

OCEAN CITY SCHOOL DISTRICT REMOTE LEARNING PLAN OVERVIEW

2023-24



Overview:

OCEAN CITY SCHOOL DISTRICT

501 Atlantic Avenue

Ocean City, NJ

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Remote Instruction relies on a collaborative effort to promote the success of each learner. If remote instruction is required, due to the nature of this program, it will be significantly different from the experience of a student participating in our normal instructional program. While we strongly believe that face-to-face learning and connection are most beneficial for students, we must prepare for the possibility of another forced closure. We have streamlined our process and dedicated time to ensure that the remote learning experience will be successful for students and families should we be forced to enact this plan. The goal of this plan is to ensure remote instruction allows students to complete grade level expectations and achieve standard mastery at the pacing set forth by the New Jersey Department of Education. The following plan will be used to ensure equitable opportunity and access to instruction for all students.

Any information contained in this document is subject to change based on federal, state, or local guidelines, requirements, or restrictions. This document provides a general overview and may vary depending on building-specific protocols and expectations. The District has identified essential employees and a list will be provided to the county office in the event of a transition to remote instruction.

Contact information:

Building Support

Primary School: Dr. Cathleen Smith

609-399-3191

Intermediate School: Mr. Michael Mattina

609-399-5611

High School: Dr. Wendy O'Neal

609-399-1290

District Support

Interim Superintendent of Schools: Dr. Scott McCartney

Director of Academic Services: Dr. Curt Nath

Director of Student Services: Dr. Lauren Gunther

Supervisor of Special Education: Mrs. Annemarie Wagner-Fehn

Director of Athletics: Mr. Michael Pellegrino

Technology Support

help@ocsdnj.on.spiceworks.com

609-399-1290 x1234

Goal & Vision:

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- To explore an educational structure that moves beyond just the four walls of the current classroom to a truly global 21st-century learning environment
- To allow teachers and students to explore new methods of instructional pedagogy and learning while simultaneously building a foundation that leads directly to college and career readiness in the 21st century
- To provide high-quality professional development for not only the staff but tutorials and training for the students as well
- To incorporate ongoing assessments of progress to ensure that students are progressing at an appropriate level
- To reshape the way that we view pedagogy and education (as a whole), for tomorrow and beyond

Guiding principles:

- Students will follow their 2023-24 schedule to ensure continuity of learning and pacing of the curriculum.
- Technology enables customized learning
- Ongoing Formative Assessments produce data to inform the instruction
- Students receive the same material in different ways to accommodate distinct learning styles
- Teachers instruct in small groups

Communication:

The District will communicate expectations and other pertinent information with our parents, families, and students. The District will utilize our webpage (www.oceancityschools.org), our social media accounts (Facebook and Twitter), and our mass communication system (Swift K-12) to communicate with our community.

Description of Program:

OCSD will accommodate educators providing remote instruction in a way that allows students to meet their required instructional hours for the day, and which may also include remote students completing independent work while students in the classroom receive instruction.

Educational Expectations and Protocols:

Schedules for remote learning days will be communicated by the student's teachers. Schedules will include protocols for hosting regular class meetings for whole group/small group instruction in a synchronous setting and posting class meetings for group instruction in an asynchronous setting.

Curriculum and Instruction

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The remote learning day curriculum will strictly align with the OCSD curriculum for in-person instructional days for all content areas. Per definition the curriculum outlines a framework for *WHAT* to teach; not *HOW* it is going to be taught.

The OCSD curriculum and pacing documents guide instruction by identifying what students should know and are able to do within each content area and/or grade level. The curriculum is developed by first understanding the state standards. The New Jersey Student Learning Standards are guidelines that ensure consistency across the state for each content area and grade level. Teachers receive training on how to analyze and implement the expectations of these standards.

What will the curriculum look like when students are learning in a remote environment?

The curriculum, or the roadmap to the New Jersey Student Learning Standards, does not change based on the modality of instruction. For example, NJSL 4th grade math standard 4.OA indicates the following: *Students will Use the four operations with whole numbers to solve problems.* This would remain a learning target for all 4th graders regardless of whether students are learning online or in person. Students will receive instruction on this concept and are expected to develop mastery of this concept through skill-based assessment.

Supports for Special Education or Students with a 504 Plan

The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or Section 504 team. In some cases, the District must determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.

General Education and Special Education teachers are expected to provide accommodations, to the extent possible/appropriate, based on individual student plans. Special education teachers and general education teachers are expected to collaborate to ensure access to the content for students with disabilities. Special Education staff, including special education teachers, GATE assigned teachers, and 504 case managers, will be available to provide direct support to students and their families. Special education case managers will be in touch directly with the students on their caseloads and their families.

During this time, related services will be provided via virtual methods, and families of those students will be contacted regarding those procedures. Please reach out to your child's case manager with any questions you have during this time.

Multilingual Learners (MLs)

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Instructional support and services will continue to be provided for MLs during remote instruction. A list of resources has been gathered and will be used to supplement instruction. All other aspects of our approved ELL/ML Plan and Bilingual Waiver will be strictly followed and adhered to. The District will continue to communicate with the families of ML students in their preferred language and our curriculum already demonstrates our commitment to culturally responsive teaching.

Additional Considerations

The District expects our teachers to meet the needs of all learners, including those that may have special or unique needs. Programs exist to meet those needs during in-person instruction and will be adapted to provide appropriate and challenging instruction in a remote environment. Examples include but are not limited to our GATE program, Title I program, Dual Credit or Dual Enrollment programs, or any other area where students can be supported. Should the forced closure occur during the end of the year, the District will, as it has done in the past, modify summer offerings, credit completion, and any other program on an as-needed basis. The District would also re-initiate after-hours tutoring sessions to assist students and parents/guardians by providing extended student learning opportunities.

Co-Curricular and Extra-Curricular Programs

Programs will continue to be offered if they are able to be conducted safely and securely in a remote environment. Sports will be under the jurisdiction of the NJSIAA.

Community Programming

External community organizations that use school facilities would be suspended until further notice in the event of forced closure. We will continue to develop and utilize community resources and partnerships that can be adapted for the remote environment.

Childcare

Childcare will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize childcare will now require childcare. The District will compile and post a list of options on the website.

Academic, Social, and Behavioral Supports

In addition to taking the steps listed to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students. Social Emotional Learning (SEL) and School Culture and Climate SEL will be critical in re-engaging students,

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supporting adults, rebuilding relationships, and creating a foundation for academic learning. This is currently being utilized by the School District.

Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. This is currently being utilized by the School District.

Wraparound Supports differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. This is currently being utilized by the School District.

OCSD understands the important role of climate and culture, more specifically, social, and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. OCSD will make social and emotional learning actions a focus and will make deliberate efforts to communicate to students and families the importance of SEL and how it relates to academic success. We will facilitate opportunities for connection and reflection among students, families, and staff. promote supportive staff-student relationships to ensure that all students have multiple caring staff member who checks in regularly with them and their family is able to connect with them for any additional support. Our team of Student Services personnel will be available to assist in any capacity. Additional behavioral health services are available for students and families. Students should contact their school guidance counselor for assistance. OCSD will focus on social and emotional competencies, situated within the contexts of classrooms, schools, and communities.

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Parent Role

The role of the parent, or academic coach, is to provide organization and structure, to help create a proper learning environment, and to promote continuity in the learning process. Parents also act as learning companions, facilitators, and advocates for their child. They help build and sustain a positive relationship with the school, and work closely with teachers to ensure a successful learning experience.

Parents contribute to their child's learning experience by being present and available as much as possible, showing an interest, asking questions, and communicating frequently with teachers. Being your child's academic coach may include things like providing additional learning materials, exploring concepts together, reviewing and proofreading assignments, reading out loud, helping them learn to plan, and expressing encouragement.

Primary School	Intermediate School	High School
During the primary school years, parents play an especially active role in planning and delivering the curriculum in partnership with our teachers. Parents work with teachers to develop and nurture the student's education plan and curriculum. Parents are encouraged to work with their child to create a schedule for completing assignments that works in tandem with their learning style.	As our students transition to intermediate school, their parents begin to play a more supervisory role. They ensure that their child is managing his or her time properly and is on task with assignments. Parents work with their child and his or her teachers to create a schedule that accommodates classes and an increased amount of coursework.	In high school, parents take on the role of supervisor, academic coach, and mentor. Teachers stay in frequent contact with both students and parents, responding to them through email or phone. Being participative through PowerSchool and the grade book is an excellent way for parents to view information about their child's academic work.

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Student Role

The Ocean City School District acknowledges the specific role that students play in their own education at each stage of child development. We encourage students to be active members of their learning team, along with their parents and teachers. Students' educational responsibility increases gradually as they progress through each grade level.

Primary School	Intermediate School	High School
Parents play a vital role during the elementary school years, but ultimately, students are responsible for demonstrating that they understand the material. Students work with their parents and teachers to progress through the curriculum at their own pace. When they have questions, teachers are available to help clarify concepts and expand a child's understanding of the lesson.	During middle school, the student takes on more responsibility for their academic success. In these grades, students complete assignments with a higher level of self-sufficiency and can enjoy a more balanced educational experience by incorporating their own interests into project-based learning.	High school years require the highest level of academic responsibility for students. By developing a well-defined set of academic priorities, our high school students become accountable for taking notes, refining study skills, and meeting deadlines for assignments.

Academic Integrity:

The Ocean City Virtual Academy promotes three basic principles: respect, responsibility, and integrity. Each student is expected to demonstrate these principles in his/her academic work. Academic misconduct is a denial of these three principles in that it is evidence of lack of respect for self and others, lack of individual responsibility, and lack of personal integrity.

Instructional Schedules & Delivery

Remote learning will follow the same structure and schedule as in-person instruction, but in a remote environment. Classes and teachers will be scheduled within the school's normal operating day (class period structure) and teacher and class placement will be based on student enrollment.

Should we be forced to move to remote instruction, students will be held to the same standards and expectations as in-person instruction. Participation attendance will be recorded, assessments will be administered, and grades will be awarded which will count toward the child's cumulative grade average. Classes will consist of a mix of synchronous and asynchronous instruction and activities.

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Student Protocols for Remote Learning: (PREK-3)

My responsibilities as an Ocean City School District student when I am learning Online	
Achievement	<ul style="list-style-type: none">● Be online and on time for any scheduled session● Submit all learning tasks● Check PowerSchool/Schoology everyday● Communicate with my teacher daily
Respect	<ul style="list-style-type: none">● Only turn my microphone on when I am asked to speak or when responding to questions.● Wake up and get dressed for school. Your brain will know you are ready to learn!● I will not talk when others are talking. Waiting my turn is important so that we all can learn!
Commitment	<ul style="list-style-type: none">● I am up and dressed for school.● I ate a good breakfast.● I have all my materials ready to learn.● I found a quiet place to work, free from distractions.● I will complete all online and offline learning tasks.● I will let my teacher know if I need help.● I will work hard to focus and pay attention during my online learning sessions.
Community	<ul style="list-style-type: none">● I will engage in online learning.● I will be kind and wait my turn.● I will remember to be patient with my family/careers; they may be feeling anxious too.● I will be patient with my teachers as online teaching is a learning process for all.● I will be patient but also alert the teacher to ways in which my needs can be better met.

Student Protocols for Remote Learning: (4-12)

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My responsibilities as an Ocean City School District student when I am learning Online

Achievement	<ul style="list-style-type: none">● Be online and on time for any scheduled session● Submit all learning tasks● Check PowerSchool/Schoology everyday● Communicate with my teacher daily
Respect	<ul style="list-style-type: none">● Only turn my microphone on when I am asked to speak or when responding to questions.● Wake up and get dressed for school. Your brain will know you are ready to learn!● Keep my online chat focused on the learning. Ensure chat is respectful of all participants.● Keep my mobile phone off and away from me while I am learning online.
Commitment	<ul style="list-style-type: none">● Complete all online and offline learning tasks.● Request additional help if needed.● If I have technical issues, I am going to message my teacher and find out what I missed.● Single task focus during online lessons. I will not chat, game, or check social media while trying to do my schoolwork.
Community	<ul style="list-style-type: none">● Contribute to online discussions.● Offer support and assistance to my peers.● Remember to be patient with my family/careers; they may be feeling anxious too.● Join in and contribute to forum style activities.● Be patient with my teachers as online teaching is a learning process for all.● Be patient but also alert the teacher to ways in which your needs can be better met.

Family Protocols and Tips for Remote Learning in Your Home

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Tips for Online Learning in Your Home	
Create an Optimal Learning Environment	Designate a learning space that is distraction-free, and allows your student to access books, take notes, etc.
Begin/End each day with a check-in	<ul style="list-style-type: none">• Discuss what your student is learning and ask questions, like:<ul style="list-style-type: none">○ What are you learning today?○ How will you spend your time?○ What project are you working on? What are you learning?○ What resources do you require?○ How can I help?• For younger children: Check off items as completed -- children love the sense of accomplishment!• Review if any of their teachers have office hours that day and write questions down together that may need to be answered.
Establish Routines and Expectations for Learning at Home	<p>Establish routines, expectations, and a schedule. Remember it will take some time to adjust - be patient with one another.</p> <ul style="list-style-type: none">• Balance screen time and non-screen time activities.• Minimize distractions if possible.• Remain mindful of your student's well-being. Establish times for quiet and reflection.• Keep organized by reviewing with your child grade level assignment calendars and virtual learning platforms for updates and assignment due dates.• Write down a schedule for each child (or if appropriate, have your child create a schedule) with built-in breaks for snacks, outdoor movement/ exercise, rest, and play.• Check off items as completed -- younger children love the sense of accomplishment and might also be motivated by short goals.• Maintain regular sleep routines and wake times.• One challenge for families with multiple children will be how to manage all their children's needs. There may be times when siblings need to work in different rooms to avoid distractions. Headphones can be a great tool to help learners focus and avoid distractions.• Depending on the devices available in your home you may need to stagger the online work time for each child
Encourage exercise, creativity, and	Take brain breaks for physical activity, fresh air, creativity, and connection. Encourage your students to maintain safe connections with peers and

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connections	families to promote social and emotional well-being.
Use Technology Responsibly	<p>When completing work online, joining video calls, and/or participating in virtual discussions, students should be sure to:</p> <ul style="list-style-type: none">● Use respectful behavior and language.● Stick to appropriate topic discussions.● Send only appropriate video transmissions.● Use only the appropriate icon, emoji, and avatar submissions.● Wear school appropriate clothing if attending meetings via video.● Be honest and use academic integrity by not plagiarizing or copying others' work.● Not falsify information about oneself or impersonate others online.● Follow norms and expectations shared by teachers.

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OCSD Faculty and Staff Guidelines for Remote Instruction

In the event of forced closure, students are attending school 100 percent of the time in an online classroom environment, five days per week following the District's school calendar.

- Teachers will plan data-driven lessons aligned to focus standards for daily instruction and student-centered independent practice. Teachers will prepare engaging lessons that differentiate to meet the unique needs of students. Lesson plans will be submitted to building administrators in advance.
- Teachers will use PowerSchool as their learning management system. All students rostered to a teacher will have access to the teacher's classroom. Teachers will post a daily and weekly schedule and expectations.
- Teachers will conduct "live," synchronous instructional sessions during scheduled times. These may be a combination of small group instruction, office hours, and/or class meetings. However, small group, office hours, and virtual class meetings should be in the weekly schedule.
- During "live," synchronous teaching, the teacher will be free of distractions (cell phones), follow dress code, and background should be free of any inappropriate materials.
- Teachers will set clear expectations for student behavior and engagement.
- Teachers may record their "live," synchronous teaching sessions for students to access at later dates or to relisten to a lesson. Recorded sessions are considered asynchronous instruction.
- Teachers will complete daily attendance of students taking their classes remotely. The student's attendance is to be entered daily and/or period by period as determined by building protocols.
- The student's attendance during online sessions may be determined by their login activity, daily posts, turning in assignments, or their level of engagement in their online lessons and/or assigned activities. Teachers will inform administration if a student is inactive for three days. This is considered a wellness check and monitoring process.
- If the student/student's family has unusual circumstances that require flexibility with respect to signing in to participate in class or complete assignments, the teacher should work with the student's parent to discuss potential options and include the guidance counselor in discussions.
- Teachers will monitor student progress, provide feedback to students and families, and grade students based upon progress and standard mastery. Teachers can allow retakes and multiple opportunities to show mastery of the standards.
- Daily lessons and assignments are to be posted by the start of the students' week. Every assignment should have clear expectations including a due date for completion.
- Teachers will attend all staff meetings, or other meetings at their assigned building set by the building principal.
- Staff will work a customary five-day work week and will receive their contracted lunch and prep times as outlined in the collective bargaining agreement. Teachers must provide live instruction and be available to students and their supervisor during their normal working hours. When working from home and being paid by the District, employees are not permitted to file for unemployment, nor are they permitted work for any other employers during their scheduled, paid workday.

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Technology and IT Support

Connectivity

Our program ensures there is no digital divide, whether it be network access or lack of access to devices. We have a 1:1 Chromebook initiative in which every student in the District is assigned their own Chromebook. For families without connectivity, we have worked with the City of Ocean City and the Ocean City Free Public Library to arrange for hotspots with cellular service for families to use at home for completing remote learning and accessing the internet.

Technology

PowerSchool will be the District's platform for remote learning. Schoology is the District's learning management system and can be accessed by going to ocsdnj.schoology.com. This will be the location for all communication with students receiving remote instruction during the 2023-24 school year. Parents have access to grades, attendance, and schedules through ocsdnj.powerschool.com. Parents can set up an account for Schoology but will need to request the access code for their student by contacting the teacher.

To engage in a remote instruction environment, students will need to have an appropriate device and a reliable home internet connection. Xfinity has previously provided free Wi-Fi for everyone. Xfinity Wi-Fi hotspots across the country were available to those in need for free, including non-Xfinity customers. The District cannot guarantee that this will continue to be available. The District would like to share that Xfinity is offering two months of free service for qualified new customers (<https://www.internetessentials.com/>).

The District provides a Chromebook for each student through our one-to-one device initiative. All parents must complete an online form request to enable their student to bring the district-owned Chromebook home from school. That form is available through the parent's PowerSchool account and directions and an instructional video are available on the District's website. Chromebooks for Primary and Intermediate School students are issued directly to the child's homeroom teacher and those devices will stay in school. Only students with a completed parental form and permission to bring the device home will be able to do so. High School students will take full ownership of the device.

Please know that the home will have to be equipped with wireless internet access to utilize the Chromebook. Parents/guardians assume any responsibility for the Chromebook, including remuneration for lost or damaged devices. Devices are only to be used by students and only as necessary to complete school assignments.

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Our Chromebooks are equipped with important software and tools students will need to participate in learning and assessments as well as additional security features. One of the biggest concerns for parents and teachers is ensuring the safety of students online and making sure students are actively engaged in class. All District managed Chromebooks have software that allows teachers to monitor student screens, turn screens off to minimize distractions, and project student work to the front of the room.

- The integration of Chromebooks and Google Apps makes for seamless access to student resources.
- Chromebooks provide teaching and learning benefits of computers without the typical distractions that come with personally owned devices. Each Chromebook is managed by the District.
- They boot in seconds and resume instantly - eliminating wasted class time found with a personally owned device's startup and connection.
- Long battery life (8-9 hours) means Chromebooks last an entire school day.
- It is easy to connect a Chromebook anytime and anywhere with built-in Wi-Fi. Applications, schoolwork, and settings are stored in the cloud and are available anywhere the student has Internet access.
- There is no special training required: if you know how to use the Web, you know how to use a Chromebook.

Please refer to the Policy Information Links, found below, to review applicable policies and responsibilities for students and parents/guardians. The rules below are policy summaries and recommendations to best provide you with a quick reference.

Overview

- All use of technology must:
 - Support learning.
 - Follow local, state, and federal laws.
 - Be school appropriate.
- Security Reminders:
 - Do not share logins or passwords.
 - Exception: students should share passwords with parents or guardians.
 - Follow internet safety guidelines.

Caring For the Device

- The device is District property, and all users must follow all District and school policies and procedures.

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- Students should use the device assigned to them and not lend their device to others.
- Students are responsible for the general care of the device issued by the school.
- **Students are responsible for arriving at school with a fully charged device.**
- Damaged devices or devices failing to operate properly must be reported to OCSD Technology [Help Desk](#) for evaluation and/or repair.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Devices must never be left unattended, in an unlocked locker, unlocked car, unsupervised area or in extreme temperatures.
- Only labels, decals, stickers approved by OCSD may be applied to the device.

Care of Device at Home

- The power cord/charger should remain at home.
- Charge the device fully each night.
- Use the device in a common room at home.
- Store the device on a desk or table - never on the floor!
- Protect the device from:
 - Extreme heat or cold.
 - Food and drinks.
 - Small children.
 - Pets.
- Do not leave the device in a vehicle.
- In case of theft, please report theft immediately to the building principal.

Technology Discipline

Most tech-related behavior violations are equivalent to “traditional” classroom violations:

- Leaving your device at home is equivalent to leaving your textbook or school supplies at home.
- Cutting and pasting without citing sources or putting it into your own words is equivalent to plagiarism.
- Cyber-bullying is equivalent to bullying or harassment.
- Damaging or defacing the device or charger is equivalent to vandalism or property damage.

The discipline policies at each school encompass the 1:1 environment. Please reference the materials specific to each school or contact the school directly for more information.

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The one-to-one Chromebook initiative follows board policies regarding student use of technology and the use of their own devices in school. Below is the list of these policies (click the title/link to view):

Policy Information:

- [School District Provided Technology Devices to Pupils - Policy 7523](#)
- [Use of Technology - Policy 2360](#)
- [Acceptable Use of Computer Networks/Computer & Resources - Policy 2361](#)
- [Information from Comcast Regarding Accessibility Support for Customers with Disabilities](#)

We also understand that issues can arise. Should assistance be needed, please contact the Ocean City School District's Technology Help Desk by emailing questions or issues to help@ocsdnjathome.on.spiceworks.com. This will generate a ticket in our system and one of our support team members will respond as quickly as possible. Please make sure that you include the student's name or ID number, your email address, and your phone number in all messages. If you are unable to reach us by email, you can call and leave a message at (609) 399-1290 ext. 1234.

Food Service and Distribution

In the event of a full-school closure, the District will revisit protocols from the 2020-21 school year for meal distribution. District Food Services personnel will coordinate with families affected by individual quarantine status during the 2023-24 school year and schedule individual meal deliveries/pickups.

Maintenance of Buildings/Transportation

In the event of extended closure, the District will reinstitute the policies and procedures previously implemented for the maintenance of buildings. Under no circumstances will the building be reopened to students until it has been determined to be safe. The District will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department. Additionally, the District will work with contracted transportation vendors to ensure that safe transportation will be available for students upon reopening. Every school bus, either district-owned or contracted, should be cleaned, and disinfected before and after each bus route.

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NOTE

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related District closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education. This plan would be implemented during an LEA closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health related closure. A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and other such matters as determined by the New Jersey Commissioner of Education.