
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NJSLS:	New Jersey Student Learning Standards can be viewed in their entirety on the NJDOE’s Website: https://www.nj.gov/education/cccs/ Language Arts: RL.3.2. , RF.3.4.A, RF.3.4.C, W.3.3.A,B,D Science: LS2.C, LS4.A
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SLO:	<p>Student Learning Objectives are written as WALT statements.</p> <p>We Are Learning To...determine the lesson in a story.</p> <p>We Are Learning To....explain how the lesson is revealed through key text details.</p> <p>We Are Learning To...read grade-level text with purpose and understanding.</p> <p>We Are Learning To....reread as necessary to confirm/self-correct words in context.</p> <p>We Are Learning To...establish a situation, introduce a character, and sequence a story.</p> <p>We Are Learning That...when the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources...some organisms die.</p> <p>We Are Learning That...some kinds of animals that once lived on Earth are now not found anywhere.</p>
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Directions:	<input type="checkbox"/> Read <i>How Do Dinosaurs Eat Their Food?</i> out loud or silently. <input type="checkbox"/> Read the story again in a whisper voice. <input type="checkbox"/> Read the story to your pet or stuffed animal. <input type="checkbox"/> T chart for How not to/How to <input type="checkbox"/> Circle the words about the lesson● in the story. <input type="checkbox"/> Brainstorm title and T chart to write your own story with a lesson. <input type="checkbox"/> Write/illustrate your How Do _____ ? story with a lesson. Use Google Slides or paper booklet. <input type="checkbox"/> Read DK text about dinosaur extinction and/or watch YouTube video: What Happened to the Dinosaurs? SciShow Kids https://www.youtube.com/watch?v=oXwoy-Ce1ZE <input type="checkbox"/> Dinosaur Detective
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For help:	https://www.youtube.com/watch?v=UgauDIXG4eY (YouTube video of adult reading book) ●Hint - Lesson: It’s about how to eat. ★Hint - Ideas for kind of animal: dogs, birds, fish, cats, snakes, sharks https://www.dkfindout.com/us/dinosaurs-and-prehistoric-life/dinosaurs/ (dinosaurs, extinction)
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For help from	1) E-mail/Dojo - I answer e-mails or Dojo texts from students and parents T-F 8:30-11:00
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the teacher:	and 1:00-3:30. 2) Phone - I will set up a time to call you every Monday.
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How Do Dinosaurs Eat Their Food? T-Chart

Name: _____

What is the lesson about eating? _____

There are 14 No and 8 Yes examples in the story. Look at the pictures and words.

Directions: Put your 5 favorite No and 5 favorite Yes examples in the T chart. You can copy the text or put it in your own words. Can you find them all?

Eating

No! How to NOT eat food	 How to eat food
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	
10.	
11.	
12.	
13.	

14.

YOUR TURN! How Do _____? Brainstorm

Name: _____

Steps:

1. Look at the pictures in *How Do Dinosaurs Eat Their Food?* How many different different dinosaurs do you see? _____

2. The author picked Dinosaurs. You pick a *kind*★ of animal to be the story characters.

3. The author picked eat. You pick something humans have to do to survive.

4. The author added their food. Add more information



Your title is.....**How Do** _____

?

Your story needs 5 No examples and 3 Yes examples.

T-chart for _____

 No! How to NOT!	 Yes! How to :)
1.	1.
2.	2.
3.	3.
4.	

5.



DINOSAUR DETECTIVE

Name: _____

Scientists ask questions and try to answer them using good information.

Paleontologists are scientists who study fossils and dinosaurs. Things that once lived on Earth but do not now are called extinct. Dinosaurs are extinct. Sometimes scientists use clues to answer questions. Paleontologists want to know how dinosaurs became extinct. Learn about the many possible answers.

Question: How did dinosaurs become extinct?

Directions:

1. Read or watch the YouTube video about dinosaur extinction.
2. Which scientist's answer do you think is right?

1. I think the reason dinosaurs became extinct is _____

2. The clue that makes me think this is _____

3. What question do you have about dinosaurs?
