

RESTART & RECOVERY PLAN

Appendix Q

Remote Learning Options for Families

This school district should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

Parent/guardian may submit, and the District shall accommodate, requests for full time remote learning during the COVID-19 reopening and recovery. Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District’s reopening plan.

There is unconditional eligibility for full time remote learning. All students are eligible for full time remote learning. Eligibility is not conditioned upon a parent/guardian demonstrating a risk of illness or other selective criteria.

Scope and expectations of full time remote learning.

- Students participating in the Board’s full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District’s in-person program. This includes for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the District, the District making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
 - The Remote Learning Option has been designed to include a combination of synchronous teaching and independent assignments. It will be delivered through Google Classroom, Monday - Friday, and will be a blend of instructional resources and teaching practices, including (but not limited to): pre-recorded videos, on-line textbooks, instructional web-based platforms, teacher created assignments and live scheduled interactions with staff members.
 - Differentiated assignments will also be assigned to students according to their needs as reflected in data and teacher observation. Teachers may use supplemental resources to enhance remote instruction as needed, but at minimum, students will be assigned work aligned to the same grade-level instructional standards as in-person students.
- Full Time remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board’s attendance policy, Board’s Student Code of

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Conduct, Board's HIB policy, Board's acceptable use policy, and all other policies governing delivery of services and District expectations of students.

- The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to full time remote delivery. The District will endeavor to provide supports and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District's remote learning option.

Procedures for parents/guardians to submit a request for full time remote learning:

- Requests to **begin school year** receiving full time remote learning:
 - The deadline for a parent/guardian to submit a request for full time remote learning to begin at the start of the school year shall be **no less than 14 days prior to the start of the school year.**
 - The request shall be completed through a Parent Request for Programming Form:

A separate form must be completed for EACH student and will include information such as, student's name, grade, whether a school issued device will be required and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.
 - Parent/guardian should contact the following administrators with any specific questions or concerns:
 - Kdg. - 2nd Grade: Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Kim Richards krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Sheri Rouleau srouleau@mountainsideschools.org
 - Upon satisfaction of these minimum procedures, the District shall approve the student's full time remote learning request.
- Requests to move from in-person instruction to full time remote learning **during the school year**
 - In the event that a parent/guardian would like to remove their child from the in-person educational model at any time after the start of the school year, the following process should be followed:
 - The request shall be in writing and submitted to the appropriate building principal:
 - Kdg - 2nd Grade: Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Kim Richards krichards@mountainsideschools.org
 - PEAK (Special Education only): Sheri Rouleau srouleau@mountainsideschools.org
 - All requests must include the following information:
student's name, grade, whether a school issued device will

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be required and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.

- Parents are requested to provide the District with a minimum of 5 days notice prior to the transition in order to ensure continuity of instruction and opportunity to provide the student with any necessary technology, programming adjustments, and materials.
- In the event of a health related need for the change, every effort will be made to provide immediate transition supports.

Procedures for parents/guardians to submit a request for transitioning from full time remote learning to in-person services:

- The minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person services is **approximately 2 months**. Students will be provided with various “transition points” throughout the school year to return to in-person instruction. Parents will be required to submit any change requests at least 14 days prior to the designated “transition points”. This amount of lead time is required in order to make sure we are monitoring class enrollment sizes, social distancing requirements, and creating smooth transitions for both the staff and student. Special circumstances which may require a transition outside of these specific dates will be considered on a case-by-case basis. Please reach out to your child's principal should you have any specific programming questions and / or concerns.
 - The re-entry dates and deadlines for a parent/guardian to submit a request to transition from fulltime remote learning to in-person services for the 2020-2021 school year are the following:
 - Return on November 2, 2020
 - Request must be received no later than October 19, 2020
 - Return on January 4, 2021
 - Request must be received no later than December 18, 2020
 - Return on March 1, 2021
 - Request must be received no later than February 14, 2021
 - Return on May 3, 2021
 - Request must be received no later than April 19, 2021
 - The District will notify parents/guardians of request approval prior to the identified return dates listed above.
 - The request shall be in writing and submitted to the appropriate building principal:
 - Kdg. - 2nd Grade: Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Kim Richards krichards@mountainsideschools.org
 - PEAK (Special Education only): Sheri Rouleau srouleau@mountainsideschools.org
 - All requests must include the following information:

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Student's name, grade, homeroom teacher, any additional services which may be required during in-person learning, (i.e. special education program, related services etc.)

- Parent/guardian should contact the following administrators with any questions or concerns:
 - Kdg. - 2nd Grade: Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Kim Richards krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Sheri Rouleau srouleau@mountainsideschools.org
- Definition of the specific student and academic services will accompany a student's transition from fulltime remote learning to in-person learning to better assist a parent/guardian anticipate their student's learning needs and help educators maintain continuity of services.

The following additional services, procedures, or expectations will occur during any transition period from full time remote learning to in-person services:

- A transition meeting will be scheduled to take place with the building principal, classroom teacher, and parent/guardian to discuss student progress and needs resulting from remote learning
- A transition meeting will be held with the Child Study Team, parent/guardian, and student's special education teacher to discuss any IEP related programming and/or related service needs to be in place for the student's return to in-person instruction

Requests to transition from in-person to full time remote learning during the school year:

- Parent/guardian may submit a request for full time remote learning throughout the school year at any time.
- The request shall be in writing and submitted to the appropriate building principal
 - Kdg. - 2nd Grade: Suzanne Jenks sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Kim Richards krichards@mountainsideschools.org
 - PEAK (Special Education only): Sheri Rouleau srouleau@mountainsideschools.org
- Requests must include the following information:

Student's name, grade, homeroom teacher, whether you will require a school issued device and any additional services which may be required during full time remote learning, (i.e. special education program, related services etc.)
- Upon satisfaction of these minimum procedures, the District shall approve the student's full time remote learning request.

Students on full-time remote learning are expected to follow district developed "Student Privacy and Technology Expectations" for proper use and participation.

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Procedures for continued communication and reporting and any additional aspects shall follow District Policy 6148.02.