



VOORHEES TOWNSHIP SCHOOL DISTRICT VIRTUAL LEARNING PLAN

August 22, 2022



Superintendent

Dr. Neely Hackett

Board of Education

Monica Watson, Board President

John Schmus, Board Vice President

Jason Brice, Board Member

Kelly Cosenza, Board Member

Dr. Scott Falk, Board Member

Dana Galiano, Board Member

Dr. Marissa Levy, Board Member

Randi Stoopler, Board Member

Administration

Dr. Diane Young, Assistant Superintendent Instruction and Curriculum

Helen Haley, Business Administrator/Board Secretary

Dr. Melody Alegria, Director of Special Services

Bruce Taylor, Director of Technology

Clark Mathes, Director of Building and Grounds

Susan Donnelly, Supervisor of Special Projects

Sharon Stallings, Principal, Signal Hill Elementary

Kristine Calabria, Principal, Voorhees Middle School

Robert Cranmer, Principal, Osage Elementary

Andrew Moskowitz, Principal, E.T. Hamilton Elementary

Stacey Morris, Principal, Kresson Elementary

TABLE OF CONTENTS

INTRODUCTION	2
PURPOSE	3
DEMOGRAPHIC DATA	3
PREPARATION AND FORMULATION OF THE PLAN	3
VIRTUAL OR REMOTE LEARNING CONSIDERATIONS AND RESPONSE	4
CONTINUITY OF LEARNING	4
SOCIAL EMOTIONAL LEARNING, MENTAL HEALTH, AND WELLNESS	4
SCHOOL NUTRITION AND FOOD SERVICES	7
ATTENDANCE	8
CURRICULUM AND INSTRUCTION: DELIVERY OF VIRTUAL INSTRUCTION	8
TECHNOLOGY	15
PROFESSIONAL DEVELOPMENT	16
ATHLETICS AND EXTRACURRICULAR ACTIVITIES	18
CER SCHOOL AGE CARE	18
CONTINUITY OF COMMUNICATION	18
CONCLUSION	18

INTRODUCTION

The Voorhees Township School District is committed to educating our students with health, wellness, and safety as a primary concern. Since we continue to be confronted with a global pandemic, the District recognizes that in-person instruction could be impacted and virtual or remote learning could be necessary.

PURPOSE

This plan serves as guidance for the Voorhees Township School District should remote or virtual learning need to be implemented. This plan does not replace or supersede any laws or policies; it simply serves to assist in addressing additional concerns, challenges, and considerations specific to remote or virtual learning.

DEMOGRAPHIC DATA

In order to effectively plan, the demographics of the Voorhees Township School District must be considered. Currently, there are 2,942 students in the District. Of those students, 493 are eligible for Special Education. There are a total of 82 English Language Learners. The District also has approximately 347 students eligible for either free or reduced meals.

PREPARATION AND FORMULATION OF THE PLAN

The plan was a collaborative endeavor that involved many individuals providing input, guidance, and insight. All parties involved in the preparation and formulation of the Plan, including, but not limited to, the Superintendent of Schools, School Business Administrator, Assistant Superintendent of Curriculum and Instruction, Director of Special Education, Supervisor of Special Projects, individual Board Members, District Administrators including building Principals, other Administrative employees, Members of the Building and District Crisis Response Team, School Counselors, School Nurses, Members of the Child Study Team, Teachers, and any other Employees of the District involved shall be considered to have been acting in the course of the performance of the duties of their position when assisting in preparing, creating, and formulating the Plan.

VIRTUAL OR REMOTE LEARNING CONSIDERATIONS AND RESPONSE

Communication

Decisions regarding the need to provide students with virtual learning will be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the stakeholder input on the needs of all students and the realities of the District. The Superintendent will work to ensure all information regarding the need to provide student instruction remotely is communicated to the school community.

CONTINUITY OF LEARNING

Scheduling

The New Jersey Department of Education (NJDOE) has mandated that school districts' virtual or remote learning plans must allow for at least 4 hours of instruction each day. School district policies for attendance and instructional time will be aligned with in-person policies. Students will follow their current in-person schedules during remote or virtual instruction. This will allow for consistency for students and staff.

Monitor and plan for absenteeism

- The District will review the usual absenteeism patterns during virtual or remote instruction among both students and staff.
- Staff will be expected to report to their classrooms daily and to teach students remotely from their classrooms unless their school or the entire district must be shut down.
- Monitor absenteeism of employees, cross-train staff, and create a roster of trained back-up staff.
- Administration will work closely with our staffing substitute provider, ESS, to provide professional development opportunities for all potential substitute teachers to ensure that they are equipped to teach students remotely.

SOCIAL EMOTIONAL LEARNING, MENTAL HEALTH, AND WELLNESS

Social Emotional Learning (SEL)

Social emotional learning (SEL) will be critical during remote or virtual instruction. To this end, the Voorhees Township School District will support the social and emotional well-being and learning needs of the students and staff. We acknowledge the potential trauma that staff and

students have faced during the COVID-19 school closures and are prepared to consult with mental health professionals to support staff and students.

During remote or virtual instruction we will continue to:

- Consult with the counselors from Center for Emotional Health in Cherry Hill to address potential trauma and anxiety associated with remote or virtual instruction. Additional outside resources will be recommended based on individual need (example: Cooper Health Care) and we will continue our partnership with Care Solace to bring additional resources to families and students.
- Schedule meetings with each building Anxiety Task Force to plan supports and training for students, staff, and parents.
- Facilitate opportunities for connection and reflection among students, families, and staff (i.e., small group online meetings, parent workshops, surveys, etc.). The District will make time for these conversations and ensure that students' and staff's voices are heard.
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.
- Commit to training around topics such as:
 - Potential increases in bullying behavior
 - Grief, loss, and trauma
 - Mental health and supportive behaviors
 - Bias, prejudice, and stigma
 - Preparedness, hope, and resilience
 - Fear and anxiety

School Counseling Services

Voorhees Township School District commits considerable resources to the social, emotional, and personal development as well as the intellectual and physical growth of students. A comprehensive school counseling program is an integral component of the District's mission and is based upon standards in academic, career, and personal/social development. District-wide there are school counselors who promote and enhance the learning process for all students in Kindergarten through Grade 8. School guidance counselors are vital members of the educational team. School counselors assist students in the areas of academic achievement, personal/social development, and emotional development. They work with families to help students and their families receive the help and resources needed for improving overall well-being. These services and programs will continue during remote or virtual instruction.

Child Study Team

Child Study Team members work collaboratively with district staff, parents, and students to

provide a free and appropriate public education to any student with a disability, ages 3 through 21, who is determined to be eligible for special education programs and/or services, per *N.J.A.C. 6A:14*. The Child Study Team provides a wide range of professional staff members and support personnel, including school psychologists, learning consultants, social workers, speech/language specialists, occupational therapists, physical therapists, sign language interpreters, special education teachers, and instructional assistants. All services will continue to be provided remotely or virtually to the greatest extent possible.

The Voorhees Township School District provides a continuum of special education and related services to eligible students, including out-of-district programs in public and private settings; in-district self-contained classes; resource in-class and pull-out replacement programs; general education programs with appropriate accommodations and modifications; related services; and home instruction. All programs and services are based upon individual student needs as determined by each student's individualized education plan (IEP). These programs will be provided virtually or remotely to the greatest extent possible.

Intervention & Referral Services

All schools in the district have an Intervention & Referral Services Team (I&RS) for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. I&RS services are part of a larger district Multi-Tiered Systems of Supports (MTSS), a framework of academic and behavioral supports and interventions to improve student achievement. The I&RS teams will meet as scheduled remotely to provide support to students and staff.

Mental Health Screenings

The District has established procedures for identifying students in need of individualized mental health interventions. All counselors and crisis teams are trained on those protocols. Students/staff with mental health concerns, as identified from appropriate health and wellness screenings and/or via parent/staff referrals, will have access to the school's virtual wellness room where appropriate counseling support will be available and additional mental health screening will be provided as necessary.

Self-Care

The District is committed to educating, promoting, and supporting a culture of care for students, families, and staff during remote or virtual instruction. [Self-care](#) practices are intentional activities for the purposes of caring for one's mental, emotional, and physical health. The District continues to leverage the partnership with experts from the Center for Emotional Health to support the self-care needs of school and community stakeholders.

Staff Wellness Program

As part of the District's commitment to supporting the health and well-being of our school staff, the District applied for and was awarded a Wellness Grant from the Schools Health Insurance Fund (SHIF) for the second year in a row. The Wellness Grant will offer fitness challenges that can be done on an individual basis while also promoting some healthy competition and team building.

Student and Family COVID-19 Resources

The Voorhees Township School District will continue to update and provide resources to students, families, and staff during COVID-19 pandemic and related school closure.

SCHOOL NUTRITION AND FOOD SERVICES

The Voorhees Township recognizes that food insecurity remains an ongoing concern for many families. Voorhees Township School District will continue to work with the district food service vendor (Nutri-serve) to continue to provide meals to all students in accordance with USDA guidelines. Nurses will provide information to appropriate staff regarding students needing accommodations due to food allergies.

Distribution of Meals during Remote or Virtual Instruction:

- The District will utilize the transportation companies to assist in meal delivery on Wednesdays at each school building between 11:00 a.m. and 12:00 p.m
- Cafeteria staff assemble bagged meals (breakfast & lunch) for a five day (possibly seven day period if extended by the USDA) period at Voorhees Middle School and place them in large insulated cooler bags to be delivered to each school location as well as several neighborhood locations.
- Large insulated cooler bags containing bagged meals are placed on the buses while they pull up in front of the theater at the Voorhees Middle School.
- Bus driver remains on the bus at all times (as the bus is loaded with the large insulated cooler bags).
- Buses drive to each of the five schools and three neighborhood locations to distribute the meals.
- The bus driver opens the back door of the bus to prepare for meal distribution.
- The parent approaches the back of the bus to obtain their bagged meals and states their child's name so the bus driver can check the name off the student roster (or via a tally system if approved by the USDA).
- The bus driver places the bagged meals at the back of the bus with the door open and steps back so the parent can pick up the bags.

- Buses return to Voorhees Middle School to submit the roster (or tally sheet) for meal accounting purposes.
- Home deliveries of meals will be considered on a case by case basis for extenuating circumstances.

ATTENDANCE

The reporting of student attendance during remote learning is the responsibility of the student and parent. Attendance will be monitored daily by the classroom teacher and school nurses. The teacher will reach out to parents if a student is not attending virtual classes and the parent has not reported them absent. If a teacher cannot validate a student's absence through their communication with the parents, they will notify the counselor and/or building administration. The building administration and/or counselor will work with the parents and counselors to resolve the attendance issue. However, during remote instruction consideration and flexibility will be provided to students and parents who have conflicting work schedules or child care challenges.

CURRICULUM AND INSTRUCTION: DELIVERY OF VIRTUAL INSTRUCTION

Voorhees Township School District strives to meet the unique needs of all stakeholders by providing comprehensive, innovative, and creative instructional programs that prepare lifelong learners to succeed in an ever-changing global society. This vision for instruction will continue to guide teaching and learning during in-person and/or remote learning. Instruction regardless of the setting will be guided by the following values:

- Students need to have access to high quality educational experiences that are differentiated and authentic
- Students need to have opportunities to collaborate, problem solve, think critically, and be creative
- Student assessment needs to be informative and valid
- Students need structure and routines
- Students, parents, and teachers need to have relationships based on kindness, caring, respect, empathy, and support
- Students and teachers need access to quality resources

All Virtual Model

Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times.

Scheduling

Considerations for creating schedules for remote learning:

- Our primary concern is for the safety of our students, staff, and caregivers
- The schools' schedules are built to ensure continuity so that staff and students can easily pivot between in-person and virtual instruction
- The expectation is that students will participate virtually during their regularly scheduled class time.
- Minimum Time Guidelines for Elementary Instruction Grades K-5
 - Reading and Language Arts - Approximately 120 minutes per day
 - Math- Approximately 60 minutes per day
 - Science or Social Studies- 40 minutes per day (Rotate Subjects by Unit or Divide Time)
 - Special- 30-40 minutes per day
 - Spanish- Approximately 15 minutes 2 times per week
 - Additional time in schedule for transitions, breaks, snack, and lunch
- Minimum Time Guidelines for Middle School Instruction will be 40 minutes per class period which will include: Math, Reading, Language Arts, Science, Social Studies, Related Arts, and Health or P.E. Students will have 30 minutes for lunch.

Because scheduling should meet the needs of all learners the following will continue during remote or virtual instruction:

- At least 20 minutes of recess each day as per NJDOE requirements when implementing a full day schedule.
- The same schedules for both the virtual and in-person learning to support potential transitions
- Time For social/emotional learning opportunities and community building within the classroom.
- Opportunities for students to develop digital literacy and citizenship skills
- Instruction in the Fine and Performing Arts, World Language, Media, Reading, Writing, Health/Physical Education, Mathematics, Social Studies, Sciences, Technology.
- Small group, whole group, and differentiated instruction
- Synchronous and asynchronous learning opportunities
- Opportunities for choice projects and assignments. Flexibility will be provided to students needing adjustments to their scheduling due to childcare
- Time for teachers to collaborate with grade-level and district teams to support their ongoing growth and planning.
- Special programming when appropriate to meet students' diverse needs.
- Special priority will be given to helping our students feel a sense of safety through establishing routines and norms

Instructional Supports

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

Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-8 that offers educators and families a mechanism to identify individual students who need extra support. Voorhees Township School District uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.

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

Instructional Impacts due to Illness

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated. Teachers and administrators will work together to adjust curricula and instructional practices accordingly. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Curriculum, Instruction and Assessments

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

Curriculum

- Administrators and teachers will monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and make adjustments as needed to ensure all students meet grade-level and content-specific NJSL standards.
- Administrators will continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning.
- Administrators, reading specialists, and/or reading specialists will provide support for teachers in making necessary curriculum and instruction adjustments and in continuously improving the quality of instruction in remote learning environments.
- Administrators and educators will collaborate to determine what types of support are needed for effective pedagogical approaches during remote instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote learning environments.
- Administrators will review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- All staff will utilize Google Suites, in addition to other district-approved technology, in grades PK-8 to facilitate online learning, manage coursework online, and communicate with students. The number of online platforms should be minimized to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.
- Parent resources will be provided virtually to assist parents in supporting their child.

Instruction

- Teachers will plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students
- Teachers will utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
 - Use technology in the service of learning.
 - Build student understanding by linking together concepts within and across grade-levels and content areas.
 - Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities.
 - Leverage student interest.
 - Address real-world issues.

- Teachers will provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction when feasible (or in virtual), individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals.
- Teachers and administrators will provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
- Teachers will distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students.
- Teachers will plan and implement developmentally appropriate on-line activities for preschool-eighth grade students.
- Teachers may consider implementing project-based learning, learner-centered and student-guided experiences.
- Teachers and administrators will determine regular times to collaborate both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

Assessment

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions.
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced during the 2020-2021 school year. These will include assessments that can be delivered in a remote learning environment, including but not limited to: iReady; basal assessments; district created assessments; and observational data and matrices; as well as performance-based and project-based assessments.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction; assess the District data on how English Language Learners experienced instruction during remote learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information,

along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction.

- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.
- Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments.

Grading

Elementary (K-5) Grading/Assessment

Recognizing that school closures due to the pandemic will impact our students and families, and the critical importance of clear and open communication during this time, we will continue to monitor the growth of each student. As we have in the pre-pandemic learning environment, we will use multiple forms of assessment, and use these to plan instruction that meets the needs of each student. Students' progress will be reported at the end of each marking period using the district created report card that will be posted in Genesis. As always, the purpose of this performance report is to describe students' learning progress based on the district's curriculum aligned to the New Jersey Student Learning Standards.

Middle School Grading/Assessment

We value quality learning experiences and plan to deliver those experiences to students in virtual environments. Those experiences include measuring students' progress in mastering standards. Grades will be issued and Genesis will be open.

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by remote learning and may be disproportionately impacted by interruptions in regular education.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual learning environments.

Consistent with guidance from the United States Department of Education, Voorhees Township School District will continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion during virtual instruction. The District will consider the following when addressing the education of students with disabilities during virtual instruction:

- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

English Language Learners

- ESL instruction in grades K-8 will be delivered virtually to the greatest extent possible.
- Daily materials will include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences will be crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers will view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades K-8 will utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback.
- ESL teachers in grades K-8 will be flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.

With respect to instruction that meets the needs of our ELL population, teachers will modify and supplement general education by:

- Meeting with small groups of ELLs to provide ESL-based instruction.

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

ESL Communication

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

- Phone conversations
- Email
- Learning Management Systems platforms (e.g., SeeSaw, Google Classroom)

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

TECHNOLOGY

The Voorhees Township School District will provide all students in grades PK-8 an iPad for use at home. Interactive boards will be utilized to stream students into the classroom when they are working remotely. The Director of Technology has developed a plan for iPad deployment, parent training and acceptable use policy implementation.

Additionally, Voorhees Township School District will consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.

Technology and Connectivity

The District will continue to strive to ensure that every student has access to the Internet and will work with families who do not have access to the Internet at home. The number of students without Internet access within the district is minimal. Working with cable providers or providing hot spots to students are solutions that will be determined in collaboration with the Director of Technology and the families.

PROFESSIONAL DEVELOPMENT

Voorhees Township School District will support teachers' role in the acclimatization of students to a virtual learning environment by supporting educators in pandemic-era learning environments through implementing the following professional learning opportunities:

- Become familiar with district online protocols and platforms.
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a remote learning environment.
- Become familiar with high-quality online resources that support student learning.
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for remote and in-person students.
- Explore instructional methods that maintain high levels of student engagement, including but not limited to the use of “virtual office hours” for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences.
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship.
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.
- Recognize the impacts that home environments may have on learning as students adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered, and student-guided learning.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote instruction:
 - Leverage technology in service to learning
 - Design learning experiences that:
- Build student understanding by linking together concepts within and across grades.
- Provide direct instruction, student practice, enrichment activities.
- Leverage student interest.
- Address real-world issues.
- Build capacity of and provide support to family members to enable them to become “learning partners”:
 - Provide regular time to collaborate with colleagues:
 - Coordination of assignments; cross-curricular planning; common lessons and modules.
 - Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning).

- Assess the District’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid- learning environment.

Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English Language Learners, students without proper technology or internet access, etc.), and preparing and supporting our educators in meeting the social, emotional, health, and academic needs of all students.

Voorhees Township School District Professional Learning Throughout the School Year

- Develop training schedules and staff collaboration time in accordance with the needs of the District.
- Develop professional learning experiences that ensure high quality instruction for all students.
- Professional learning must grow each educators’ professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
- Plan how professional learning will be differentiated to accommodate the needs of the following students:
 - Students with Disabilities
 - English Language Learners
 - Reluctant or Struggling Learners
- Professional learning planning will include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
- Evaluation of robust survey results of staff, student and community members’ needs to gain input from various stakeholders.
- Frequently and consistently communicate, with all stakeholders prior to and during the school year, professional development plans (PDPs) for teaching staff and administrators. These plans will remain flexible and adaptable to the changing needs of Voorhees Township School District, each school and individual educators.
- A comprehensive New Teacher Induction program will be provided for novice Voorhees Township School District staff members in a virtual format as appropriate.

Teacher Evaluation

Voorhees Township School District will modify annual evaluation training to highlight procedures and processes which could be impacted due to potential virtual instruction.

- Voorhees Township School District will develop observation schedules with both in-person and all virtual models in mind.
- Voorhees Township School District will consider the School Improvement Panel (SciP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Extracurricular Clubs/Activities

All clubs or activities that can, will be offered virtually. There will be limited onsite clubs and activities until the return to full reopening of schools can be considered.

CER SCHOOL AGE CARE

In the event Voorhees Public Schools is required to offer all virtual instruction all CER Programs including School Age Care will be suspended.

CONTINUITY OF COMMUNICATION

During a period of pandemic outbreak, the District will heed guidance from (and be in communication) with the NJ Department of Health, the NJ Department of Education, appropriate members from the State and local governments, Township Health Departments and the Mayor of Voorhees. Information will be communicated to the school community directly from the District. As always, any important information will be available on the District's website, www.voorhees.k12.nj.us

CONCLUSION

In all decision making processes, the safety and wellness of our staff, students, and families is our highest priority. Maintaining the ability to educate students in the event of an infectious disease outbreak requires additional considerations beyond traditional continuity planning. The plan we have developed will serve as a guide. The power of the guide is in the planning process. We will continue to reassess the plan as necessary.

Signature of Superintendent: _____ **Date:** _____

Date submitted to the Executive County Superintendent: _____