Egg Harbor City Public Schools
Virtual Learning Plan Handbook
2021-2022

"Always Connected"

Introduction

Due to COVID-19 and at the direction of the Governor of New Jersey, the district has developed a comprehensive virtual learning plan. This plan will provide a virtual learning model of instruction to continue to provide academic learning opportunities for students. Parents/Guardians can view the district virtual learning policy and plan handbook on the district website.

This plan has two options. **Option 1 -** Used for students who may be sick or need to quarantine due to COVID-19 when all students are in school full time, following a regular school day schedule**. Option 2 -** Used in the case that the Governor orders either full virtual instruction or virtual instruction as an option during an alternate schedule. Specifically if there is a closure lasting more than three consecutive days due to a declared public health emergency, declared state of emergency, or a directive by the appropriate health agency or officer to institute a public health closure.

The district also is cognizant of the importance of recognizing, as well as supporting the social and emotional needs of our students during this difficult time. This virtual plan will not only address academic programs, but also social, emotional, and health related resources, as well as programs. Students with special needs, specifically special education students with IEP's and 504 plan students, as well as English Language Learners will also be provided with customized programs to address each students' goals and objectives. If a parent/guardian chooses to utilize the virtual option for instruction, they will need to register their child as directed.

The plan will also address how we have assisted our students in grades PK to 8 with 1:1 technology resources and support for internet connectivity. Our district continues to utilize services from both LinkIt and Let's Go Learn to not only assess and collect data (baseline, benchmark, skills based, and curricular), but also give students an online platform that individually remediates and enriches their Math and ELA skills. This information for each student is stored in a data warehouse that is accessible virtually. It allows teachers to monitor progress and reteach skills as needed. The Let's Go Learn program also allows students to work at their own pace, which the teacher can monitor virtually and provide interventions. In addition, virtual labs and interactive programs in Science and Social Studies will complement these online learning experiences. Lastly, the district utilizes several ELA, Math, and Science online learning programs that will continue to be used during distance learning. These are the Progressive Math and Science programs, as well as the online components of Superkids and Lucy Calkins Readers and Writers Workshop Model.

New formats and modes of learning will be addressed in this plan. It will afford students new opportunities to discover their talents, interests, independence, and also foster more individualized instruction and personalized learning to meet their needs. Through the use of various video communications and online resources, our staff will be able to provide our students with engaging and motivating programs that focus on the whole child. Not only will the district use these methods to focus on the core curriculum (ELA, Math, Science, and Social Studies), but

we will also tie in special area curriculum (Physical Education, Art, and Music) to further enhance students' learning of this subject matter. In addition, supports focusing on each student's well being will also be provided. This plan will have several components included, these components will focus on scheduling of services, digital platforms and resources, content delivery, attendance procedures and reporting, instructional support and expectations, assessments and grading, wellness supports, transition plan back to in person learning, and communication of district policies. The key components to be defined are as follows:

- *Content Delivery* is an online resource students will use for core instructional areas and supplemental resources that will be used to enhance learning.

- *Digital Resources* will provide steps, links, websites, etc. to staff, parents/guardians, and students that will be used for learning and support purposes.

- *Instructional Support* defines the expectations and supports the district will provide to staff, students, and parents/guardians. Assessment measures will also be addressed.

Schedules

Students in grades K-8 will follow the schedules highlighted below:

OPTION 1 -
If any student needs to follow the hybrid schedule due to COVID-19 illness or need to quarantine, they will participate in a live stream format. The schedule follows the regular school day schedule.

Egg Harbor City Public School District
Hybrid Virtual Schedule
All Students In School with Accommodation for Students Out Due to COVID
Live Stream in Classroom
2021-2022

8:20 - 8:30	Staff Assists Students with Login and Take Attendance
8:30 - 8:45	Morning Meeting
8:45 - 3:00	Live Stream Virtual Instruction (Break for Lunch)

Grades PK-8 Students: (Follow Class Daily Schedule)

- Regular grade level schedule to be followed with break for lunch
- Specials provided as per the regular grade level schedule
- All academic and related services provided through live stream

OPTION 2 -

Specifically if there is a closure lasting more than three consecutive days due to a declared public health emergency, declared state of emergency, or a directive by the appropriate health agency or officer to institute a public health closure. If the district needs to follow or offer a full virtual plan the following will occur. PK students will have a schedule shared with parents/guardians from the PK teacher. The following instructional schedule guidelines are expected at a minimum each day:

- Special areas (PE, Art, Music) will be scheduled on a rotating basis for each class to participate in. This will be planned with the general education teacher to avoid conflicts. In addition, integration through collaboration should occur, including working with the CST and guidance counselors to support social/emotional needs.
- Related services (Counseling, Speech/Language, OT and PT) will be provided as per the student's IEP or 504 plan, specific to the time and frequency. This should be planned with the subject matter teacher to avoid conflicts.
- Additional counseling services may be provided to students in need 1 time per week.
- Nursing services and supports will be provided and scheduled as needed.
- ELL students will be scheduled for services for a minimum of 30 minutes per day. This should be planned with the subject matter teacher to avoid conflicts.
- SPED ICR teachers will collaborate with the general education teacher and participate in virtual learning activities scheduled by the general education teacher to offer support to learners. This SPED teacher will also follow up with students for a minimum of 30 minutes of small group instruction daily for ELA and Math and then at a minimum 1 time per week will meet 1:1 with each student for 30 minutes for 1:1 support. This does not include the additional virtual office hours that will also be provided. The SPED teacher will collaborate with the general education teacher and related service providers to accommodate the best time to hold these sessions.
- The district assessment calendar will be provided to all staff and parents/guardians so that the schedule of assessments is known and can be followed virtually. Links to complete assessments will be provided.

Egg Harbor City Public School District
Full Virtual Schedule
If School Needs to be Full Virtual or Limit In Person Education
2021-2022

8:10	Staff Post Morning Meeting Message
8:20 - 8:30	Staff Assists Students with Login and Take Attendance and Morning Meeting
8:30 - 12:30	Virtual Instruction
12:30 - 12:45	Staff Reviews Virtual Instructional Plan and Expectations for Next Day
12:45 - 1:15	All Staff Lunch
1:15 - 1:55	All Staff Prep
1:55 - 3:10	Remote Learning Acceleration Hours

Grades PK-3 Students: (Suggested Class Daily Schedule)

Morning
- Get Up and Ready - Wake up, brush your teeth, make your bed, do mindfulness exercise
- Eat Breakfast - Visit our Website for information on picking up your free breakfast if eligible
- Academic Time - Log in to Google Classroom for posted activities and/or log in at the scheduled time to any of the assigned virtual collaboration and communication resources assigned by your teacher, support or specialized staff. Have materials prepared to do activities.
- Do a physical activity
- Read and journal for 20 minutes.
- Creative Time - Do Art or Music activities.

Eat Lunch
- Visit our Website for information on picking up your free lunch if eligible.
- Take time to relax and do a mindfulness activity

Afternoon
- Academic Time - Log into Google Classroom for posted activities and/or log in at the scheduled time to any of the assigned virtual collaboration and communication resources assigned to you. Return to and complete assignments, check email and ask parents/guardians if there are any updates.
- Read and journal for 20 minutes.
- Check in with your teacher, support, or specialized staff during office hours.
- Do activities to help around the house.
- Get some fresh air, go outside, be safe!

Grades 4-8 Students: (Suggested Class Daily Subject Schedule)

Morning

- Get Up and Ready - Wake up, brush your teeth, make your bed, do mindfulness exercise and start the day with a physical activity.
- Eat Breakfast - Visit our Website for information on picking up your free breakfast if eligible
- Academic Time - Set up work area, log in to Google Classroom for posted activities and daily announcement from teacher. Log in at the scheduled time to any of the assigned virtual collaboration and communication resources assigned by your teacher, support or specialized staff. Have materials prepared to do activities. Engage in virtual lessons, video links, and meetings. Move through assigned classes as per the class daily subject schedule provided by your teachers. Contact teachers via email or ClassDojo with questions. Engage in all activities.
- Take a break and do a physical activity
- Read and journal for 20 minutes.
- Creative Time - Do Art or Listen to Music

Eat Lunch
- Visit our Website for information on picking up your free lunch if eligible.
- Take time to relax and do a mindfulness activity

Afternoon
- Academic Time - Log into Google Classroom for posted activities and/or log in at the scheduled time to any of the assigned virtual collaboration and communication resources assigned to you. Return to and complete assignments, check email, and keep your work area organized.
- Read and journal for 20 minutes.
- Check in with your teacher, support, or specialized staff during office hours.
- Do activities to help around the house.
- Get some fresh air, go outside, be safe!

Grades PK-3 Teachers and Assistants:

Time	Activity
8:10 AM	Daily Sign In to Genesis
8:20 AM - 12:45 PM	Live Streamed Lessons
12:45 PM - 1:15 PM	Lunch
1:15 PM - 1:55 PM	Prep
1:55 PM - 3:10 PM	Remote Learning Acceleration Hours
3:10 PM	Daily Sign Out of Genesis

Grades 4-8 Teachers and Assistants:

Time	Activity
8:10 AM	Daily Sign In to Genesis
8:20 AM - 12:45 PM	Live Streamed Lessons
12:45 PM - 1:15 PM	Lunch
1:15 PM - 1:55 PM	Prep
1:55 PM - 3:10 PM	Remote Learning Acceleration Hours
3:10 PM	Daily Sign Out of Genesis

Specialists (CST, ELL, Guidance, Nurses):

Time	Activity
8:10 AM	Daily Sign In to Genesis
8:20 AM - 12:45 PM	Live Streamed Lessons
12:45 PM - 1:15 PM	Lunch
1:15 PM - 1:55 PM	Prep
1:55 PM - 3:10 PM	Remote Learning Acceleration Hours
3:10 PM	Daily Sign Out of Genesis

OPTION 2
Procedures for Submitting a Virtual Learning Request

ONLY AN OPTION IF - **there is an in-person and virtual option due to a declared public health emergency, declared state of emergency, or a directive by the appropriate health agency or officer to institute a public health closure.**

1. Parents/Guardians must complete the virtual learning registration paperwork two weeks prior to the start of the marking period in which they expect their child.children to begin the program as per the following dates:
   - 9/2/2021   Start of 1st Marking Period
   - 11/12/2021   Start of 2nd Marking Period
   - 1/27/2022   Start of 3rd Marking Period
   - 4/5/2022   Start of 4th Marking Period

2. The following link will direct the parents/guardians to the registration document that must be completed prior to students starting in the virtual learning program.
   https://docs.google.com/forms/d/1uTfSCfi2NbmytOKcErXhKd0BKHGPTSTE_E1ZcOUkE2I/edit

3. Once the parent/guardian has completed the registration the district will review the document to ensure that it is complete and then the district will approve the student's full time learning request.

4. Students with disabilities that are registered in the full time virtual learning program will have their documents reviewed by the case manager to determine if an IEP meeting or amendment needs to be made to address this change.

5. Most answers to questions regarding the virtual learning program can be found in the virtual plan handbook. However if additional information is needed parents/guardians can contact their child(s) school or the Special Projects Office, which includes the Child Study Team. The following contact information can be used:

Charles L. Spragg Elementary School
Mrs. Adrienne Shulby, Principal/Superintendent
Mrs. Tara Macchione, Early Childhood Supervisor
609-965-1034 x 130

Egg Harbor City Community School
Mr. Jack Griffith, Principal
609-965-1034 x 120

Special Projects Department
Dr. Gina Forester, Director
609-965-1034 x 136

OPTION 2
In Person Learning Transition Plan

ONLY AN OPTION IF - there is an in-person and virtual option due to a declared public health emergency, declared state of emergency, or a directive by the appropriate health agency or officer to institute a public health closure.

Full time virtual learning may be an option for parents/guardians as directed by the Governor of New Jersey due to COVID-19. Parents/guardians who register their child/children for this program will be informed of all procedures that must be followed specific to distance learning. They will also receive information on the transition process back to in person instruction in the school. Students who participate in the virtual learning program may transition back to in person learning at the start of each marking period. These re entry dates are as follows:

- 11/10/2021   End of 1st Marking Period
- 1/26/2022   End of 2nd Marking Period
- 4/4/2022   End of 3rd Marking Period

Any parent/guardian who chooses to have their child/children return to in person instruction must notify the building principal in writing 2 weeks prior to the end of the marking period. All students who receive specialized services (SPED, 504, ELL, Related Services) will have these services scheduled in person upon their return. Collaboration among staff will assist in the smooth transition back. All students in PK-8 will have assessment data reviewed to determine any additional instructional needs upon the students return to in person learning.

Digital Platforms and Resources

Students will have access to digital learning devices in grades PK-8 and support will be provided to families who need internet access. A plan for device distribution has been developed and parents/guardians will be notified of the schedule. Students will access assignments through Google Classroom and SeeSaw. The delivery of instruction, as well as district meetings will be provided primarily through Zoom with other virtual communication resources also being implemented. In addition, correspondence via email, ClassDojo, and the district website will also be utilized. Staff, students, and parents/guardians are expected to regularly check these forms of communication for up to date information. Furthermore, the online assessment and supplemental learning platforms (LinkIt and Let's Go Learn will be utilized to assess students, analyze assessment data, and provide supplemental instruction in the areas of ELA and Math. Online assessment links will be shared with students and parents/guardians to complete assigned assessments which are highlighted on the district assessment calendar.

● Parents please reference Appendix F (Website/App Guide) for links on how to use these virtual tools and staff please reference Appendix G for distance learning tutorials.

Platform and Link	Description and Access
School Website https://www.ehcs.k12.nj.us/	District Information, Updates, and Links
Email https://www.ehcs.k12.nj.us/domain/26	Communication with Staff, Students, Parents/Guardians
Google Drive https://www.google.com/drive/	Staff Resources
Google Classroom https://classroom.google.com/h	Student Assignments
Zoom https://zoom.us/	Primary Form of Video Communication Between Staff, Students, and Parents/Guardians
Google Meet https://meet.google.com/	Secondary Form of Video Communication Between Staff and Students

ClassDojo https://www.classdojo.com/	Virtual Collaboration Resource Between Staff, Students, and Parents/Guardians
Loom https://www.loom.com/	Video Communication Resource Between Staff and Student
SeeSaw https://web.seesaw.me/remote-learning-for-families	Student Assignments and Video Communication Resource Between Staff and Student
Bitmoji Classroom https://www.weareteachers.com/virtual-bitmoji-classroom/	Video Communication Resource Between Staff and Student
LinkIt https://www1.linkit.com/	District Assessment and Data Warehouse Platform for Staff and Students
Let's Go Learn https://www.letsgolearn.com/	District Assessment and Supplemental Instruction Platform for Staff and Students
Progressive Math Initiative https://njctl.org/	Online Access to the District Math Program for Staff and Students
Progressive Science Initiative https://njctl.org/	Online Access to the District Science Program for Staff and Students

Egg Harbor City School District Distance Learning Resources

Language Arts - Reading & Writing	
Website	**Grade Level**
● Wonderopolis	● Kinder- grade 6
● AWESOME resource of Authors and Illustrators going live!	● PreK- grade 8
● Starfall	● Kinder -grade 3
● Story Starter	● All ages
● Storyline Online	● PreK - grade 5
● What's Going on in this Picture?	● All ages

• [GetEpic](#)	• PreK- grade 8
• [Vooks](#)	• PreK- grade 8
• [ESebco Library](#) UN:keepreading PWD:Sebco ID#: 1	• All ages
• [Abcya](#)	• PreK-grade 6
• [Turtlediary](#)	• Kinder- grade 5
• [ELA Skills](#)	• PreK- grade 8
• [Townsend Press-Materials for Teachers](#)	Access:31GJ-A9G1-FF8E-NUV5
• [Readworks- Reading Comprehension](#)	• All ages
• [Astronauts Reading From Space](#)	• PreK- grade 3
• [Dreamscape/Squiggle Park-Reading Skill Builder](#)	• PreK- grade 8
• [Freerice -Vocab. practice that donates](#)	• Kinder- grade 8
• [Spelling City](#) Promo: VSCFree90	• Kinder- grade 8
• Superkids: All workbook pages, backpages, and resource pages are now accessible in parent portal. Click [Here](#) for resource in setting up parent portal.	• Kinder- grade 2

• Zaner Bloser Resources
  ○ [Manuscript Practice](#)
  ○ [Manuscript Paper Template](#)
  ○ [Cursive Practice](#)
  ○ [Cursive Paper](#)
  ○ [Grade K activities](#)
	• Kinder- grade 5

Website	Grade Level
• Highlights Kids	• Kinder- grade 3
• Stories Audible	• All ages
• Tumblebook Library 　○ Log into: www.tumblebooklibrary.com 　○ UN: EHCCS 　○ PSWD: trial	• All ages

Mathematics

Website	Grade Level
• PBS K-8 Mathematics	• Kinder-grade 8
• Greg Tang Math	• Grade 1-grade 5
• Figure This!	• Grade 1- grade 6
• Math Game Time	• PreK- grade 7
• Math Playground	• Grade 1-grade 6
• Toy Theater	• Grade 1-grade 5
• Cool Math Games	• Grade 1-grade 5
• Math Help	• Grade 5-grade 12
• IXL	• All ages
• Prodigy	• Grade 1-grade 7
• Fun Brain	• Kinder -grade 8
• Multiplication.com- All Math Fluency (add., sub., etc.)	• Grade 1-grade 5
• Eureka Math Lessons	• Kinder-grade 8
• Dice Games at Home	• Kinder-grade 8
• XtraMath	• Grade 1-grade 4
• Didax Math Activities	• Kinder -grade 8

Social Studies	
Website	Grade Level
• Scholastic Learn-at-Home	• PreK- grade 6
• Kids Discovery	• Grade 1- grade 8
• Smithsonian	• Kinder- grade 8
• Geography games	• Grade 5- grade 8
• Google Earth	• All ages
• Digital History	• Grade 6-grade 8
• Geography	• Grade 3- grade 6
• NASA	• Grade 2- grade 3
• BBC History	• Grades 3- grade 5
• American History	• Grades 4- grade 12
• Music themed S.S. lessons	• Grade 7-grade 12
• S.S-Curriculum for teachers and student access	• Kinder- grade 8
• BrainPop	• Kinder-grade 8
STEAM	
Website	Grade Level
• PBS Kids Design Squad	• Grade 2-grade 8
• 30 Day LEGO Challenge	• All ages
• Engineering Activities	• All ages
• Breakout EDU	• Kinder - grade 12
• Make Me Genius	• Kinder - grade 7
• Fun & Easy Science Activities	• Kinder - grade 7
• Coding	• Kinder - grade 12

• Kids Discover	• Kinder- grade 8
• Time for Kids	• Kinder- grade 6
• Mystery Science	• Kinder- grade 5
• Character Coding	• Kinder- grade 8
• Learning Legends - Math and Science Games	• Grade 3- grade 8
• Discovery Daily DE	• Kinder - grade 12
• BrainPop	• Kinder- grade 8

World Language

Website	Grade Level
• Duoling	• All ages
• WIDA International School Consortium	• All ages
• Google Translate	• All ages

SpEd

Website	Grade Level
• Social Learning	
• Apps	
• Google Extensions	
• Free RBT Training	

Health/ Physical Education

• Health & Wellness websites	• All ages
• GoNoodle	• Kinder- grade 4
• Meditation for Kids	• PreK- grade 4
• Mind and Body Wellness	• Kinder- grade 8

● KidsHealth	● Grade 1- grade 8
● Health Lessons	● Kinder- grade 8
Art/ Music	
● Finish the Comic	● Kinder- grade 8
● Famous Art	● Kinder- grade 8
● Music sites for kids	● Kinder- grade 3
● Music Resources	● Kinder- grade 8
● Classics for Kids	● Kinder- grade 8
Quizzes/ Study Guides	
● Kahoot	● Flipgrid
● Quizlet	● Learning Paths
● Google form	
● VocabTest	
● SurveyMonkey	
Virtual Tours	
● VR Field Trips Around the World	● All ages
● 33 National Park Tours	● All ages
● 30 Virtual Field Trips with Links	● All ages
● Discovery Education Virtual Field Trips	● All ages
● Panoramas of the World	● All ages
● Virtual Tour of the White House	● All ages
● Cape May County Virtual Zoo	● All ages
● Farm Tours	● All ages
● Great Wall of China	● All ages

• Virtual Field Trips Links	• All ages
Mental Health	
• Mental Health Considerations	
• Calm	
• Mental Health Resources	
• 9 ways to stay positive	
Let's Go Learn/ Computer	
• Best Practices for Using Edge on Mobile Devices	
• Mobile Edge Troubleshooting Tips	
• LGL Edge on Mobile Platforms	
• Parent Letter on Mobile Edge	
Screen Free Activities	
Website	Grade Level
• 25 Screen-Free Activities for Kids	• PreK-elementary
• Homemade Playdough	• All ages
• 20 Screen-Free Things to do	• All ages
• Picture Scavenger Hunt	• PreK-elementary
• Activities to do at home	• Elementary
• Non-screen Activities	
Parent Resources	
The Parent's Guide to Google Classroom	• Free HotSpots
2 Months of Internet Free	

Virtual Teaching Tips	
• Virtual Teaching Tips	• Virtual Manipulatives
• Teaching Tip Forum	• NJCTL Self-Study Courses
• Resources by grades and subjects	• Google Classroom Tips for Teachers
• Google Extensions for Teachers and Students	• Zoom Tips for Teachers
• Zoom Flyer for Parents-Editable	• Zoom Tips for Students
• Zoom Instructions for Students	• Setting up Zoom for Teachers
• Seesaw	• Zoom Flyer for Parents-Spanish
• Rowan Resources	• Stockton Webinars
• Google Form Daily Check-In	• Screencast-o-matic
Khan Academy-Can be accessed through LGL	• Whiteboard on Zoom
• Zoom Waiting Room	• https://whiteboard.fi/

Content Delivery

Students will have access to virtual online learning materials and instructional activities to remain engaged in learning. During this time, we will adapt learning to provide experiences outside the classroom. This virtual education will include synchronous learning for OPTION 1 and both asynchronous, as well as synchronous learning activities for OPTION 2. Asynchronous learning is when a learner participates in an online learning session at different times. This allows the learner to do the work at their own pace. This may be used in a variety of ways for different students. Synchronous learning is when learners participate in an online learning course at the same time but in different locations. This allows students to interact with the instructor and each other. This is a virtual classroom and will be used to deliver instruction.

Blended virtual learning will be the primary basis of this plan and will include whole class direct instruction, independent learning (reading, writing, research, exercise, and projects), small group instruction, 1:1 instruction, follow up instruction, flipped lessons, video lessons, formative and summative assessments via the online LinkIt and Let's Go Learn platforms, teacher made online

assessments, project based lessons, virtual labs and demonstration, interactive learning lessons, and hands on at home activities. Face to face instruction through Zoom, as well as Google Meet will address the whole group, small group, and 1:1 learning experiences. When available these lessons will be recorded in case a student is not able to participate live or would need to rewatch the lesson to complete the assignment.

The district curriculum will be followed so all NJ Standards areas are exposed to students based on their grade level expectations. Online materials will be provided, as well as hard copies of books, handouts, and kits when necessary will also be given to students. All grades PK-8 materials will be from the core programs students use during the school year. At the beginning of each week teachers will post weekly assignments and follow the schedule of classes.

Just as in person learning in our district, this virtual program will focus on making sure learners feel safe, nurtured, and challenged. Students' individual needs will always be considered and the charge will be to embrace each child's uniqueness as they grow academically, develop their character, and receive social emotional supports. The virtual program is a new way to engage students using innovative learning tools. The district will use a student centered approach to learning and will offer our students, as well as their parents/guardians the flexibility they need. Teachers will have ongoing communication with students. Lessons will be clearly posted with timelines for completion, either throughout the day or over several days. Under OPTION 2 there will be virtual lessons that are face to face and individualized weekly check ins. This daily live instruction and weekly conferencing under OPTION 2 will ensure students are receiving a full continuum of learning supports while participating in the virtual program. The district is committed to engaging students in critical thinking and dialoguing. The goal is to inspire students to embrace their academic achievements. As we promote student centered learning, the delivery of instruction will be rigorous. The key is to develop strong relationships built on trust among all participants knowing that the mission to succeed academically, as well as socially and emotionally is essential. Developing a students foundation skills and building upon them will be an integral part of the virtual classroom. Supporting and guiding the whole child will lead to more productive, as well as contributing citizens in society.

The district is committed to providing equitable education for all students. Modified content delivery will occur for special education, 504 plan, at-risk, and ELL students. Special education teachers will collaborate with general education teachers and CST case managers to determine individual student needs so that instructional supports are provided, including all necessary accommodations.Special education teachers, paraprofessionals, and related service providers will make weekly contact with students and/or parents/guardians. Students who require hard copies of school work or additional materials will receive them. Through social distancing, these materials will be distributed. A variety of differentiated activities will be provided remotely and student progress will be monitored. These same tasks will occur for at-risk, 504, and ELL students. However, the general education teacher will spearhead these learning strategies for the 504 plan and at-risk students, while the ELL teacher will address these areas for all ELL students. The ELL teacher will also collaborate with the general education teacher specific to identified ELL students.

Attendance Procedures and Reporting

All students registered to participate in the virtual learning program are required to engage daily in their assigned courses and classroom activities. The meaning of attendance changes in a virtual learning program. Virtual learning attendance is more about engagement and completion of assignments, not being physically present. If a student is sick the parent/guardian should notify the school just as they would for in person instruction. Teachers will take attendance daily and record this in the Genesis system. They will follow the mandate as noted in expectations for the number of completed assignments to attest for a full day present. This will be communicated with their students and parents/guardians. Factors that will also be part of a students daily attendance include:

- Active Time Spent Logged in and Learning
- Submission of Assignments
- Participation and Engagement
- Tracked Work Time on Projects
- Teacher to Student Communication

Since tracking assignments virtually will be different. Teachers are asked to identify and log for each student the factors above to note academic progress. This tracking log (Appendix A) will be reviewed at the end of each marking period.. The district guidance counselor will continue to collaborate with each virtual teacher to discuss students' attendance and address any concerns. The district will consider safe, welfare checks that maintain social distancing to follow up on attendance concerns and deliver any necessary materials. The district SRO will assist in this capacity and will follow district policy specific to attendance and truancy. Accountability is expected by all virtual participants and this will be closely monitored.

Teachers are asked to keep a contact log of phone calls, emails, ClassDojo, and virtual contacts and/or meetings with parents, including outcomes or highlights of this correspondence.. The district virtual contact log (Appendix B) can be used for this and should be submitted every 2 weeks with your lesson plans.. Teachers are asked to please make an attempt to contact all students' parents/guardians on a regular basis. If parents are not reachable, teachers are asked to notify their direct supervisor, guidance counselor, and CST case manager if applicable.

In addition, the district is required to report to the NJDOE data on students participating in the full time virtual learning program OPTION 2. This data must be reported based on the following subgroups:

- Economically Disadvantaged
- Race and Ethnic Group
- Students with Disabilities
- English Language Learners

Instructional Expectations and Supports

A student participating in the virtual learning program will be afforded the same quality and scope of instruction, as well as other educational services as any student would receive in person. Students with disabilities, as well as ELL students will also receive the same services they would receive if in person. SPED and 504 plan students will also receive related services as noted in their IEP or plan. This includes the same standards based instruction, quality and rigor of learning, educational technology, interventions, modifications and accommodations, and assessments. The school day, attendance policies, district policies, and expectations for learning will be adhered to for this program. Supports and resources will be provided and communicated ongoing to parents to ensure that all students, specifically younger students are meeting the expectations of this virtual program.

As a community of learners, the Egg Harbor City School District's shared expectations during our virtual learning program are as follows:

Elementary Students grades K-3

- Be responsible for your learning and know your schedule (as appropriate by age)
- Use ClassDojo and Google Classroom to access assignments and to post completed assignments.
- Complete a minimum of 3 activities out of 5 to receive attendance credit for the day.
- Attend video or phone conferences once a week to discuss targeted skills.
- Participate in Zoom and other video communication platforms or resources as planned by your teacher.
- Ask questions and share feelings.
- Follow the district technology acceptable use policy.

Elementary Teachers grades K-3

- Follow your contracted hours of 8:10 AM - 3:10 PM and conduct/engage in online teaching during this time (see schedule) that includes direct instruction, grading, conferencing with students and parents (when needed), collaborating with colleagues, student outreach, and individual student weekly contact sessions.
- Provide students at the beginning of the week a list of activities.
- Submit your two week lesson plan to your direct supervisor the week prior to the start of the first lesson on the plan. Collaborate with other instructional staff at your grade level, including SPED ICR teachers, related service providers, guidance counselors, and the CST if applicable.
- Prepare and post a daily morning meeting message.
- Post essential questions or lesson objectives in Google Classroom and/or your video conferencing platform.
- Post the lesson activity at the indicated time on the schedule.
- Follow the virtual learning schedule and required learning time requirements for your grade level and provide daily remote office hours.
- Monitor and respond to each student's post/message within 24 hours encouraging feedback.

- Communicate and troubleshoot with students and parents/guardians who are struggling and inform the building principal, guidance counselor, and if applicable CST case manager of the same.
- Develop ways to meet individual students' needs and plans to differentiate instruction.
- Conference at a minimum 1 time per week with each student through video or phone.
- Record daily attendance and maintain records of interactions with students, parents/guardians, guidance counselors, and nurses.
- Conduct formative, as well as summative assessments and follow the district assessment calendar.
- Collaborate at least 1 time per week with your colleagues, specifically those providing in person instruction when possible to coordinate instructional activities, while following the district curriculum.
- Comply with the district expectations as per this plan handbook, including actively conducting online instruction during designated times, tracking grading, providing feedback, planning upcoming engaging lessons with varied activities to meet student needs, following the district curriculum, using online resources and district data platforms (LinkIt and Let's Go Learn), co-planning when applicable, and professionally developing.

Elementary Student's Parents/Guardians grades K-3

- Establish routines and expectations for your child/children.
- Take an active role in helping your child/children process their learning.
- Arrange a learning environment for your child to actively participate in virtual learning activities.
- Regularly check your email, ClassDojo, phone, and the district website for updates and outreach.
- Communicate regularly with your child(s) teacher and case manager if applicable.
- If you need additional support ask for this and contact your child(s) teacher, principal, guidance counselor, and case manager if applicable.
- Inform the school immediately of any technical difficulties.

Middle School Students grades 4-8

- Be responsible for your learning and know your schedule
- Use ClassDojo and Google Classroom daily to access assignments and to post completed assignments.
- Check your email account at least 2 times per day.
- Complete a minimum of 3 activities out of 5 to receive attendance credit for the day.
- Complete all assignments in a timely manner.
- Attend video or phone conferences once a week to discuss targeted skills.
- Participate in Zoom and other video communication platforms or resources as planned by your teacher.
- Ask questions and share feelings. Communicate with your teachers if you need additional support or need extra time.

- Monitor your progress and grades.
- Collaborate with your peers.
- Follow the district technology acceptable use policy.

Middle School Teachers grades 4-8

- Follow your contracted hours of 8:10 AM - 3:10 PM and conduct/engage in online teaching during this time (see schedule) that includes direct instruction, grading, conferencing with students and parents (when needed), collaborating with colleagues, student outreach, and individual student weekly contact sessions.
- Provide students at the beginning of the week a list of activities.
- Submit your two week lesson plan to your direct supervisor the week prior to the start of the first lesson on the plan. Collaborate with other instructional staff at your grade level, including SPED ICR teachers, related service providers, guidance counselors, and the CST if applicable.
- Prepare and post a daily morning meeting message.
- Post essential questions or lesson objectives in Google Classroom and/or your video conferencing platform.
- Post the lesson activity at the indicated time on the schedule with the deadline time and date for submission by the student..
- Follow the virtual learning schedule and required learning time requirements for your grade level and provide daily remote office hours.
- Monitor and respond to each student's post/message within 24 hours encouraging feedback.
- Communicate and troubleshoot with students and parents/guardians who are struggling and inform the building principal, guidance counselor, and if applicable CST case manager of the same.
- Develop ways to meet individual students' needs and plans to differentiate instruction.
- Conference at a minimum 1 time per week with each student through video or phone.
- Record daily attendance and maintain records of interactions with students, parents/guardians, guidance counselors, and nurses.
- Conduct formative, as well as summative assessments and follow the district assessment calendar.
- Collaborate at least 1 time per week with your colleagues, specifically those providing in person instruction when possible to coordinate instructional activities, while following the district curriculum.
- Comply with the district expectations as per this plan handbook, including actively conducting online instruction during designated times, tracking grading, providing feedback, planning upcoming engaging lessons with varied activities to meet student needs, following the district curriculum, using online resources and district data platforms (LinkIt and Let's Go Learn), co-planning when applicable, and professionally developing.

Middle School Student's Parents/Guardians grades 4-8

- Establish routines and expectations for your child/children.
- Take an active role in helping your child/children process their learning.
- Arrange a learning environment for your child to actively participate in virtual learning activities.
- Regularly check your email, ClassDojo, phone, and the district website for updates and outreach.
- Communicate regularly with your child(s) teacher and case manager if applicable.
- If you need additional support ask for this and contact your child(s) teacher, principal, guidance counselor, and case manager if applicable.
- Inform the school immediately of any technical difficulties.

Varied supports will be provided for all students, parents/guardians, and staff. These supports will assist with virtual learning success. The district has teams in place that collaborate to support the needs of everyone involved in the virtual learning program. Teachers, specialized staff, guidance counselors, administration, and parents are part of this team. In order to support students' growth this team is continually adapting and making adjustments as needed.

General supports include the following:

- Professional development for teachers.
- Continuous outreach to parents, which also includes schedule of activities, needed materials, technology resources, communication of needs, requirements for daily attendance, and an organized work space.
- Information on the requirements of this plan and procedures that support it.
- Resources to support learning, including videos with directions and further explanations.
- Short and to the point online lectures in live virtual classrooms, with video or slides as a resource for further review.
- Small group instruction for follow up or mini lessons.
- Ongoing feedback for projects.
- Breaks and shorter segments of instruction based on grade level.
- Virtual office hours daily.
- Weekly 1:1 follow up with each student.
- Clear explanation of weekly activities, assignments, assessments, due dates, and follow up sessions.
- Varied virtual communication (asynchronous or synchronous) using Zoom and/or other secondary options as listed in this handbook.

Special populations supports include the following:

- Students with disabilities will have lessons and assignments adapted based on their IEP, including addressing their goals/objectives, as well as accommodations and modifications. They will receive at a minimum, one 1:1 session each week throughout the virtual learning program. Most of this instruction will take place via Zoom, with supports from other virtual platforms, and Google Classroom will be used for additional learning opportunities.

- Students who are eligible for related services (counseling, speech/language, OT, & PT) will have these scheduled by the individual therapist as per the requirements in their IEP or 504 plan. Most of this instruction will take place via Zoom, with supports from other virtual platforms, and Google Classroom will be used for additional learning opportunities.
- At-risk counseling services will be provided and scheduled by the school guidance counselor.
- English Language Learners will receive services from the ELL teacher who will provide additional support related to ELA and instructional assignments. This instructor will provide group and individual sessions with students. Most of this instruction will take place via Zoom, with supports from other virtual platforms, and Google Classroom will be used for additional learning opportunities. A minimum of one 1:1 session each week is expected throughout the virtual learning program. In addition, support services for parent outreach in their home language will be provided.
- Let's Go Learn Edge will be used for online supplemental learning activities for both remediation and enrichment in ELA and Math. Students will have a login to access this. Assignments will be posted by the teacher and students can also go into the portal on their own to practice skills in ELA and Math.

Assessment and Grading

Please refer to the assessment calendar (Appendix C) for all district assessments. This will include the required online assessments for grades K-8 in the Linkit (Standards Based Benchmark) and Let's Go Learn (ELA and Math Skills Based) platforms (Appendix D), as well as the parent/guardian information on administering these tests at home (Appendix E - in English and Spanish). PK students will be assessed using Teaching Strategies Gold and students in kindergarten will also be assessed online with Educational Software for Guided Instruction (ESGI). Teachers will inform students of teacher made assessments based on the district curriculum and subjects being taught.

Teachers will also inform students, as well as parents/guardians on learning outcomes, including reviewing baseline data and progress monitoring. Final grades will be recorded on the student's report card, which will be distributed at the end of each marking period. Special education students will also receive a progress report with their report card specific to their IEP goals and objectives.

Health and Wellness Supports

Counseling Services

Students will receive their mandated an/or at-risk counseling through online platforms if needed. Character education and social emotional learning activities will also be implemented for all students. Guidance Counselors, the School Social Worker, and the School Psychologist will all have remote office hours as well. All at-risk interventions will be available to students and

parents/guardians. Resources will also be provided for outreach programs. Counseling staff will consult with teachers regarding students' needs. Concerns regarding students demeanor, behavior, attendance, social emotional well being, and/or academic struggles will be communicated and immediately addressed. Follow up will occur with students' parents/guardians. In addition, transition supports will occur for all students as needed, but specifically for 8th grade students who will be attending high school next year, as well as special education students who require a transition plan as per their IEP.

The district has an agreement with the Youth Advocacy Program. This affords students that qualify for additional counseling services. Virtual and in-person services from the YAP worker will be offered this school year to all eligible students in the distance learning program. These services will be scheduled during the school day with the student's parent/guardian and in collaboration with the guidance counselors and school social worker.

Qualifications and Counseling Services from a YAP Counselor:

Program Overview and Updates
- Students are required to have Medicare or Medicaid to be eligible for services
- Current YAP Service protocols require only initial verbal consent from parent in order to initiate/ continue counseling services for the upcoming school year
- Individual student scheduling for services will be conducted by the school counselors and/or school social worker

Virtual Format
- Distance counseling sessions can be conducted either through Zoom or Google Meet
- Distance counseling schedule is flexible and can be initiated as soon as needed, following parental verbal consent
- Referral for distance counseling will be conducted by the school counselors and/or school social worker

Virtual Nursing Services

- Google Classroom activities will be scheduled for health lessons in grades K-3.
- Class Dojo will be used for communication purposes.
- Zoom will be used for face to face health checks and student, as well as parent/guardian contacts.
- Nurses will be available to conduct COVID-19 trainings and report updates in the are of health and wellness. This will be done both virtually and through video correspondence, including webinars.

Food Services

The district will follow the plan below to distribute safe delivery of meals to students impacted by virtual or remote instruction. This would include both breakfast and lunch meals. Options for picking up meals while social distancing and also providing remote pick up locations within the community have been arranged.

Food will be distributed with multiple meals being included for each student to cover a week's worth of food. The district food service company will work closely with district staff to disseminate these meals. Food distribution will occur on Mondays with 3 days of food covering breakfast and lunch, as well as on Thursdays with 4 ½ days of food including breakfast and lunch, which also gets the student through the weekend and Monday morning. Weekly distribution of food will occur as follows:

Mondays and Thursdays at the EHCCS - 1:45 PM to 2:30 PM
Mondays and Thursdays at the EHC Public Library - 1:00 PM to 1:30 PM
Mondays and Thursdays at the Washington Ave. Apartments - 1:30 PM to 2:00 PM

District (Virtual) Remote Learning Policy 6173.1

All parents/guardians will have access to the district virtual learning policy and plan handbook. These will be accessible on the district website. Communication with families in their home language will be made via phone contact to review both the policy and plan handbook. Components of the plan handbook will be provided to parents in their home language as needed. This plan handbook will include information on procedures to submit a full time virtual learning request, request to return to in person learning, the scope and expectations of the virtual program, communication procedures, and contact information for additional questions and/or concerns.

Appendix A

EHC School District Student Tracking Log

Target Areas: (A copy of this chart should be used for each student)

- Active Time Spent Logged in and Learning
- Submission of Assignments
- Participation and Engagement
- Tracked Work Time on Projects
- Teacher to Student Communication

Student Name:			Week of:		
Target	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Logged in and Learning					
Assignments Submitted					
Participation and Engagement					
Time on Projects					

Communication					

Appendix B

EHC School District Virtual Contact Log

Staff Name:					
Week of:					
Student and Parent/Guardian Name	Phone	Email	Virtual Meeting	Dojo	Notes

Appendix C

2021-2022 Egg Harbor City Public Schools
District and State Assessment Timeline

Let's Go Learn DORA and ADAM/DOMA Online Skills Based Assessment:
- Completed for each student in Grades K to 8 by 10/22/21, 2/11/22, and 5/27/22
- Will be completed for all transfer in students within 2 weeks of their start date

Let's Go Learn DORA Dyslexia Screener:
- Completed for all Grades K-2 students by 9/30/21
- Will be completed for all transfer in students within 2 weeks of their start date and as needed for students in grades 3-8

Teaching Strategies Gold (PS):
- Completed for each student in the Fall 2021, Winter 2022, and Spring 2022

PS Screening:
- All Preschool students will be screened during the Fall of the start of the new school year

Educational Software for Guided Instruction (ESGI):
- 1:1 Assessment for Grade K to be used throughout the year.

LinkIt ELA and Math Online Benchmark Assessments (Grades K-8):

Beginning of the Year - Complete by 10/22/21
Mid-year: - Complete by 2/11/22
End of Year: - Complete by 5/27/22

- Will be completed for all transfer in students within 2 weeks of their start date

District Teacher Made Science Benchmark Assessments (Grades K-8):

Beginning of the Year - Complete by 10/22/21

End of Year: -   Complete by 5/27/22

- Will be completed for all transfer in students within 2 weeks of their start date

New Jersey Student Learning Assessments – ELA and Math (Grades 3-8):
- TBD – pending release from NJDOE   Computer Administration

New Jersey Student Learning Assessment – Science (Grades 5 and 8)
- TBD – pending release from NJDOE   Computer Administration

ACCESS for ELL
- TBD – pending release from NJDOE   Computer Administration

Data Tracking Assessments and Due Dates by Grade (PS-8):
·   **Mandatory** and **Must** be completed in October 2021 and June 2022 as noted in the following template.
·   Will be available for the LinkIt Fingertip Profiles for the 2022-2023 school year along with attendance, tardiness, and state assessment scores for upcoming grades 4-8.

Pre-School

Assessment	Standard	Due Date(s)
Letter Identification (upper and lower)	RF.PK.1.D	October 7th and June 10th
Number Identification to 5	4.1.1	October 7th and June 10th
Counting to 10	4.1.1	October 7th and June 10th
Color Identification	5.2.1	October 7th and June 10th
Shape Identification	4.4.2	October 7th and June 10th
Writing Sample (name)	L.PK.2.C	October 7th and June 10th

Kindergarten

Assessment	Standard	Due Date(s)
Letter Identification (upper and lower)	RF.K.1.D	October 7th and June 10th
Letter Sound Identification	RF.K.3.A	October 7th and June 10th
Counting to 100 by 1's	K.CC.A.1	October 7th and June 10th
Counting to 100 by 10's	K.CC.A.1	October 7th and June 10th
Number Identification to 100	K.CC.A.2	October 7th and June 10th
End of Year Math PMI		June 10th
Sight Words	RF.K.3.C	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W1	October 7th and June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

1st Grade

Assessment	Standard	Due Date(s)
Counting to 120 by 1's	1.NBT.A.1	October 7th and June 10th
Number Identification to 120	1.NBT.A.1	October 7th and June 10th

End of Year Math PMI		June 10th
Sight Words	RF.1.4.A	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
Addition Facts to 10-Timed	1.OA.C.6	October 7th and June 10th
Subtraction Facts to 10-Timed	1.OA.C.6	October 7th and June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

2ⁿᵈ Grade

Assessment	Standard	Due Date(s)
Count within 1000; skip-count by 5s, 10s, and 100s	2.NBT.A.2	October 7th and June 10th
Sight Words	RF.2.4	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
Addition Facts to 20-Timed	2.OA.B.2	October 7th and June 10th
Subtraction Facts to 20-Timed	2.OA.B.2	October 7th and June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
End of Year Math PMI		June 10h
Behavior-Markers for Future Success NJDOE		June 10th

3ʳᵈ Grade

Assessment	Standard	Due Date(s)
Sight Words	RF.3.4	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
Multiplication Facts to 10-Timed	3.OA.C.7	October 7th and June 10th
End of Year Math PMI		June 10th
Science Beg./End of the Year		October 7th and June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior- Markers for Future Success NJDOE		June 10th

4ᵗʰ Grade

Assessment	Standard	Due Date(s)
Sight Words	RF.4.4	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
Multiplication & Division Facts to 12-Timed	3.OA.C.7	October 7th and June 10th
Add and subtract multi-digit whole numbers-Timed	4.NBT.B.4	October 7th and June 10th
End of Year Math PMI		June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

5ᵗʰ Grade

Assessment		Due Date(s)

Sight Words	RL.5.10	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
End of Year Math PMI		June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

6th Grade

Assessment	Standard	Due Date(s)
Sight Words	RL.6.10	October 7th and June 10th
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
End of Year Math PMI		June 10h
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

7th Grade

Assessment	Standard	Due Date(s)
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
End of Year Math PMI		June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
Behavior-Markers for Future Success NJDOE		June 10th

8th Grade

Assessment	Standard	Due Date(s)
Writing Sample/ Rubric	NJSLSA.W.1	October 7th and June 10th
S.S. Beg./End of the Year PMI		October 7th and June 10th
End of Year Math PMI		June 10th

Appendix D

IF NEEDED

2021-2022 Egg Harbor City Public Schools
LinkIt and Let's Go Learn Assessment
Information and Administration Procedures

Dates Assigned:

DORA and ADAM/DOMA Online Skills Based Assessment:
- Completed for each student in Grades K to 8 by 10/22/21, 2/11/22, and 5/27/22
- Virtual Learning Teachers will schedule this with parents/guardians so administration is completed by the the dates indicated above.
- Self-Contained teachers will only be responsible for assigning Let's Go Learn assessments to students.

LinkIt ELA and Math Online Benchmark Assessments (Grades K-8):

Beginning of the Year	-	Complete by 10/22/21
Mid-year:	-	Complete by 2/11/22
End of Year:	-	Complete by 5/27/22

Purpose of the Tests:

The administration of these assessments have several important benefits:

- Drive administrative decisions and help teachers plan instruction and set goals.
- Provide integral standards-based, as well as skill-based performance data and overall course performance.
- Utilize data from the administration of round 1 (baseline) testing with round 3 and have information that compares progress monitoring from baseline to final administration for the current year.

- Quantify the impact that COVID-19 and virtual instruction have on overall student achievement and growth by grade, subject, teacher, and subgroup.

LinkIt

2021-2022 Gr K-8 LinkIt! NJSLS At Home Assessment - Fall, Winter, Spring

- These assessments **ARE** an exact copy of the Form A, B, & C Benchmarks with the same questions, passages, standards, predictive cut scores, and growth metrics.
- These are the assessments you will be assigning to your students during virtual learning.

Let's Go Learn

Assigned as previous tests

We are aware that because students' at-home environment is less secure than your classrooms, it is important to communicate clear expectations for students to complete the assessments independently. With all this in mind we feel as though this testing data will assist us in best supporting our students for the rest of this year and the upcoming fall.

Please note: 4th-8th grade teams should coordinate a schedule where during testing, instruction continues in all subject areas with regard to each student's individual social and emotional needs.

Appendix E

IF NEEDED

2021-2022 Egg Harbor City Public Schools
LinkIt and Let's Go Learn Assessment
Parent/Guardian Information and Administration Procedures

Parent/Guardian Assessment Letter

Hello Parents/Guardians,

We hope you and your family are doing well. Thank you for all your support while our students are learning from home. This is truly a team effort and we are glad to have you on our team!

This school year your child will participate in online English Language Arts and Math assessments. It is important that these tests are taken *independently,* without any assistance or outside digital/print resources. Additional information with specific dates/times and directions for accessing the test will be provided to your child. It is very important that these tests are completed during the time assigned.

The results from these assessments will provide important overall course performance and information to measure end of year mastery of learning standards and skills. Please note, these assessments are only one of the multiple measures we use to make instructional decisions.

We appreciate your assistance in creating a secure testing environment by:
- Providing a quiet space with limited interruptions where your child can work.

- Reminding your child that he/she is not permitted to search the internet or use other offline resources to help answer questions.

- **Refraining from coaching and providing assistance of any kind**. Questions can be read to your child only if stated in their IEP.

- Not allowing access to a calculator for Math, except on the Algebra I, Geometry, or Algebra II *LinkIt* assessments. Your child's teacher will let your child know if he/she is taking one of these tests.

Thank you for your continued support. Should you have any questions, please contact your child's teacher.

Parent/ Guardian Letter
LinkIt Assessments

This week your child will be taking the: LinkIt _____ Assessment

We appreciate your assistance in creating a secure testing environment by:

- Providing a quiet space with limited interruptions where your child can work.
- Reminding your child that he/she is not permitted to search the internet or use other offline resources to help answer questions.
- **Refraining from coaching and providing assistance of any kind.** Questions can be read to your child only if stated in their IEP.
- Not allowing access to a calculator for Math, except on the Algebra I, Geometry, or Algebra II assessments. Your child's teacher will let your child know if he/she is taking one of these tests.

Logistical information related to your child taking the *LinkIt At Home Assessment*:

- The test can be accessed from any device: desktop, laptop, Chromebook, tablet, or phone (not encouraged due to screen size) that is connected to the internet.
- If possible, your child should use the Google Chrome browser. If you don't have it, you can download it for free.
- Your child will log into test.linkit.com

    - Test code:_____

    - Click **ONLY** on your child's name to begin
        - Do not exit until the assessment is complete
        - All questions must be answered

Thank you for your continued support. Should you have any questions, please contact your child's teacher.

Parent/ Guardian Letter
Let's Go Learn Assessments

This week your child will be taking the: Let's Go Learn _____ Assessment

DORA, ADAM, and DOMA are diagnostic computer adaptive tests. As students answer questions correctly, the test will get harder, as they are making mistakes, the questions will get easier.

We appreciate your assistance in creating a secure testing environment by:
- Providing a quiet space with limited interruptions where your child can work.
- Ensuring your child has headphones if the environment is not quiet enough.
- Encouraging your child to do his or her best.
- Informing them that a best practice is to break the test into shorter sessions (20-30 minute intervals work well)
    - Click the stop button to stop. Re-log in to resume testing.
- Reminding your child that he or she is not permitted to search the internet or use other offline resources to help answer questions.
- Remembering **NOT** to help your child because they will not get the lessons assigned that they need. We need to know what they do not know in order to assign the correct lessons. Questions can be read to your child only if stated in their IEP.
- **Not** allowing access to a calculator for Math. Your child's teacher will let your child know specifically if he/she is allowed to.
- Providing scratch paper and pencil for the math testing
- Reminding them if they don't know an answer they should answer with their best guess
    - For math, if they don't know how to approach a problem in about a minute, they should guess or click the "I don't know button" if it appears

Logistical information related to your child taking the *Let's Go Learn Assessment*
- The test can be accessed from any device: desktop, laptop, Chromebook, tablet, or phone (not encouraged due to screen size) that is connected to the internet.
- Log into www.letsgolearn.com
    - Sign in using the login provided to your child
    - Under "Assessments" please have your child click on- DORA: Diagnostic Online Reading Assessment/ DORA Spanish/ ADAM: Adaptive Diagnostic Assessment of Mathematics, K-7/ DOMA: Diagnostic Online Math Assessments
    - To take a "break" Click the stop button to stop. Re-log in to resume testing.

- For ADAM: Total assessment time is as follows: Grades K and 1: 10 to 20 min.; Grades 2 to 3: 30 to 45 min; Grade 4 to 5: 60 to 75 min.; Grade 6 to 7: 80 to 120 mins. Plan to break the assessment into multiple 1/2 to 1 hour sessions to reduce student fatigue.
- For DORA: Total assessment time is as follows: Grades K and 1: 10-20 min, Grades 2 to 12: 30 to 60 minutes (occasionally longer for older students)

Thank you for your continued support. Should you have any questions, please contact your child's teacher.

Distrito Escolar Público de Egg Harbor City
Carta de evaluación de fin de año para padres/tutores

Hola Padres/Tutores,

Esperamos que usted y su familia estén bien. Gracias por todo su apoyo mientras nuestros estudiantes están aprendiendo en casa. Este es realmente un esfuerzo de equipo y nos complace tenerlo en nuestro equipo!

Este año escolar, su hijo/hija participará en evaluaciones en línea de Artes del Idioma Inglés y Matemáticas. Las evaluaciones son similares a otras pruebas en línea en las que los niños participaron a principios de este año. Es importante que estas pruebas se realicen de _forma independiente,_ sin ninguna asistencia o de recursos digitales/impresos. Se proveerá información adicional con fechas/horas específicas e instrucciones para accesar la prueba de su hijo/hija. Es muy importante que estas pruebas se completen durante el tiempo asignado.

Los resultados de estas evaluaciones proporcionarán información importante sobre el rendimiento general de normas y habilidades de aprendizaje y dominio del curso al fin de año. Tenga en cuenta que estas evaluaciones son sólo una de las múltiples medidas que utilizamos para tomar decisiones instructivas.

Agradecemos su ayuda en la creación de un ambiente seguro para tomar las pruebas:

- Proporcionarle un espacio tranquilo con interrupciones limitadas donde su hijo/hija pueda trabajar.

- Recordarle a su hijo/hija que no se le permite buscar en Internet o usar otros recursos para ayudar a responder preguntas.

- **Abstenerse de proporcionar asistencia de cualquier tipo**. Las preguntas se le pueden leer a su hijo/hija solo si se indican en su PEI/IEP.

- No permitir el acceso a una calculadora para Matemáticas, excepto en las evaluaciones de Álgebra I, Geometría o Álgebra II en _LinkIt._ El maestro de su hijo/hija le informará si el estudiante tomará uno de estos exámenes.

Gracias por su apoyo continuo. Si tiene alguna pregunta, comuníquese con el maestro de su hijo/hija.

<u>Carta del Padre/Tutor</u>
<u>Evaluaciones LinkIt</u>

Esta semana su hijo/hija tomará la prueba: _____ de LinkIt

Agradecemos su ayuda en la creación de un ambiente seguro para tomar las pruebas:

- Proporcionar un espacio tranquilo con interrupciones limitadas donde su hijo/hija pueda trabajar.
- Recordarle a su hijo que no se le permite buscar en Internet o usar otros recursos para ayudar a responder preguntas.
- **Abstenerse de proporcionar asistencia de cualquier tipo**. Las preguntas se le pueden leer a su hijo/hija solo si se indican en su PEI/IEP.
- No permitir el acceso a una calculadora para Matemáticas, excepto en las evaluaciones de Álgebra I, Geometría o Álgebra II en *LinkIt.* El maestro de su hijo/hija le informará si el estudiante tomará uno de estos exámenes.
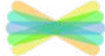
Logística para que su hijo/hija tome la *evaluación LinkIt En Casa*:

- Se puede acceder la prueba desde cualquier dispositivo: computador, laptop, Chromebook, tableta o teléfono (no se recomienda debido al tamaño de la pantalla) que esté conectado al Internet.
- Si es posible, su hijo/hija debe usar el navegador Google Chrome. Si no lo tienes, puedes descargarlo gratis.
- Su hijo/hija inicia sesión en test.linkit.com

    - Código de prueba:

    - Haga clic **<u>SOLAMENTE</u>** en el nombre de su hijo/hija para comenzar
        - No salga hasta que la evaluación esté completa
        - Todas las preguntas deben ser contestadas

Gracias por su apoyo continuo. Si tiene alguna pregunta, comuníquese con el maestro de su hijo.

Appendix F

Egg Harbor City School District
Distance Learning Platform Tutorials for Parents and Students

Zoom	**ClassDojo**	**Seesaw**	**Google Classroom**	**Let's Go Learn**
Zoom Instructions for Parents & Students	Logging In	Seesaw for Parents	The Parent's Guide to Google Classroom	Getting Started- Parents & Homeschools
Comprehensive Guide to Zoom	Sending Video to Teacher	Seesaw Getting Started Guide	How to Join a Google Classroom	Learning Upgrade App
How to Join a Meeting	How to Download ClassDojo App	Seesaw Help Center	Get Emailed Google Classroom Summaries	Learning Upgrade App- Spanish
Frequently Asked Questions	Compatible Browsers & Devices	Resetting Password	How to See Work	Intro to Using Edge
Help Center	Removing Previous Class	Translating in Seesaw	How to Turn in Assignment	Edge Troubleshooting

EHC School District Website/App Guide Grades K-3.

A [guide](#) to the most common websites/ apps that will be used this year:

1. **ZOOM -** Students will use Zoom for meetings with their class and teachers. https://zoom.us/

2. **CLASSDOJO -** This will be used to communicate daily. https://www.classdojo.com/

3. **SEESAW-** Student assignments will be posted and submitted here daily. https://web.seesaw.me/

4. **LET'S GO LEARN -** Students will use this not only to take benchmark assessments, but also as a supplemental resource that provides personalized lessons to meet the needs of each student. The "Learning Upgrade" app needs to be installed when using a tablet or Ipad before being able to use the website. www.letsgolearn.com

5. **SUPERKIDS ONLINE -** Students will sign in to play assigned games that correlate with skills taught in English Language Arts. Only used in grades K-2. https://teachers.rowlandreading.org/

EHC School District Website/App Guide Grades 4-8

A [guide](#) to the most common websites/ apps that will be used this year:

1. **ZOOM -** Students will use Zoom for meetings with their class and teachers. https://zoom.us/

2. **CLASSDOJO -** This will be used to communicate daily. https://www.classdojo.com/

3. **GOOGLE CLASSROOM -**Student assignments will be posted and submitted here daily. https://classroom.google.com/

4. **LET'S GO LEARN -** Students will use this not only to take benchmark assessments, but also as a supplemental resource that provides personalized lessons to meet the needs of each student. The "Learning Upgrade" app needs to be installed when using a tablet or Ipad before being able to use the website. www.letsgolearn.com

Appendix G

Egg Harbor City School District
Distance Learning Platform Tutorials for Teachers

Zoom	**ClassDojo**	**Seesaw**	**Google Classroom**	**Let's Go Learn**
Comprehensive Guide to Educating Through Zoom	Getting Started	Training for Teachers	How to use Google Classroom	Edge Troubleshooting
Zoom Tips	Join Your School	Student-Adding a post	How to add students and guardians to class	How to Check Edge Usage
Zoom Flyer for Parents-Editable	Add or Create Class	Get Students Started	How to Copy a Course	How Do I Assign My Students an Assessment
Zoom Instructions for Students	Share Your Class with Another Teacher	How to Respond to Activities	Create a New Class	How To See If Student Completed Assessment
Zoom Tips for Teachers	Upload Student Roster	Remote Learning on Seesaw	Create a Quiz	Finding Sub-Analysis Report
Setting up Zoom for Teachers	How to Set Quiet Hours	Tour of the Class App	Create an Assignment and Add a Topic	How Do I View and Print Student Logins
Zoom Flyer for Parents-Spanish	How to Take Attendance	Getting Started Guide	How to Add Materials	Getting Started Instruction Teachers
Zoom Waiting	"Help Desk"	Help Center	Google	Lesson in Edge

Room			Classroom Tips for Teachers	