Wildwood Public Schools

Remote Learning Plan

July 1, 2025

REMOTE LEARNING SCHOOL DAY PLAN

In the event of a closure of school, once it has been determined that families and the district have the resources to facilitate virtual instruction, the Wildwood Public School District will follow a Remote Learning Plan as outlined in this section of the Reopening Plan. Remote Learning will be available to students required to quarantine due to a school related close contact or other COVID-19 related reasons. Students will be offered virtual homebound instruction on the fifth school day of quarantine in accordance with N.J.A.C.6A:16-10.1(c).

Equitable Access to Instruction for All Students

- District teachers will develop online plans for instruction based on current instructional points in curricula in grades PK-12. These will be posted by each teacher for their assigned classes and connected to Google classroom and other available platforms where developmentally appropriate.
- The district will send notifications prior to a closed school day to remind parents that school is closed, where to find the lessons on the district's website,
- Parents will receive information on how to receive assistance from the district if they do not have internet access and/or the necessary technology in their home.
- The district currently provides a 1:1 Chromebook device to all students in grades 1-12. In the event of a closure, teachers in Pre-K and Kindergarten will work with families to provide instruction that is developmentally appropriate. Each school surveyed families to determine which of them did not have access to internet services. These families were sent information about free internet service provided through Comcast and where appropriate the district provides hot spot technologies to these families to enable wifi internet access for their devices.
- Teachers and Aides are expected to be attentive to electronic communications with students and families each weekday during normal school hours. They are also expected to communicate with students and families frequently and especially if there are concerns about student progress in their class. Staff are expected to post grades into PowerSchool on at least a weekly basis.
- Students who have issues with Chromebooks or connectivity are to report these issues to their teachers. The teachers will then submit a help desk request to the IT department for assistance.

Digital Learning Tools & Platform

All teachers must have a universal landing page for students to access. The district will use Google Classroom as the landing page for all classes. The district will incorporate multiple digital tools. The list below is not inclusive of all tools being utilized and serves as an example of the types of tools that will be used..

- Google Apps for Education
  - Google Meet
  - Google Drive
  - Google Sheets
  - Google Docs
  - Google Slides
- Youtube
- I-Ready
- ENvisions Math

District Attendance Policies and Practices During the Closure

NJ Department of Education guidelines regarding student attendance during the closure indicate:

"Any day on which all students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day on which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9." Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures."

Wildwood Public Schools will record student attendance in each class period during the remote structured school day on the PowerSchool student management system. Students who are absent from any class during any scheduled remote school day will receive an automated communication home that day indicating their absence from class and requesting parents contact the designated personnel to explain their absence. School counselors, and administrators will reach out to any student who is demonstrating excessive absence from their classes (more than three days) and attendance letters will follow. Extreme cases will be reported to the School Resource Officer who will follow up with home visits for truancy violations. Grades will be determined by academic performance in work and assessments provided by the student.

The length of the day will coincide with the in-person school day (6 hours, 45 minutes inclusive of lunch).

Special Education and Related Services for Students with Disabilities

- The Child Study Team Supervisor and case managers will oversee development of online plans to ensure that IEP goals are addressed. Paper copies of these plans will also be provided through the above referenced systems of communication.
- Assistive technology will be sent home with students if required by the IEP.
- Related services such as speech, occupational and physical therapy will continue remotely through Zoom or Google Meet and activity sheets in paper form will be provided where appropriate. CST staff will monitor the amount of time that students are not receiving in person services in order to determine the individual eligibility for compensatory hours. Opportunities to make up the missed hours will be created for families to access once school is reopened.
- CST evaluations, reevaluations, reviews, and all other necessary meetings may be rescheduled as appropriate to the need to maintain the safety and wellbeing of all participants during the shutdown.
- The district CST will maintain contact with out of district placement providers to ensure maintenance of the educational plans for these students.
- Our School Nurses will maintain communication through email and phone calls to assist parents of our medically fragile students with information and advice during the closure.
- Our transportation services will maintain constant contact with both the school and students and will keep them abreast of all developments regarding these services.

Educator Expectations

- Educators will use district supported digital learning platforms in order to provide continuity of learning during potential long term school closures, including:
    - delivery of content & communication
    - providing feedback on student work
    - collecting evidence of student learning
- Teachers will include all administrators, tech team members, special education teachers, ELL teachers, assistant principals & principals as collaborators on digital learning platforms.

Guidelines for Teachers

- All assigned work during the virtual learning days is aligned directly with standards and learning targets outlined and currently being covered in the course.
- Ensure extra content not directly related to learning targets/ standards is made optional
- Each student should have his or her Chromebook (or another device) to access e-mail, Google Classroom, or other systems used by his or her teachers.
- The assignment for each class will be posted in e-mail, Google Classroom, or other systems used by his or her teachers by the start of the scheduled periods for that virtual day.
- The work assigned should take no longer to complete than a standard class period of the virtual schedule.

- Identify and coordinate non-tech options for families that do not have internet access at home.

Digital Code of Conduct for Instructional Personnel

1. Conduct yourself with the same decorum used in the classroom during in-person instruction.
2. Express yourself using proper language and tone of voice (no profanity or yelling).
3. Be on time (even a minute or two early) to all scheduled instruction and meetings.
4. Be consistent using the same appropriate setting for your virtual instruction and meetings. A bedroom is never an appropriate setting. Driving in the car is never an appropriate setting. The area is to be well lit with a good camera angle and consistent audio quality.
5. Your camera must be on at all times.
6. You are required to follow the District Dress Code. If you could not wear it in school; you cannot wear it while virtually teaching or in virtual meetings.
7. No family members should be present virtually during instruction or during virtual meetings.
8. Avoid household interruptions and background noise during instructional time as this is your workday.
9. Eating and drinking during virtual instruction is unacceptable.
10. Respect the opinions, views and cultural diversity of your students. Interact with your students in a polite and respectful manner.
11. Work with your students, support teachers, and paraprofessionals to maintain a virtual environment conducive to learning.
12. You are using a device that allows for full participation in all discussions and assignments pertaining to the classroom goals.
13. You have checked out technology devices and platforms prior to the class period to ensure functionality.
14. All staff members will have an active Google Classroom for each student roster in place by the first day of remote learning.
15. Staff will conduct all lessons via Google Classroom/Google Meets/Google Hangouts.
16. In-class Support teachers and Paraprofessionals are actively engaged and monitoring student progress.
17. Each teacher must specify in writing the grading criteria they will use to calculate student progress during the school year. Grading criteria used by instructional staff should be fair and representative of all phases of student work. A failing grade for the subject should represent a failure to master the subject due to poor effort and performance on a multitude of assessments, not one test or one area.
18. A minimum of 15 grades from a variety of assessment types should be posted within the grade book for each marking period. This will equate to one to two graded assignments per week in a given marking period. It is important to be cognizant of colleagues when assigning student work.

Specific to Special Education Instruction

Special education teachers and related service providers need to pay attention to the following as well:

- Make sure you have extremely clear baselines for each of your student's IEP goals.
- Make sure you have a very clear rate of progress toward those goals for each student to date. At what rate have students been progressing toward their goals?
- Be prepared upon reopening to track student skill regression and recoupment. How does regression and recoupment rate compare to rates from other similar breaks?
- Create 14-28 days of routines for students to do at home related to IEP goal areas.
- Special Education teachers will need to make sure they know how to use the universal tools as well as the specialized resources.

EXPECTATIONS FOR INSTRUCTIONAL AND 1:1 AIDES

- Aides should conduct "check-ins" each day with each of their students via Google Classroom, Google Hangout, email, and/or other platforms, to ensure completion of assignments, provide assistance, or answer questions from students or parents.
- Aides are required to be on camera and present for each scheduled class meeting, and should consider meeting with students just prior to or just after the conclusion of each scheduled class meeting to prepare them for or answer questions about that day's class meeting, assignments, or to provide assistance with work scheduled that day. Be aware that these students will have another class meeting to attend after each class so if necessary establish alternate meeting times or utilize email.
- Instructional Aides should maintain communications with their partner teachers through email, Zoom or Google Hangout, Google Classroom, and/or other platforms.
- 1:1 Aides should maintain contact with each teacher on their student's schedule daily via email, Zoom or Google Hangout, Google Classroom, and/or other platforms.

ELL and Bilingual Programs and Supports

- All materials for families and students will be translated into the home language. For Wildwood, the great majority of this translation/interpretation is into Spanish.
- ELL and Bilingual teachers will continue to provide mandated instruction through the approved district virtual learning platform – Google Classroom.
- As required for all teachers, ESL and Bilingual teachers will continuously monitor students' progress and to provide differentiation, supplemental, and accelerated instruction as needed.
- ESL and Bilingual teachers, and bilingual staff will make continual contact with families to answer questions and ensure understanding of all information.
- The district has provided training to all staff on trauma informed care/instruction to provide support for students in need of this support for a variety of reasons. Faculty and staff have participated in Mental Health First Aid training provided by Cape Assist.

Provision of School Nutrition Benefits or Services for Eligible Students

- The district's food service supervisor and staff will provide for a system to make meals available to eligible students.
- Meals will be constructed of shelf stable products that fulfill the meal components as directed by the Department of Agriculture.
- The district's daily automated calls, website, and social media (Facebook, Twitter) will inform parents on how to acquire food for their children. Instructions for doing so will also be posted on the district's website.
- The district will set up a pick-up location at Wildwood High School, 4300 Pacific Avenue, on the Montgomery side of the building. The distribution area will be in the courtyard of the high school.
- Food service personnel will be at each site to maintain an accurate count and record of each child that claims their meals.
- Coolers and proper handling techniques will be used at each distribution center.
- All food service personnel will wear appropriate PPE in the performance of their meal preparation and distribution responsibilities.
- Meal Distribution Sites and Schedule Meals will be provided on an as needed basis. Families will be informed via the district automated calls and posting on the website and social media.

Maintenance of school buildings/facilities during extended closures

- The proper use of PPE as required and the following of CDC protocols will be adhered to in order to ensure that all building systems are monitored appropriately during the closure.
- All buildings will have the custodians performing their usual job responsibilities during the implementation of this plan.
- Essential Employees during this time of closure include the custodians and food services workers. In addition, Central Office will continue to operate as needed to complete payroll, benefits, and accounts payable duties.
- Buildings will be maintained during this extended closure and boilers and all other HVAC systems will be monitored regularly.
- The Facilities Supervisor will be onsite to supervise cleaning and all aspects related to the safety and maintenance of all buildings.
- The Network Engineer and IT technicians will be onsite as needed in order to ensure that all devices are distributed and working properly.
- Central registrar will be onsite as needed to complete student registrations.
- Central Office Administration will be on site to facilitate those duties that cannot be complete remotely.
- An updated list of essential employees will be forwarded to the County Office at the time of transition to remote learning.

Other Topics of Concern:

- Accelerated/Remedial learning opportunities – after school programs including 21st Century and Title 1`programs will run remotely along the same parameters as the regular school day to provide both learning acceleration and re-teaching. Needed materials will be delivered to homes when pick-up is not feasible.

- Extracurricular – If permissible, students will participate in clubs, sports, etc. either via Google classroom, or in person.

- Credit Recovery – May be available through the 21st Century After School program via online platforms such as Edmentum.

- Social Emotional Health of Staff and Students – Counselors will be available throughout all school days for students needed support. Staff have access to mental health care through district provided health insurance.