

**SEPTEMBER 20, 2023**

**PERSONNEL ADDENDUM**

**PERSONNEL ITEMS 22-31**

**CERTIFICATED STAFF 22-25:**

**22. Recommended for Employment:**

{Code = (R) Replacement; (TR) Temporary Replacement; (New) New Position}

A.	<u>Kaitlyn Borghesi</u>	(R)	\$
	WD Social Worker	10/1/2023 - 6/30/2024	59,425 (Prorated)

**23. Recommended Degree Changes/Salary Adjustments effective 9/1/2023 - 6/30/2024:**

A.	<u>Meredith Brown</u>	<u>From:</u>	<u>To:</u>	\$
	STR Basic Skills Title I	BA	BA+30	+1,700

**24. Recommended Leave of Absence Requests:**

A.	<u>Employee #14866</u>	Family	11/6/2023 - 2/7/2024 (revised leave dates)
	BWD Sped Aut		
B.	<u>Employee #14706</u>	Family	11/6/2023 - 2/7/2024 (revised leave dates)
	HSN Science		
C.	<u>Employee #14614</u>	Maternity	11/9/2023 - 12/22/2023
	HSE Sped RR		
D.	<u>Employee #13059</u>	Family	1/2/2024 - 3/25/2024
	HA Speech Language Specialist		

**25. Transfers Effective for the 2023-2024 SY: (Attached)**

SUPPORT STAFF 26-30:

**26. Secretarial Services:**

A. Recommended change of employment:

	<u>Change to:</u>	
<u>Paula Tamburello</u>	AES/Human Resource Generalist	\$45,000.00
Food Services Secretary	10/2/2023 – 6/30/2024	(Prorated)

B. Transfers effective 2023-2024 SY (Attached)

**27. Special Education Paraprofessionals:**

A. Rescind Employment Offer (Not Accepting Position):

<u>Catherine M. Salvatore</u>	(R)	\$20,081.00
WD Tier II Paraprofessional	9/26/2023 – 6/30/2024	(Prorated)

B. Recommended Change of Contract Start Date:

<u>Amanda J. Brogley</u>	9/26/2023
HSN Tier II Paraprofessional	

C. Recommended Leave of Absence Requests:

<u>Employee #16593</u>	Family	9/14/2023 – 12/8/2023
WD Tier I Paraprofessional		(revised leave dates)

**28. Cafeteria/Playground Aides:**

A. Recommended Leave of Absence Requests:

<u>Employee #17082</u>	Medical	9/1/2023 – 10/3/2023
Walnut Street		

**29. Technology Department:**

A. Recommended for employment beyond the probationary period:

<u>Patrick Balz</u>	Tradesman – Comp. Serv. Tech	<i>Effective Dates:</i> 8/7/2023 – 6/30/2024
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**30. Transportation Department:**

A. Recommended Salary Adjustments:

<u>Deborah J. Manee</u> Regular Bus Driver	9/1/2023 – 6/30/2024 (Step Correction)	+\$3,595.00
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B. Retirements:

<u>Helen A. Schoen</u> Regular Bus Driver	1/1/2024
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**31. Extracurricular:**

A. Extracurricular New Club Recommendations:

HSS Adopt a Grandparent

**SEPTEMBER 20, 2023**

**PERSONNEL ADDENDUM**

**ATTACHMENTS**

Certified Transfer List  
2023-2024 School Year

23

	From:	To:
Moser, Bridget N.	BWD Kindergarten 11-110-100-101-012-1100	BWD Grade 1 11-120-100-101-012-1200

9/20/23  
A. M. M.  
A. M. M.

Secretary Transfer List  
2023-2024 School Year

26B

	From:	To:
Melapioni, Lynn *	Security HSN Complex - Secretary 11-000-240-105-065-0000	Food Services - Secretary 60-910-310-110-023-0000
* effective 10/2/23		

gpk/ks  
adrian  
at

**SEPTEMBER 20, 2023**

**EDUCATIONAL PROGRAMS  
ADDENDUM**

**EDUCATIONAL PROGRAMS ITEM 10**

**10. Remote Learning Plan for 2023-2024 SY:**

- A. Recommend approval of the attached 2023-2024 School Year Remote Learning Plan

**SEPTEMBER 20, 2023**

**EDUCATIONAL PROGRAMS  
ADDENDUM**

**ATTACHMENTS**

10

# Toms River Regional Schools



## K-12 Virtual Learning Plan Handbook

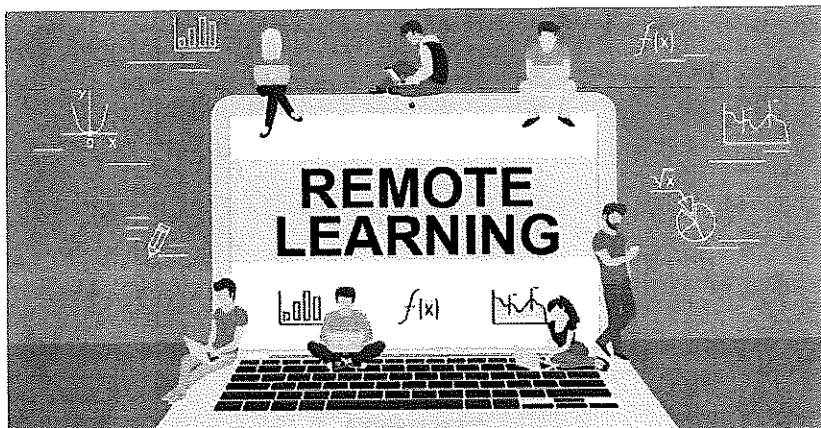
*Please note this document is live and will be updated throughout the virtual learning time frame based on guidance from NJDOE, the Governor's Office, and evolving best practices.*

9/24/23  
C. [unclear]  
[unclear]

## Introduction to the Toms River Regional Schools Virtual Learning Handbook

### What is Virtual Learning?

A virtual learning environment is one in which the student and the educator are not physically present in a traditional classroom. Rather, teaching and learning occur through instruction focused on the teaching of skills and concepts, and the reciprocal sharing of content through technology such as discussion boards, video conferencing, and online assessments. Virtual learning can occur



synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

### What is Synchronous Learning?

The term synchronous is synonymous with “together.” When a group of students join a class and learn together, the process is called *synchronous learning*, and it occurs in various forms during virtual learning. Activities such as attending classes together in a Google Meet is the most common form of synchronous learning. However, it can also take place through the use of real-time tech tools and discussion boards. The basic premise of this teaching and learning method is the process of learning through interaction, collaboration, discussion, and association. Unlike asynchronous learning, wherein the students participate independently of the teacher and class, synchronous learning naturally creates a social external drive for a student to attend a class and learn from a live instructor.

### What is Asynchronous Learning?

*Asynchronous learning* is a general term used to describe teaching and learning that do not occur in the same place or at the same time. It is a student-centered teaching method that uses online learning tools and platforms to facilitate lessons and assessment activities outside of the constraints of a physical classroom. Methods of asynchronous online learning include self-guided lesson modules, the streaming of prerecorded video content, ongoing access to virtual libraries, posted lesson objectives, and student and teacher exchanges across discussion boards or social media platforms.

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## Remote Learning Schedules and Routines

A daily schedule should be well-established during virtual learning. Students should know their daily schedule, what is expected of them, and what is coming up next. There are many methods of creating and maintaining schedules.

Routines are an important component of the daily schedule. Establishing clear routines will assist you with keeping your students on track and engaging in the learning process.

### Remote Learning High School Bell Schedule

7:15 - 7:45	Period 1 and Homeroom (4 minutes)
7:49 - 8:15	Period 2
8:19 - 8:45	Period 3
8:49 - 9:15	Period 4
9:19 - 9:45	Period 5
9:49 - 10:15	Period 6
10:19 - 10:45	Period 7
10:49 - 11:15	Period 8
11:15-12:22	Lunch/Break
<b>12:22-1:51</b>	<b>Afternoon supports and student feedback sessions</b>
HSE/HSN/HSS - 7:41 - 7:45	Homeroom (HR)

## Remote Learning Middle School Bell Schedule

### Intermediate North Middle School-Homeroom 7:15-7:20

House 1		House 2		House 3		House 4	
7:20- 8:02	Class 1	7:20- 8:02	Class 1	7:24- 7:49	Activity 1	7:20- 8:02	Class 1
8:04 - 8:18	Class 2A	8:04 - 8:46	Class 2	7:51 - 8:18	Activity 2	8:04 - 8:46	Class 2
8:20 - 8:47	Activity 1	8:48 - 9:30	Class 3	8:20 - 9:02	Class 1	8:48 - 9:16	Class 3A
8:49 - 9:16	Activity 2	9:32-9:45	Class 4A	9:04 - 9:46	Class 2	9:18 - 9:45	Activity 1
9:18 - 9:46	Class 2B	9:47 - 10:14	Activity 1	9:48 -10:30	Class 3	9:47 - 10:01	Class 3B
9:48 -10:30	Class 3	10:16 -10:43	Activity 2	10:32 -11:15	Class 4	10:03 -10:45	Class 4
10:32-11:15	Class 4	10:45-11:15	Class 4B			10:32 -11:15	Activity 2
11:15- 12:00 Lunch/Break							
12:00-1:35 Afternoon supports and student feedback sessions							

### Intermediate East Middle School-Homeroom 7:55-800

House 1		House 2		House 3		House 4	
8:02 - 8:29	Activity 1	8:02 - 8:42	Class 1	8:02 - 8:42	Class 1	8:02 - 8:43	Class 1
8:31 - 8:58	Activity 2	8:44 - 8:58	Class 2A	8:44 - 9:24	Class 2	8:45 - 9:26	Class 2
9:01 - 9:43	Class 1	9:00 - 9:27	Activity 1	9:26 - 9:56	Class 3A	9:28 - 10:09	Class 3
9:43 -10:27	Class 2	9:29 - 9:56	Activity 2	9:58 -10:25	Activity 1	10:11 -10:53	Class 4
10:29 - 11:11	Class 3	9:59 -10:27	Class 2B	10:27 - 10:54	Activity 2	10:56 - 11:23	Activity 1
11:13 - 11:55	Class 4	10:29 - 11:11	Class 3	10:57 - 11:11	Class 3B	11:25 - 11:55	Activity 2
		11:13 - 11:55	Class 4	11:13 - 11:55	Class 4		
11:55- 12:40 Lunch/Break							
12:40-2:15 Afternoon supports and student feedback sessions							

### Intermediate South Middle School- Homeroom 7:50-7:55

House 1		House 2		House 3		House 4	
7:57-8:38	Class 1	7:57-8:38	Class 1	7:57-8:24	Activity 1	7:57-8:37	Class 1
8:39-9:19	Class 2	8:38-9:21	Class 2	8:26-8:53	Activity 2	8:37-8:53	Class 2A
9:21-9:51	Class 3A	9:23-10:04	Class 3	8:56-9:38	Class 1	8:55-9:23	Activity 1
9:53-10:20	Activity 1	10:06-10:48	Class 4	9:38-10:22	Class 2	9:25-9:51	Activity 2
10:27-10:49	Activity 2	10:51-11:18	Activity 1	10:24-11:06	Class 3	9:54-10:22	Class 2B
10:52-11:06	Class 3B	11:20-11:50	Activity 2	11:08-11:50	Class 4	10:25-11:06	Class 3
11:08-11:50	Class 4					11:08-11:50	Class 4
11:50- 12:35 Lunch/Break							
12:35-2:10 Afternoon supports and student feedback sessions							

*Please reference the Middle School Afternoon Virtual Support document for intervention, supports, enrichment and feedback sessions for the afternoon.*

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## Remote Learning Elementary Bell Schedule

<b>Third Tier Elementary Schools</b> (Beachwood, ELC, Hooper Avenue, Pine Beach, Silver Bay, Walnut Street)	
8:40-8:45	Arrival
8:45-8:55	Morning Meeting
8:57-9:26	Period 1
9:29-9:58	Period 2
10:01-10:30	Period 3
10:33-11:02	Period 4
11:05-11:34	Period 5
11:37-12:06	Period 6
12:09-12:38	Period 7
12:40-12:45	Dismissal
12:45-1:31	Teacher Lunch/Remaining Prep <i>(11 remaining prep minutes + 35 minute lunch= 46 min)</i>
1:31-2:50	Afternoon supports and student feedback sessions <i>(79 min)</i>
2:50-3:05	Wrap Up

<b>Fourth Tier Elementary Schools</b> (Cedar Grove, Citta, East Dover, North Dover, South Toms River, Washington, West Dover)	
9:25-9:30	Arrival
9:30-9:40	Morning Meeting
9:42-10:11	Period 1
10:14-10:43	Period 2
10:46-11:15	Period 3
11:18-11:47	Period 4
11:50-12:19	Period 5
12:22-12:51	Period 6
12:54-1:23	Period 7
1:25-1:30	Dismissal
1:30-2:16	Teacher Lunch/Remaining Prep <i>(11 remaining prep minutes + 35 minute lunch= 46 min)</i>
2:16-3:35	Afternoon supports and student feedback sessions <i>(79 min)</i>
3:35-3:50	Wrap Up

## **Indicators of Success and Expectations for Teaching in a Virtual Environment**

Effective virtual classrooms will include:

1. **Daily** teacher-student interaction and opportunities for student-student interaction  
Examples: Live text chats, video Meets, interactive slides, etc.
2. The completion of daily attendance. Google Meet has an attendance collection tool, but the use of other tools are suggested as well, such as a daily Google Form (for use as a Do Now or SEL check-in).
3. Ongoing communication with students and families that includes reasonable accommodations and flexible collection procedures for students that have articulated a specific need.
4. Simplified and focused objectives and activities that get to the core of your subject and are suited to the digital environment (e.g. activities/questions that are plagiarism-resistant)
5. Clear instructions, due dates, and support for students to build independence.
6. The use of pre-recorded videos (ScreenCastify) to provide students with a general overview of expectations to support independence during asynchronous activities.
7. Prompt and meaningful student feedback that drives learning and growth.
8. Differentiation (ex. visual aids, video, tutorials, choice boards, small group teaching).
9. Activities that address social emotional learning (ex these programs).
10. Diverse digital assessment strategies (ex. Flipgrid, Google forms, video projects).
11. Data to show student learning and growth/progress.
12. Authentic content connections: personal, community, and global.
13. Variations of the best practices that you employ in the face to face classroom.
14. **Special Education Students**
  - Special Education students should continue to receive the modifications and support as described in their IEP.
  - Inclusion teachers should log into the Google Meet and provide periodic check-ins during the class period.
  - Inclusion teachers should modify class assignments based on student need

## Districtwide Instructional Models for Virtual Learning

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Virtual</b>	<b>Virtual</b>	<b>Virtual</b>	<b>Virtual</b>	<b>Virtual</b>
Lesson Introduction	Guided Practice and Discourse	Independent Practice and Lesson Extensions	Review, Reteach, Reinforce	Assess

### Elementary Sample Block of Instruction for Virtual Learning

*Within a given block of instruction teachers should meet in a whole group format to introduce the daily objectives, to model application of skills and to share new content. Next, students should be moved into small groups to complete self directed activities as seen in the framework below.*

<p><b>Teacher Led Whole Group Instruction</b> (Google Meet: LIVE Instruction)</p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Student Wellness Check-In</li> <li>Morning Meeting Activities</li> <li>Introduce Daily Objectives</li> <li>Provide additional direct instruction for new skills &amp; content that were not provided in a tutorial (this includes modeling for students and providing clear communication of the learning expectations)</li> </ul>	
<p style="text-align: center;"><b>Self Directed Learning</b></p> <p>Instruction</p> <ul style="list-style-type: none"> <li>Short teacher instructional videos paired with an opportunity for students to demonstrate understanding</li> <li>Embedded voice memos to provide teaching points</li> <li>Google Slides that Deliver Engaging Independent Practice</li> <li>Video Tutorials to review new content (Brainpop, Learn Zillion, Khan Academy, Youtube)</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>Google Forms</li> <li>Flip Grid</li> <li>Kahoot</li> <li>Eduastic</li> <li>iReady/Study Island/MobyMax</li> </ul>	<p style="text-align: center;"><b>Teacher Led Small Groups</b> (Google Meet: LIVE Instruction)</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>Google Meet                             <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Strategy Groups</li> <li>Demonstrate with Math Manipulatives</li> <li>Work With Text</li> </ul> </li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>Anecdotal Notes During Google Meet</li> <li>Running records</li> <li>Real Time White Boards</li> <li>Thumbs up, Thumbs Down</li> <li>1 "I Understand", 2 "I think I got It", 3 "I Need Help"</li> </ul>

## Middle and High School Sample Block of Instruction for Virtual Learning

Within a given period, teachers should meet in a whole group format to introduce the daily objectives, to model application of skills and/or to share new content. Next, students should be moved into small groups to complete self directed activities as seen in the framework below.

<p><b>Teacher Led Whole Group Instruction</b> (Google Meet: LIVE Instruction)</p> <ul style="list-style-type: none"> <li>● Attendance               <ul style="list-style-type: none"> <li>○ Homeroom attendance</li> <li>○ Each period attendance</li> </ul> </li> <li>● Student Wellness Check-In               <ul style="list-style-type: none"> <li>○ SEL Meet</li> </ul> </li> <li>● Introduce Daily Objectives</li> <li>● Provide direct instruction for new content (this includes modeling for students and providing clear communication of the learning expectations)</li> </ul>	
<p style="text-align: center;"><b>Self Directed Learning</b></p> <p>Instruction</p> <ul style="list-style-type: none"> <li>● Short teacher instructional videos paired with an opportunity for students to demonstrate understanding</li> <li>● Embedded voice memos to provide teaching points</li> <li>● Google Slides that Deliver Engaging Independent Practice w/teacher voice over</li> <li>● Video Tutorials to review new content (Brainpop, Learn Zillion, Khan Academy, Youtube)</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>● Google Forms</li> <li>● Flip Grid</li> <li>● Kahoot</li> <li>● Edulastic</li> <li>● iReady/Study Island/Moby Max/Achieve 3000</li> </ul>	<p style="text-align: center;"><b>Teacher Led Small Groups</b> (Google Meet LIVE Instruction)</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>● Strategy Groups               <ul style="list-style-type: none"> <li>○ individual students who need additional support</li> <li>○ Provide interventions to struggling learners</li> </ul> </li> <li>● Provide feedback on work completed</li> <li>● Review assessment data</li> <li>● Conferencing</li> <li>● Basic Skills (Local and Title One)</li> <li>● ESL</li> </ul>

## Virtual and Blended Learning Unit Guides

High School	Middle School	Elementary
<u>Marking Period 1</u>	<u>Marking Period 1</u>	<u>Trimester 1</u>
<u>Marking Period 2</u>	<u>Marking Period 2</u>	<u>Trimester 2</u>
<u>Marking Period 3</u>	<u>Marking Period 3</u>	<u>Trimester 3</u>
<u>Marking Period 4</u>	<u>Marking Period 4</u>	

## **Technology**

### ***Device Access for All***

Beginning in 2020 the district has implemented a one-to-one device program that has expanded to all students in grades 4-12. This ensures that all students have a functional chromebook in the home. Additionally, our schools house devices for students in grades K-3, which can be quickly loaned out upon request. Through several comprehensive information collection efforts the technology department also identified students in grades K-3 who did not have access to a device in the home and a separate purchase was made to place devices in those homes.

Special consideration has also been given to the developmental appropriateness of devices secured for kindergarten students and those with special needs; touch screens were purchased as were iPads in identified classrooms.

### ***Connectivity***

Families that have communicated challenges with securing consistent internet access in the home have been supported through partnerships with local cable companies that offer discounted rates and with the distribution of MIFI devices (mobile wireless) secured through applicable grant funds and distributed by the district upon request.

## Key Resources

The resources below have been widely used among educators to support both blended and Virtual learning. They represent just a few of the many tools available to engage students and transition best practices to a virtual environment.

### Google Classroom



Classroom helps students and teachers organize assignments, collaborate, and communicate with one another. New to-do and to review features!

- [Creating & Organizing Assignments](#)
- [Creating Individualized Assignments](#)
- [Attaching Multiple Files for Students](#)
- [Changing Notification Settings](#)

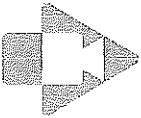
### Google Meet



Take collaboration to the next level with digital classrooms and live streaming. New features coming soon include: hand raising, meeting attendance, breakout rooms, polling and more

- [Enabling a Google Meet link in Google Classroom](#)
- [Starting/Scheduling a Meet](#)

### Screencastify



Screencastify is the #1 recording tool for Google Chrome. Record, edit, and share your screen and self, making students feel as though they are in the classroom.

- [Classroom Resources](#)
- [Teacher Tutorial](#)

### Google Jamboard



Jamboard is just like a whiteboard. Jamboard makes learning visible and accessible to all collaborators on the jam session. Plus, It's easy to present your jams in real time through Meet, allowing for easy sharing or making real-world connections.

- [Getting Started with Google Jamboard](#)
- [Jamboard Templates](#)

## Math

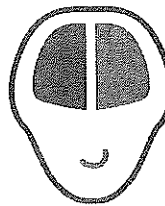
### i-Ready



i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

- [Assigning Lessons](#)
- [Assigning & Editing Comprehension Checks](#)

### BrainingCamp



BrainingCamp fills an important gap in classroom and distance learning for math students. BrainingCamp provides digital manipulatives that are easy to use alongside iReady and classroom instruction. These tools are easily aligned with standards and integrated into existing classroom structures to provide students with differentiated choices to improve their mathematics learning.

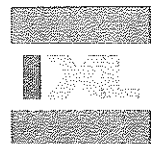
### Khan Academy



Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math K-12. It's all free for learners and teachers.

### IXL

Algebra 1, Algebra 2, Geometry comprehensive instruction and assessment platform that gives teachers and students real-time data and intervention strategies.



## English Language Arts

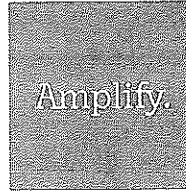
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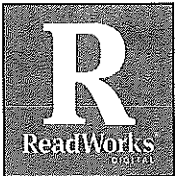
- [Assigning Lessons](#)
- [Assigning & Editing Comprehension Checks](#)

### Amplify CKLA Digital



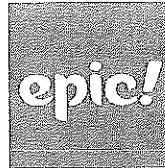
The top-rated content of Amplify Core Knowledge Language Arts (CKLA) is now live with the digital experience that enhances instruction and saves you time. With the digital experience, everything you need is in one place, making it easier and more engaging than ever to plan lessons, present digital content, and review student work.

### ReadWorks



Students can highlight, annotate, and complete assignments online. Teachers can access progress reports & automatic grading. Easily print any of our content and curriculum to share with your students. Project or use your smartboard for classroom instruction.

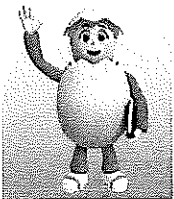
### Epic Books



Get unlimited free access for educators to 40000 of the best books, audiobooks, videos, & more for kids 12 and under.

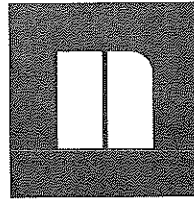
### Reading Eggs

(Gr K-1, Title I Gr K-5)



With Reading Eggs and Reading Eggs Express, children complete animated online lessons where they learn essential reading and phonics skills.

### Newsela



Newsela takes authentic content from the world's most trusted providers and turns it into learning materials that are classroom-ready.

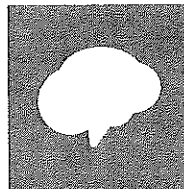
## Classroom Management and Communication

### ClassDojo



Ready to build an amazing classroom community? ClassDojo is a beautiful, safe, and simple communication app for teachers, parents, and students

### Remind



Whether you need a way to reach and engage families or share resources that help stakeholders teach and learn, Remind helps you stay connected.

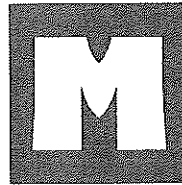
## **Science and Social Studies**

### **Brain Pop**



Playful Engaging learning games, animated movies, and activities. Designed with relevance, depth, and humor to encourage kids on their unique learning paths.

### **Mystery Science**



Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.

**Virtual Labs for Biology, Physics and Chemistry** (*links coming soon*)

### **Elevate Science Grades K-8**

Where Students Explore and Experiment Like Scientists and Engineers

### **McGraw Hill Impact (Grades 3-5)**



IMPACT Social Studies gathers everything you need in one easy-to-use Online Teacher Center. Easily manage and organize your classroom, and create engaging lessons, presentations, and assignments. The Online Student Center provides students with access to

interactive content, which leads to greater understanding and connection.

### **Savvas Realize™**



is the edtech industry's most versatile learning management system. Home to all your US History Interactive content, assessments, and digital resources.

## **Assessment**

*The following tools can be used to measure student growth and learning in a virtual or remote instruction environment.*

### **Google Forms**



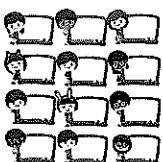
You can quickly assess your students' understanding with automatic and manual grading tools. Specify correct answers, points, and give feedback for correct and incorrect responses. Identify frequently missed questions that need further review in the response summary

### **EduLastic**

EduLastic

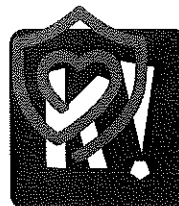
Engaging technology-enhanced assessments for benchmarks, the classroom, or distance learning Easily administer district common or classroom formative assessments using high-quality item banks, diagnostic or curriculum-aligned assessments, create your own questions or mix and match.

### **Whiteboard.fi**



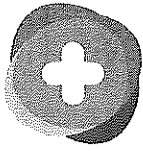
By creating a class with Whiteboard.fi and letting your students join, everyone will get a digital whiteboard. Teachers see all their students' whiteboards in real time, so you can follow their progress. The students only see their own whiteboard and the teacher's.

### **Kahoot**



Visual reports on live games and student-paced challenges will help you assess how the class performed, identify difficult questions that need followup, and reinforce learning in a targeted way.

### **Flip Grid**



Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. Create a Topic and engage your community...together!

### **Securly Classroom**

Login to the Device Console with your school Google Account. You will be able to see the screen of every student signed in to their school Google Account. Chat with them, and provide over the shoulder support.

## **Special Education**

### **System 44**



System 44 is a foundational reading program designed for the most challenging struggling readers in Grades 3-12. Intentionally metacognitive System 44 sounds and 26 letters that can be mastered.

### **Universal Read 180**



Read 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e. combining digital media with traditional classroom instruction), student assessment, and teacher professional development.

### **Moby Max**



A digital collection of K-8 resources to help you differentiate instruction to students performing on, below, and above grade level.

### **Unique Learning System**



Unique Learning System is one-of-a kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum.

### **Additional Tech Resources**

There are many additional resources that can support virtual learning. Please access [this document](#) to review them.

## ***Accessing Support for Technology Related Needs***

Please use the resources below, made available by our technology department, if you or a family is in need of any additional help or support.

For Teachers:

- [TeacherTechHelp@trschoools.com](mailto:TeacherTechHelp@trschoools.com)
- [Teacher Tutorials](#)
- [How to Distance Learning Tutorials](#)
- [Teacher Tech Resources](#)
- Google [Teacher Training Center](#)
- [District Translation Services \(Language Line\)](#)
- [District Translation Services \(Tutorial\)](#)

For Families:

- [FamilyTechHelp@trschoools.com](mailto:FamilyTechHelp@trschoools.com)
- [Student/Family Tutorials](#)
- [Help for families from Ocean County](#)
- [Family Tech Resources](#)

## ***Tools to Support All Learners During Virtual Learning***

The slide deck, [Tools to Support All Learners During Virtual Learning](#) is a resource that can be shared with parents. It gives parents helpful hints, visuals, and tools they can use to help make learning on virtual days successful. The slide deck is divided into four parts: designing physical spaces for learning, developing behaviors that support learning, managing time and academic tasks, and social emotional learning tools.

As this slide deck is a forced copy it may be edited and shared with parents in a variety of ways - as a whole, in sections weekly until completed or just the section that is needed. The parent letter on slide 2 should be edited to as needed.

## Attendance Procedures

### **Daily Student Attendance**

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

In accordance with District Policy #5200 (Attendance), **student attendance will be documented daily in Homeroom and submitted into Genesis**. The district will follow the guidance outlined within Policy #5200 to determine student attendance status and how excessive absences may affect promotion, retention, graduation, discipline and any other decisions that will reflect the student's performance.

Suggestions to track student attendance in a virtual environment:

- Students complete a Google Attendance form each morning/period
- Post a question to be answered each morning/period
- Take attendance during a whole group google meet
- For Elementary student who are unable to attend homeroom, monitor engagement by tracking students use of tech tools and submitting daily assignments

In the event a student does not connect during the school day and submits work after school hours, contact the attendance secretary in your respective school so they may mark them present.

**It is vital to establish relationships and connect with students so that you may better understand specific hardships that may affect their attendance.**

**Vocational Students at the Secondary Level...**please communicate with guidance to find out if you have any vocational students in your classes as their attendance may be compromised due to their vocational schedule. Please make arrangements with these students on a case by case basis.

### **Procedures for Absent Students**

1-2 Consecutive Days Absent	<ul style="list-style-type: none"><li>● Mark Absent in Genesis</li></ul>
3-4 Consecutive Days Absent:	<ul style="list-style-type: none"><li>● Mark Absent in Genesis</li><li>● Communicate with Parent</li><li>● Document in Genesis Notes Section</li></ul>
5 Consecutive Days Absent	<ul style="list-style-type: none"><li>● Mark Absent in Genesis</li><li>● Contact the Principal, Guidance, CST, SAC, Nurse</li><li>● Document in Genesis Notes Section</li></ul>
5+ Consecutive Days Absent	<ul style="list-style-type: none"><li>● Mark Absent in Genesis</li><li>● Contact the Principal and I&amp;RS Team</li><li>● Document in Genesis Notes Section</li></ul>

Schools will utilize the guidance outlined in *Getting Students to School: Strategies for Improving Attendance and Reducing Chronic Absenteeism* as a resource to fully engage students in the learning process. Promoting positive relationship and social and emotional strategies will help to build a warm and welcoming classroom learning environment where students feel supported and encouraged to attend school.

### **Daily Staff Attendance**

- Sign in...follow building procedures
- Absence
  - Call out your absence following our established procedures
  - Post a message in your Google Classroom letting your students know you will be absent
  - Have alternate plans ready and available to post to your Google Classroom (see sub plan directions)
    - Alternate plans should include pre-recorded video lessons and cannot be limited to independent, self-directed work
  - Communicate immediately to your principal and supervisor



## The Google Meet

Your Google Meet Classroom environment is an extension of your classroom at school. It should be welcoming and inviting to students and be free of distractions. Poor lighting, loud background noises, an unstable webcam and a too-casual atmosphere may prevent students from listening to and engaging in your lesson. Instead, set up a desk or table in a quiet area, or prepare to deliver instruction from a whiteboard or alternate teaching area that provides you with an opportunity to communicate clearly and share and model expectations for students without disruptions. Make sure that your camera is at eye level and that the background behind you is as clear as possible with appropriate educational materials on the wall as needed.

Establishing behavioral do and don't guidelines, as well as clear norms for your Google Classroom and Google Meets, can provide you with the perfect opportunity to gain the respect and trust of your students, as well as the understanding of parents/guardians who may be present in the background environment. Guidelines and boundaries can allow you to navigate and provide appropriate supports for any unwarranted behaviors.

For those of you who utilized Google Meets during the Spring of 2020, many enhancements have been, and continue to be, added. Some of these are listed below and are scheduled to be updated throughout the Fall of 2020.

**Google Meet updates for remote learning** Manage video calls with your students with these features

For standard G Suite for Education (roll-out later in 2020)

- 1** Raise hand to signal you want to share
- 2** 7x7 tile view to see up to 49 students at once
- 3** Closed captions in additional languages

More info on Google Meet for remote learning: [DitchThatTextbook.com/google-meet-elearning](https://DitchThatTextbook.com/google-meet-elearning)

**DITCH THAT TEXTBOOK**

For G Suite Enterprise for Education (roll-out later in 2020)

- 4** Track attendance with a participant record
- 5** Breakout rooms for small group work
- 6** New Q&A that's less obtrusive to class flow
- 7** Polling tool to let student share their voice

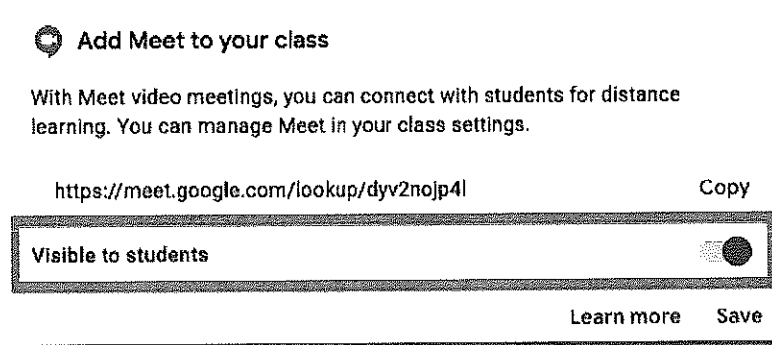
### Creating a Google Meet Link

[Return to Table of Contents](#)

The most efficient and consistent way to create and use a Google Meet link for your class is to enable the Google Classroom Meet Link.

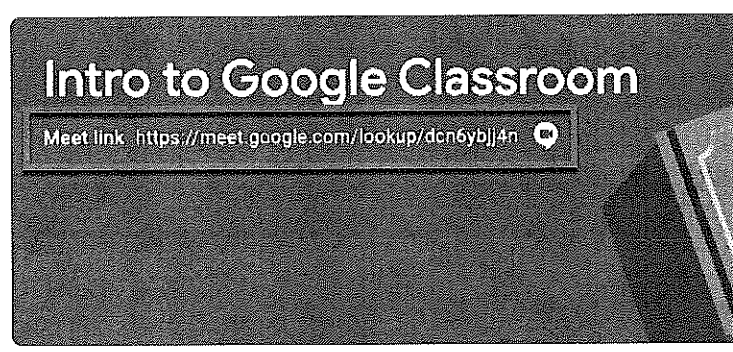


1. Select the Settings icon in the top right corner of your [Google Classroom](#)
2. Under *General*, select Generate **Meet link**. A **Meet link** appears for your **class**.
3. Select Save.
4. You can toggle the Meet link visibility in the header of your classroom on and off for students.



### ***Inviting students to participate in a Google Meet***

The Google Meet link is dynamic and changes each time you share it. When you make the link visible in Google Classroom students will be able to Meet with you there! Here is a video explaining how to invite students to participate in a Google Meet. If you choose to make this link visible to students, students will see it in their Google Classroom header and on the Classwork page. All they have to do is click it to open the Google Meet.



## Sample Parent and Student Contracts

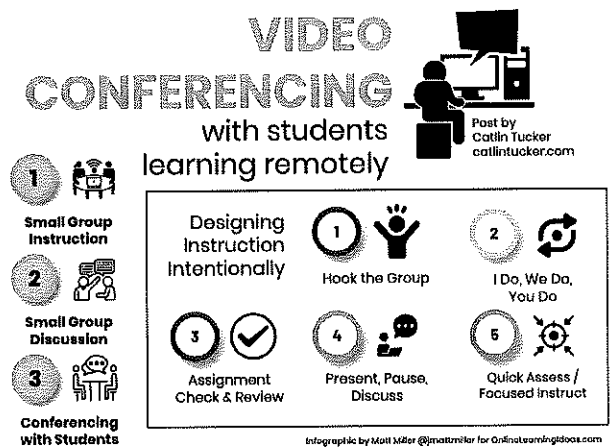
- [Google Meet Expectations for Students](#) (Document)
- [Google Meet Expectations for Students](#) (Visual)
- [Google Meet Expectations for Parents and Guardians](#)

## Tips for an Effective and Engaging Google Meet

- **Have a clear background free from distractions.** When setting up your Google Meet location make sure there is nothing in the background that will be distracting. Ideally, you want a plain, distraction-free background that allows you and your lesson to take center stage.
- **Make sure the camera angle is straight and stable.** Make sure your laptop or webcam is stable and pointing straight ahead so you avoid any strange angles. Try not to be too close or too far away from the camera as this may also affect the audio.
- **Use headphones and a microphone when possible.** Ideally, the use of headphones will allow you to clearly hear any questions that students may ask. A built in microphone will also ensure the clarity of the audio for students (for example, iPhone headphones have built-in microphones).
- **Limit interruptions.** Consider hanging a sign on the door to the room in which you are hosting the Meet that reads "In a Google Meet with students" to minimize interruptions.
- **Resources are ready to be shared when required.** If you have resources that you want to share with students during a Google Meet, make sure that you know where they are on your desktop, which includes clear file names for items that have already been uploaded to Google Classroom, or present them on your screen before you start.

## Whole Group Instruction

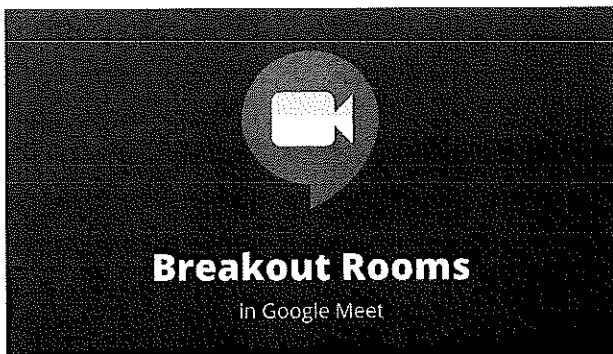
Whole group instruction should be used to take daily attendance and build community with students in a way that supports social-emotional learning. Developmentally appropriate pedagogy should be used for a variety of check-ins, whether at the start, middle or end of class. Teachers should also use a whole group format to introduce daily learning objectives and present mini lessons during which they model the application of new skills and/or share new concepts or content using direct instruction.



## ***Small Group Instruction***

Teachers should host a series of Google Meet sessions throughout the day focused on different skills or topics. These online sessions are an excellent way to continue teaching and connecting with learners. As you think about hosting your Google Meet, approach the design of this time with intention. Structuring a small group instruction session will help to engage students and make the experience more meaningful for them. It is essential to build in time for them to discuss information and ask questions. If you are **planning** to use video conferences to simply transfer information (e.g., lectures or mini-lessons), it is suggested that you create a video recording and allow students to self-pace through that video. Then the valuable and limited time you have with students in a Google Meet session can be spent on more hands-on, collaborative, and engaging tasks.

## ***Breakout Rooms***



In a virtual learning environment, asking students to turn to a neighbor to discuss a concept or answer a question becomes difficult and confusing. However, using Google Meet Breakout Rooms, you can still facilitate partner and group work. Breakout rooms divide Google Meet participants into groups, splitting them into smaller “rooms” within the larger meeting where they can interact with each other. Students

have reported feeling more motivated when asked to directly participate in synchronous remote classes, and many students are more comfortable engaging online in a smaller group than in front of the whole group. Learn more about how to create [Google Meet Breakout Rooms](#).

## ***Conferencing with Students***

Conferencing online with students about their goals, progress, questions, and concerns is a powerful way to use video conferencing capabilities. Teachers can create a schedule of timeslots using an online calendar, like Google Calendar, to allow students to sign up for 5-minute conferencing sessions. Goal-setting activities can guide conferencing sessions about student progress. You can use the [SMART](#) goal format to get students thinking about what they want to achieve in a week, month, trimester or marking period.

## ***Recording Direct Instruction***

Teachers may prepare recorded components of direct instruction ahead of time to share in their Google Classroom for students learning asynchronously or for future reference.

ScreenCastify is the district recommended tool for prerecorded video. There is also a feature to record a session in Google Meet. An educator may create content in this environment and share it at a later time.

Educators who would like to record their direct instruction with students participating in a Google Meet must be guided by the governance of student privacy laws. When recording, it is required that the focus only be on the direct instruction component presenting "your entire screen." No student faces or names should be presented in audio or video format. Teachers can use the "Pin" feature to pin themselves to the screen. In the event that a student face is visible, posting a recording will require that you get permission from the participants. Sessions featuring anyone other than the instructor should not be shared.

## Google Classroom Environment

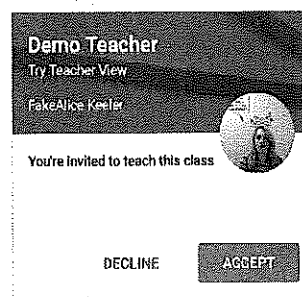
### ***Creating and Sharing Google Classrooms***

All 2019-20 Google Classrooms have been archived. You are able to “unarchive” any classroom you wish by locating the archive section of Google Classroom. Please note once you unarchive a class students and teachers in that classroom will have access.

Google Classrooms for all homeroom, special area, and activity teachers will be created using LittleSis. All students will be preloaded into these Google Classrooms prior to the start of school. If they are not, you can send students a classroom code to have them join. Some teachers will need to have Co-Teacher access.

Some Suggestions:

- Inclusion
- ESL
- Basic Skills (Local and Title I)
- Paraprofessionals
- Tech Teacher
- Administration



Classrooms will be in a pending state until you accept them within Google Classroom. You can choose to accept or decline any of the created Classrooms. Guardian email addresses between Genesis and all Google Classrooms will be added. Students will only see Classrooms that you have accepted. You can choose to accept some classrooms now and leave others in a pending state until you need to use them. For instance, you may want to accept Q1 classes now and leave Q2, Q3 and Q4 classes pending until later in the year. For Elementary classroom teachers, you will see a classroom created for every subject as that is how the schedule is built in Genesis. You could choose to only accept the Homeroom class so you students only need to navigate to a single Google Classroom during the day.

### ***Stream vs Classwork Page***

Google Classroom has separate tabs for Stream, Classwork, and People which simplifies the organization of each component. The “Stream” is the homepage that appears when a user logs in to the Google Classroom and it displays a series of chronological posts. You can announce things on the Stream; however, that is not a place students are guaranteed to find and read your announcements. As new posts are created, the announcements get pushed down.

The Classwork page provides teachers with a definitive space to post assignments and raise questions with the option of creating topic modules for ease of organization. Since the function of the About tab changed with the Classroom update last year, teachers can utilize the topics

function to post a syllabus or class resources. Topics can be moved up or down allowing the user to arrange the page in the order most conducive to the class. This feature allows students to locate assignments faster.

## **Themes**

To make your Google Classroom more visually appealing to your students, you can change the visual theme to one of Google Classroom's standard themes. Modifying the theme not only changes the background image, but also the color scheme throughout your class. You can also upload your own photo to serve as the background image for your class. When you upload a photo, the color scheme of the class also changes to match

Follow these steps:

- On the Stream page of your class, click Select Theme at the right.
- In the Gallery dialogue box that appears, click either the Gallery or Patterns tab. Basically, Gallery gives you photos or artwork to use as your background image, and Patterns gives you some abstract designs to choose from.
- Click the theme you want and click Select Class Theme. The visual theme of your class changes to what you chose.

Follow these steps to upload your own photo:

- On the Stream page of your class, click Upload Photo at the right.
- In the Gallery Upload dialogue box, either drag and drop a photo from your hard drive or click Select a Photo from Your Computer to navigate to the photo you want to use.
- After your photo uploads, you see it displayed with a crop box overlay. Use the corners of the crop box to adjust the size of the box (see Figure 2).
- When you're ready, click Select Class Theme. The visual theme of your class changes to the photo you uploaded.

## Topics

If your classwork page were a filing cabinet filled with folders, what labels would fit best as descriptors on those tabs? There are a variety of organizational structures that can be modified very easily. Topics are so easy to rename, add and delete. In a matter of minutes, you can switch to a brand new organizational structure if one isn't working for you. Here are some examples of structures that can be used:

### Sort by Day/Week

You can create a new topic for each day/week, either naming them "Week #1," or naming something like, "Sept 10th" After several weeks of school this may start to become overwhelming. Consider regrouping lessons later by Month or Marking Period.

**Week of Sept 3-7**

Edgar Allan Poe Author Study  
No due date  
Posted 12:45 PM

---

**Week of Sept. 10-14**

Tell Tale Heart Digital Story  
No due date  
Posted 12:45 PM

---

**Week of Sept 17-21**

What was the theme of "The Raven?"  
No due date  
Posted 12:46 PM

Poe Exam  
No due date  
Posted 12:46 PM

### Sort by Lesson/Unit

To organize by unit of study, teachers create topics for each unit and put all of the assignments for that particular unit under that topic.

**Unit 1: Civil War**

#001 The Battle of Gettysburg Digital Story  
Due Aug 24  
Posted Aug 10 (Edited Aug 10)

---

**Unit 2: World War I**

#002 World War I Research Project  
Due Aug 20  
Posted Aug 10 (Edited Aug 10)

---

**Unit 3: World War II**

#003 World War II Essay and Presentation  
Due Aug 31  
Posted Aug 10 (Edited Aug 11)

#004 Unit 1 Test  
Due Sep 28  
Posted Aug 10 (Edited Aug 10)

### Sort by Subject or Topic

Organizing by subject area seems to be the most logical for elementary teachers who teach multiple subjects.

**Language Arts**

Silent Sustained Reading  
No due date  
Posted 1:01 PM

---

**Math**

Math Hygiene  
No due date  
Posted 1:01 PM

---

**Science**

Science Lab  
No due date  
Posted 1:02 PM

---

**Social Studies**

Multi-Cultural Project  
No due date  
Posted 1:02 PM

### Sort by File Type

In this method, teachers organize assignments by the type of work, like "Daily Work," "Projects," "Tests," etc. Remember to keep it student-friendly for the age group you teach.

**Bell ringers**

#005 - Bell Ringer  
Due Aug 24, 8:30 AM  
Posted Aug 22

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**Daily Work**

#006 - Essay  
Due Aug 24, 11:59 PM  
Posted Aug 22

---

**Classroom Materials**

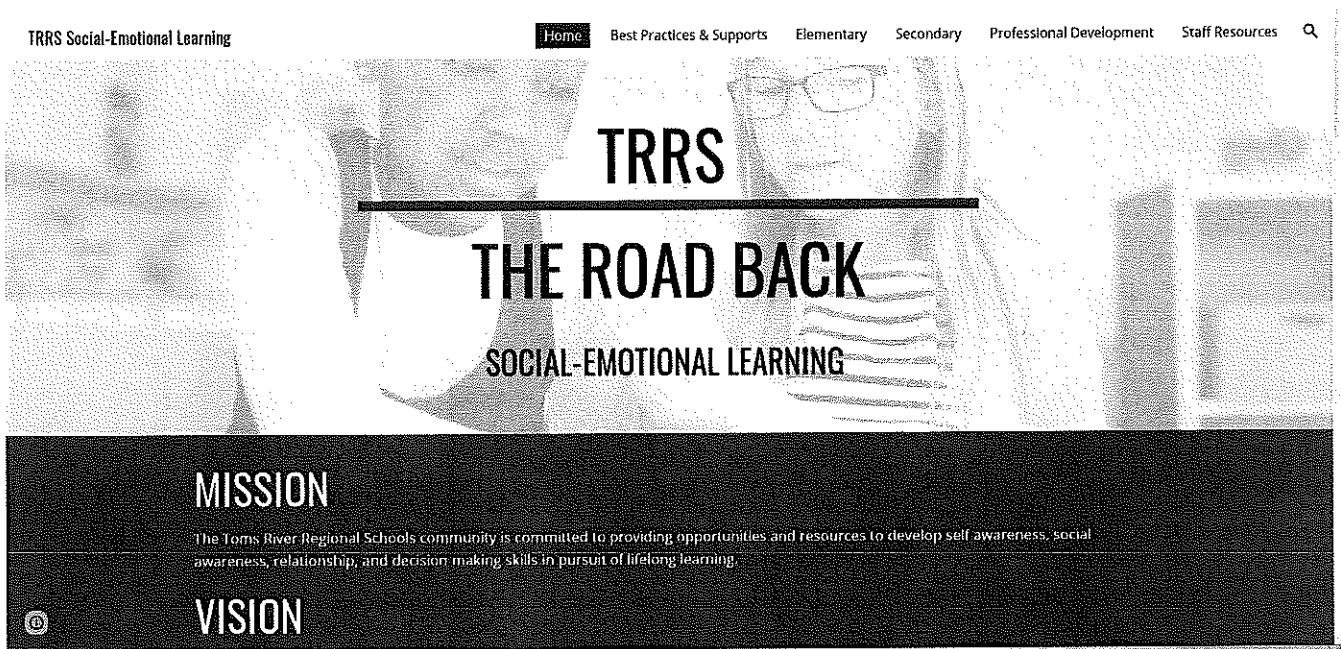
Syllabus  
No due date  
Posted Aug 10

What is your favorite color?  
No due date  
Posted Aug 18

# TRRS Social and Emotional Learning Website

**Click Here to Access the Website**

“In order for young people to engage and learn, we need to create environments that promote a positive sense of well-being and healthy connections between peers and with adults. Focus first on secure relationships and emotional safety, and prioritize social and emotional competence alongside academics as fundamental to quality education,” (CASEL, 2020). A social and emotional resource page has been developed to house information and tools dedicated to supporting our students and selves. For more information, please visit the website.



## TRRS Mental Health and Resiliency Website

**Click here to Access the Website**

Toms River Schools is dedicated to meeting the needs of the whole child by increasing our students' protective factors against substance abuse and empowering our students to make positive and healthy life choices in the face of adversity and peer pressure to foster their ability to learn and achieve academic success. Toms River Regional Schools' students will develop self-awareness and a strong social network to build a positive self-image, enabling them to make good choices and continue to develop coping skills and strategies to increase resiliency.

This website provides resources to assess and monitor the mental well-being of students and staff. It also provides a tiered system of interventions to support students and staff with self-care and wellness procedures.

The screenshot shows the homepage of the TRRS Mental Health and Resiliency Website. At the top left, the page title is "Mental Health and Resiliency". A navigation menu at the top includes "Home" (highlighted), "Assess & Monitor Mental H...", "Tiered Interventions", "Self-Care & Wellness Proce...", and "Additional Resources" with a search icon. The main content area features a large, stylized background image of a road. Overlaid on this image is the text "TRRS" in a large font, followed by "THE ROAD FORWARD" in a larger, bold font, and "MENTAL HEALTH & RESILIENCY" in a smaller font below it. Below this graphic, the "MISSION" section is visible, with the text: "Toms River Schools is dedicated to meeting the needs of the whole child by increasing our students' protective factors against substance abuse and empowering our students to make positive and healthy life choices in the face of adversity and peer pressure to foster their ability to learn and achieve academic success." The "VISION" section is partially visible at the bottom left.

## Assessment

### **Visual Google Meet Assessments**

- **Yes/No cards**—The teacher will ask a question. Students respond by holding up the appropriate card, whether they know the answer or not. In this way, they self-assess their assuredness on a topic. The teacher reviews what is needed, or gives differentiated help to those in need.
- **Thumbs up/Down**—This works the same as Yes or No cards. Instead, students just use their thumbs (like at the end of a Roman Coliseum show).
- **1-2-3 Fingers**—This works the same as color cards. Students hold fingers up to respond:
  - 1 finger (Lost)
  - 2 fingers (Not quite lost, but searching)
  - 3 fingers (Understood completely)
- **Color Cards**—Students rate their knowledge:
  - Red (I'm completely lost)
  - Yellow (Slow down, I'm struggling a bit)
  - Green (I've got it, it's all good)

### **Verbal Google Meet Assessments**

- **Dramatic Interpretation**—Enact scenes from a book or any concept for that matter. Imagination is the ticket here.
- **Misconception Check**—The teacher states a common misconception about a topic. Students agree or disagree, and discuss.
- **Invent a Quiz Question**— Have students write on & hold up their white board. Questions will reflect what students walked away with/thought was important from the lesson.
- **30 Whip Around**—Each student (either in order of assigned number or in alphabetical order) provides a description of the learning takeaway in 30 seconds or less.

### **Articles About Formative Assessment**

- [21 Quick Formative Assessment Tools That Make Learning Fun](#)
- [10 Assessments You Can Perform In 90 Seconds](#)
- [27 easy formative assessment strategies for gathering evidence of student learning](#)

## ***Administering Diagnostic Assessments in a Virtual Environment***

Although having students take assessments at home is indeed different, it is certainly possible to do successfully. Use the following considerations, tips, and ideas to set your students and families up for success when proctoring assessments at home.

Consider the following when administering assessments in a virtual environment:

- Understand Your School's Guidance
  - When will you assess your students?
  - What supports are necessary for special populations/accommodations?
  - What are the expectations for proctoring and monitoring?
- Get Organized
  - Create a schedule to share with families.
  - Review the accuracy of class rosters.
  - Confirm the assessment has been assigned.
- Collaborate with Families
  - Communicate with families about the assessment and their role supporting students.
  - Be specific about what support families should and should not be provided.
- Prepare and Motivate Students
  - Prepare students to take the assessment. Explain to students why they are taking the assessment, how it will support them, and how it works.
- Track Completion
  - Use status reports to track students' progress if available. Check for any alerts and address them as needed.
  - Proctor students' test-taking in real time, using a Google Meet, either in whole or small group settings.
  - View student screens while they are signed in to Chrome with their school accounts using Securly classroom.
  - Secure District Chromebooks (only) in Locked Mode when creating a Google Form.
  - Celebrate students once the assessment is complete. Share data with students individually so they can internalize results, set goals, and get motivated.

More tips for administering assessments at home for leaders, students, and families can be found here on [iReady Central](#).

## Addressing the Needs English Language Learners

<b>Elementary All Virtual Model</b>	
Model	<b>Daily, small group instruction through Google Meets</b> <b>Sheltered Instruction Model: Daily ESL Instruction</b> (Pull-out through Google Meet), Support by the classroom teacher
Time	40 mins <ul style="list-style-type: none"> <li>○ Schedule based on the Elementary Virtual School Day plan, during the morning or afternoon, when the classroom teacher is meeting in small groups with other students.</li> <li>○ Language and content area support</li> <li>○ Support classroom teacher's planning and develop scaffolds for ELLs</li> </ul>
Title III ESL Basic Skills	ESL Basic Skills (all virtual): one teacher per ESL building <ul style="list-style-type: none"> <li>○ Provides small group instruction to students in the morning or afternoon (25 min)</li> <li>○ 95 sessions</li> </ul>

<b>Digital Content Area Teaching Resources</b>	<b>Technology Resources</b>
BrainPop Suite Learning A-Z, RazKids ELL, Vocabulary A-z, Writing A-Z, Science A-Z Scholastic Magazine (online login)	NearPod Premium FlipGrid EdPuzzle Screencastify PearDeck Youtube.com Kahoot G-Suite

<b>Supports for ELLs</b>	
Academic	T3 funds will purchase manipulatives, school supplies, and provide paper copies when necessary <u>ELL Modifications and Resources</u>
Socioemotional	SEL activities daily Night option SEL events per building (dance parties, BINGO, etc)
Family	Family nights (3)

	Digital Family Newsletter Class DoJo and Remind in home language Translation Virtual Parent Meetings
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**Intermediate North ESL**

<b>Virtual</b>	
Model	Pull-out/SEI (Google Meets)
Time	ESL/ELA - one period/day Google Meet ESL Academic Activity - one period/day (Google Meet Break-out sessions) <ul style="list-style-type: none"> <li>o PBL activities</li> <li>o Collaborate with content area teachers to modify lessons and assignments</li> </ul>
Title 1 ESL After School Academic Support Program	Virtual Model: Google Meets <ul style="list-style-type: none"> <li>o Provides virtual small group instruction to students after school for 45 minutes, 4 days/week</li> <li>o Begins October</li> </ul>

<b>Digital Content Teaching Resources</b>	<b>Technology Resources</b>
BrainPop Suite Learning A-Z, RazKids ELL, Vocabulary A-z, Writing A-Z, Science A-Z Scholastic Magazine (online login) LearningAlly	NearPod Premium FlipGrid EdPuzzle Screencastify PearDeck Youtube.com Kahoot G-Suite

<b>Supports for ELLs</b>	
Academic	T3 funds will purchase manipulatives, school supplies, and provide paper copies when necessary All novels-T3 funds will provide paper copy to each student <u>ELL Modifications and Resources</u>

Socioemotional	SEL activities daily Night option SEL events per building (dance parties, BINGO, etc)
Family	Family nights (3) Digital Family Newsletter Class DoJo or Remind in home language Translation Virtual Parent Meetings

### High School North ESL

Virtual	
Model	Pull-out/High Intensity (Google Meet)
Time	ESL/ELA - one period/day ESL Tutorial - one period/day in person After school ELL academic support <ul style="list-style-type: none"> <li>○ Collaborate with content area teachers to modify lessons and assignments</li> </ul>
T3 ESL After School Academic Support Program	All virtual: ESL Teacher <ul style="list-style-type: none"> <li>○ Provides virtual small group instruction to students after school for 45 minutes, 4 days/week</li> <li>○ Begins October</li> </ul>

Digital Content Teaching Resources	Technology Resources
BrainPop Suite Scholastic Magazine (online login) LearningAlly	NearPod Premium FlipGrid EdPuzzle Screencastify PearDeck Youtube.com Kahoot G-Suite

Supports for ELLs	
Academic	T3 funds will purchase manipulatives, school supplies, and provide paper copies when necessary

	All novels-T3 funds will provide paper copy to each student <u>ELL Modifications and Resources</u>
Socioemotional	SEL activities daily Night option SEL events per building (dance parties, BINGO, etc)
Family	Family nights (3) Digital Family Newsletter Class DoJo or Remind in home language Translation Virtual Parent Meetings

### Identification of ELLs

<b>Identification of ELLs</b>	
<b>Home Language Survey</b>	All students complete HLS within registration packet (Translated versions available)
<b>Screening Process Based on Provisional Process During Covid-19 and Standard Process</b>	<p><u>NJDOE Guidance August 2020</u></p> <p><b>Provisional ELL Status</b></p> <ol style="list-style-type: none"> <li>1. Interview parents and student(s) in person, by telephone or virtually, consistent with the district's reopening plan, if feasible, when a language other than English is indicated.</li> <li>2. Review past school records, if available, including past state test scores or district administered assessments.</li> <li>3. Assign an "informal" designation of ELL, if applicable (Do not enter data into NJSMART in the ELLIdentificationDate field). <i>ESL Flag but <b>NO</b> Tracking Information in Genesis</i></li> <li>4. Provide a LIEP (e.g., ESL) consistent with a district's reopening plan and administer the screener as soon as feasible.</li> </ol> <p><b>Standard Process</b></p> <ol style="list-style-type: none"> <li>1. Interview parents and student(s) in person, by telephone or virtually, consistent with the district's reopening plan, if feasible, when a language other than English is indicated.</li> <li>2. Review past school records, if available, including past state test scores or district administered assessments.</li> <li>3. Use the <u>WIDA Model</u> to test student in-person following social distancing guidelines</li> <li>4. Assign formal designation of ELL</li> </ol> <p><b>WIDA Remote Screener K-12</b></p> <ol style="list-style-type: none"> <li>1. Is available for Grades K-1 (Grades 2-12 Remote Screener launches August 2020)</li> <li>2. Is designed to test oral language only</li> <li>3. Takes approximately 10 minutes to administer</li> </ol>

	<p>4. If a student is identified, the identification date should be entered in NJSMART in the ELLIdentificationDate field consistent with the definition of the data element in the SID Handbook. <i>Assign ESL Flag and Tracking Information in Genesis</i></p>
<b>Parent Notification</b>	<ol style="list-style-type: none"> <li>1. Parents receive communication in a language they can understand.</li> <li>2. Title I Parental Notification requirements, such as why a child is identified as an ELL and why a child needs to be placed in a language instructional educational program, still are in effect for the 2022-2023 school year during remote, hybrid or in-person instruction.</li> <li>3. No later than thirty (30) days after the beginning of the school year, must inform the parent or parents of an English language learner (ELL) student that their child has been identified for participation in a language instructional educational program.</li> <li>4. During mandated school closures due to COVID-19, some elements of the parental notification requirements may be provided to parents in a slightly different format. For example, the child's level of English proficiency, and how such level was assessed, for identification or exiting will indicate an observation of language proficiency versus an actual test score.</li> </ol>

**Sheltered English Instruction Training/ Staff Professional Development**

<b>Sheltered English Instruction: Tools and Resources to Support ELLs in a Virtual/Hybrid Setting</b>	
<b>SEI Online Course Through Stockton</b>	<u><a href="#">Paid Opportunity for Teachers to become SEI Trained</a></u>
<b>Trauma-Informed Practices for ELLs</b>	<u><a href="#">Creating a Trauma-Informed Environment for ELLS</a></u>
<b>Translation Screencastify for Google Products:</b>	<ul style="list-style-type: none"> <li>● <u><a href="#">How to translate Google Docs</a></u></li> <li>● <u><a href="#">How to translate Google Slides Common Languages (uses Google extensions)</a></u></li> <li>● <u><a href="#">How to translate Google Slides Less Common Languages (uses Google extensions)</a></u></li> <li>● <u><a href="#">How to translate Google Sheets (uses Google extensions)</a></u></li> <li>● <u><a href="#">Translation for Google Classroom</a></u></li> </ul>
<b>Setting Goals:</b>	<u><a href="#">Goal Setting Video Archive for Students</a></u>
<b>Using RazKids</b>	<u><a href="#">Screencastify: How to use RazKids ELL</a></u>

<b>Virtual Supports for Learning</b>	<u>Tools for Supporting ELLs in a Virtual Setting - Slide deck with modules</u>
<b>Creating/Modifying Lesson Plans for ELLs (Classroom Teachers)</b>	<u>Sample creation of Grade 2 lesson</u> <u>Sample Grade 2 lesson</u>
<b>FlipGrid</b>	<ul style="list-style-type: none"> <li>● <u>Using Whiteboard and Screenshare mode in FlipGrid - Screencastify</u></li> <li>● <u>Using FlipGrid to Engage and Assess - Screencastify</u></li> <li>● <u>Creating FlipGrid Topics from lesson plans - Screencastify</u></li> </ul>
<b>Creating Digital Learning Resources for ELLs</b>	<ul style="list-style-type: none"> <li>● <u>Creating Visual Vocabulary Sheets- Screencastify</u></li> <li>● <u>Building Background Knowledge in a Virtual Setting - Screencastify</u></li> <li>● <u>Background Knowledge example doc</u></li> <li>● <u>Grammar Posters</u></li> </ul>
<b>Digital Learning Resources &amp; Supports for ELLs</b>	<ul style="list-style-type: none"> <li>● <u>Anchor Chart Folder</u></li> <li>● <u>Graphic Organizer Folder</u></li> <li>● <u>Sentence Frame Folder</u></li> <li>● <u>Visual Word Wall Folder</u></li> <li>● <u>Reading Comprehension Bookmarks</u></li> </ul>
<b>Newcomer ELLs</b>	● <u>Newcomer Resources Folder</u>
<b>Classroom Environment</b>	<ul style="list-style-type: none"> <li>● <u>Creating a Classroom Environment that Supports ELLs- Screencastify</u></li> <li>● <u>Classroom Environment Google Slides</u></li> </ul>
<b>Vocabulary Practice</b>	● <u>Online vocab games</u>
<b>Accountable Talk</b>	<ul style="list-style-type: none"> <li>● <u>Accountable Talk Sentence Stems</u></li> <li>● <u>Accountable Talk Speech Bubbles</u></li> </ul>

### **Family Involvement/Communication**

<b>Family Involvement</b>	
<b>District Family Nights/PAC Meeting</b>	3 virtual events, dates TBD
<b>ESL Newsletter</b>	Digital newsletter for parents created using Smore.com
<b>Building-based</b>	ESL Teachers
<b>Google Classroom</b>	Frequent communication/progress reports
<b>YouTube Channel</b>	Tutorials/Live Streams

<b>Translation</b>	
<b>School/District Translation</b>	<ul style="list-style-type: none"> <li>● Live translators available for parent virtual meetings</li> <li>● Interpreters available for CST virtual meetings</li> <li>● Translated district communications including letters, broadcasts, and recorded messages, etc.</li> <li>● Access to translated materials and resources on the website</li> <li>● Translated Parent Virtual Handbook</li> <li>● Documents and forms translated for parents</li> <li>● Tutorials for parents in English and Spanish</li> <li>● All schools will use smore.com to create school based newsletters which can be translated into over 50 languages</li> <li>● Each school, Central Registration, Transportation, and District Offices have Pocket Talk Translation Devices</li> <li>● District account to Language Line Translation Service</li> </ul>

### **Guidance and Child Study Team Roles & Responsibilities**

Guidance and CST staff members play an important role in supporting students in a virtual learning environment. To ensure a child's well-being and educational experience is enriched, these staff members can provide a number of SEL and well checks with their students as part of the everyday responsibilities that accompany their respective roles.

#### ***Guidance Responsibilities:***

- Provide emotional and academic support to students/parents/guardians as necessary. Direct families to related resources as needed.
- Meet with students virtually, as necessary, with groups you are running as well as info sessions you may be providing.
- Communicate and assist building administration and teachers for student updates, progress and/or concerns.
- Communicate as necessary with the Child Study Team for student updates/progress/concerns.
- Communicate as necessary with parents/guardians regarding all concerns related to their child's academic progress, attendance and well-being.
- Communicate with all committees and attend all meetings of which you are members (HIB, I&RS, Attendance, Discipline, etc.).
- Attend all virtual meetings to which your attendance is requested.
- Participate in student/parent/guardian virtual conferences as necessary.
- Answer all email/phone calls/requests in a timely fashion.
- Monitor new student enrollment and process new registrants in a timely fashion. Review and evaluate all transcripts.
- Monitor all student withdrawals and assist as necessary.
- Monitor students academic progress through teacher communication and Genesis Gradebook.
- Monitor Option-2 students and their academic progress.

- Monitor all CAP and Co-Op students, including updates on current placement, placement status, and progress.
- Monitor and communicate with all vocational students for current status and updates.
- Monitor and communicate with Advanced Placement students and teachers for current status, as well as providing updates and information as necessary.
- Monitor and assist with all military requests from the Armed Services.
- Monitor and communicate with students currently enrolled in dual enrollment with Ocean County College, including academic progress and status.
- Monitor and communicate with students/parents/guardians that are identified as homeless/displaced for updates and current status.
- Monitor college application progress, provide updates as necessary, deadline information, and other pertinent information as it pertains to all applicants.
- Monitor and communicate with students/parents/guardians regarding all post-secondary virtual event opportunities.
- Monitor scholarship information and application process, provide updates as necessary, deadline information, and other pertinent information as it pertains to all applicants.
- Monitor and communicate with students/parents/guardians regarding financial aid updates and opportunities.
- Monitor and review all student schedules for proper placement and enrollment.
- Monitor all seniors and review/complete the necessary senior checklist.
- Monitor all seniors in danger of failing and follow seniors in danger of not graduating procedures.
- Monitor all students in danger of failing and communicate with students/parents/guardians as necessary.
- Initiate and lead all virtual student/parent/guardian/teacher conferences as necessary.
- Monitor all student transcripts, especially seniors, for accuracy, including updated grades from summer school participation.
- Monitor requests for working papers and assist/process as necessary.
- Monitor and communicate with students/parents/guardians Collegeboard information pertaining to updates, changes, and all accommodations that pertain to SAT's, Subject Tests, PSAT/NMSQT testing, and AP testing.
- Monitor and communicate with students/parents/guardians ACT information pertaining to updates, changes, and accommodations that pertain to ACT testing.

### ***CST Responsibilities***

- Hold virtual IEP meetings (IDMs, 30 day move-ins, annual review, amendments, reveal planning, reveal eligibility, assess review, and other parent requested meetings).
- Schedule meetings and evaluations within appropriate timelines. Keep track of due dates and compliance.
- Process, track, and upload paperwork.
- Write IEPs.
- Communicate with teachers and related service providers regarding student data and progress. Consider any IEP updates, as appropriate.
- Assist teachers with accommodations and modifications for their special ed students.

- Observe and/or check in on students.
- Advocate for students -including providing resources, emotional support, or connecting them to other professionals/supports.
- Work with parents to address IEP or home concerns. Possibly recommending additional supports- such as BCBA consult, outside agency connections, counseling, Perform Care.
- Determine if evaluations should be conducted virtually or in person. Prioritize evals, including past due evaluations from the spring, and follow outlined procedures to complete assessment in the virtual or in person setting.
- Complete department expectations of updating current and 21-22 projection charts, logging ESY 2021 information, completing transportation forms, SEMI logging, DLM/NJSLA testing paperwork, and other department organizational paperwork.
- Communicate with previous or future case managers during transition years to ensure a successful transition.

### **Accelerated Learning Opportunities During Virtual Learning**

All accelerated learning programs that are provided during in person instruction will continue in the event remote instruction needs to take place. Separate Google Classroom will be created for accelerated learning programs and all teachers will provide students with active google meet links

This includes:

- Local Basic Skills
- Title III ESL Basic Skills
- Title I Basic Skills
- Title I ESL Afterschool Support
- ACCEL Extended Day Program
- Credit Recovery

### **Senior Credit Recovery**

The Toms River Regional School District is committed to its students and their overall academic success and well being. In recognizing that this school year has presented unique challenges that have negatively impacted some of our students and their overall academic achievement, we are proud to extend an opportunity to our current senior students who are at-risk for failure to graduate from high school to participate in a credit recovery program during the 4th marking period.

All classes are scheduled to meet outside of regular school hours virtually through Google Meets facilitated by our own TRRS teachers. The program will be held on Tuesdays and Thursdays, from April to June, with courses running during two sessions on each day: Session 1: 2:00-3:00 PM; Session 2: 3:15- 4:15 PM. We are excited to offer this opportunity to students who need the extra support in meeting their graduation requirements during this pandemic recovery period. In the event of school closure these classes will be held remotely using Google Classroom/Meet.

## Extra-curricular Programs

Extra-curricular clubs will continue to meet using Google Classrooms and Google Meets. Students and Club Advisors will modify club activities based on health and safety guidelines, or conduct events virtually when possible

Athletic teams will continue to practice and compete regularly following the state and local health and safety guidelines and sanitization protocols. Teams will practice in modified sessions where students are assigned to pods.

## Professionalism in the Virtual Environment

Professionalism is the conduct, behavior and attitude of someone in a work or business environment. A person doesn't have to work in a specific profession to demonstrate the important qualities and characteristics of a professional. Professionalism leads to workplace success, a strong professional reputation and a high level of work ethic and excellence. As educators we possess and exhibit professionalism each and every day to our students and our community. This is not a new phenomenon; however, how do we continue what we already know about and demonstrate with our professionalism in a virtual environment? The following guidelines will assist you with being the professional you already are:

- Appearance and attire should be presentable and professional.
- Be punctual and reliable:
  - be on time to Google Class Meets.
  - respond to student and parent/guardian questions as soon as possible (and have a system for documenting correspondence).
- Be prepared, structured and organized and your daily lessons will proceed as planned.
- Patience is essential as our students, parents/guardians, community and yourself navigate through this new learning environment.
- Maintain your poise and keep calm when issues arise.
- Maintain professional demeanor; communicate with confidence.

## Student Privacy in the Virtual Environment

Students are protected by three pieces of governance:

- CIPA, the Children's Internet Protection Act governs the filtering of Internet access; acceptable use; and digital citizenship education.
- COPPA Children's Online Privacy & Protection Act governs the collection, use, and disclosure of personal information collected from children under age 13.
- FERPA Family Educational Rights and Privacy Act protects the privacy of student education records.

They are addressed in Toms River Regional Schools by network safeguards put in place by the Technology Department, Policies for the Acceptable Use of Technology for both educators and students, and permissions granted at the start of the school year indicated by user flags next to each student in Genesis identifying whether they have photo permissions and have signed off on access to virtual learning tools. Tools beyond those identified may require written family permission for students under the age of thirteen or if a request for an exception be made for specific tools.

### **Loss of Internet/Power Outages**

“The best laid plans...”; think about how often we create a well thought out plan but ultimately something goes wrong. The virtual environment is no exception; so what do you do if there is a loss of internet service and/or total power outage? These two issues can be handled in a variety of ways:

District-wide issues:

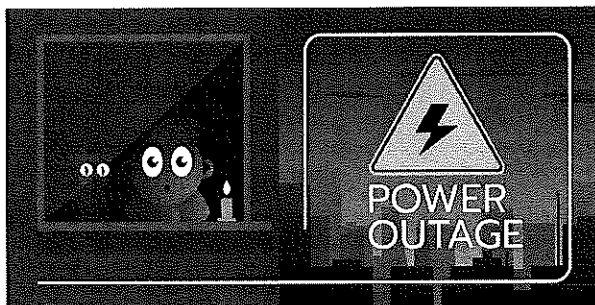
- If there is a widespread issue the district will most likely release a robocall (as soon as possible).

In the event the outage is more individualized (yourself):

- Switch to an alternate device like your cellphone
- Contact your supervisor immediately to make them aware of the situation.
- Have an alternate way to communicate with your students/parents.
  - Class Dojo (Grades k-5)
  - Remind (Grades 6-12)
- Have your supervisor and/or principal post a message and your alternate plans in your Google Classroom.
- Join the Classroom as soon as your internet/power is restored.

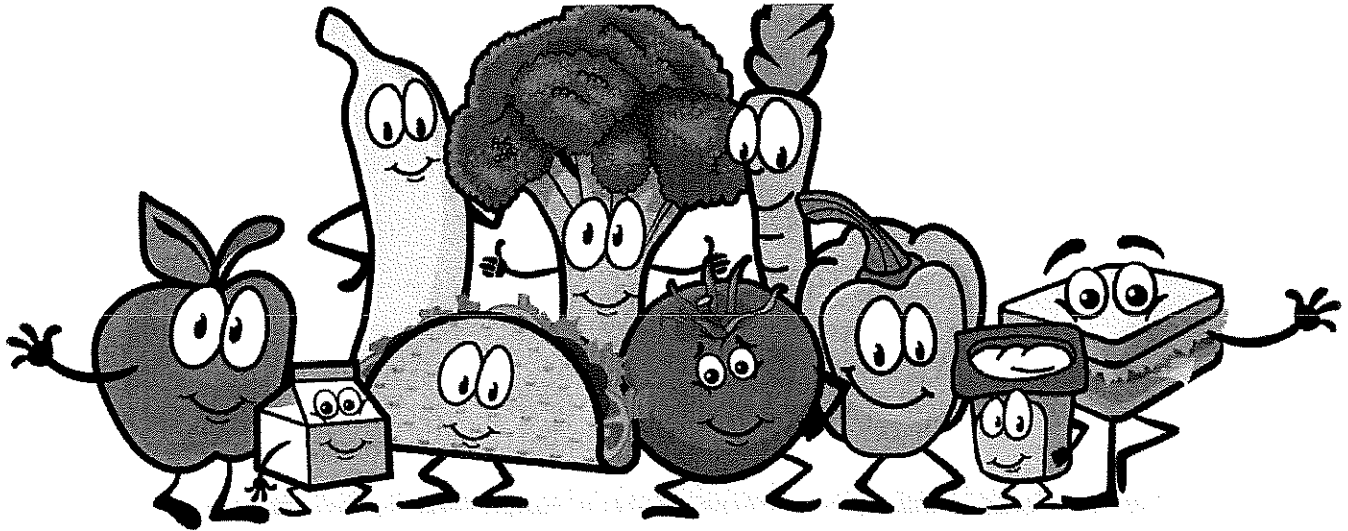
In the event it is students who experience this issue:

- Be flexible.
- Have an alternate way to communicate with your students/parents to assure them you understand and they can join the Google Classroom as soon as they are able.



## Safe Delivery of Meals Plan

The Toms River Regional School District has established strategically located feeding centers to distribute food throughout the school community when we are in a remote learning model. Shelf-stable meals will be provided to our qualifying students. Communication via robo calls, emails, parent newsletters, and information located on our website will support appropriate dissemination of information.



# Food Services

## Essential Employees

The Toms River Regional Schools lists the following Department personnel as 'Essential' at the time of a transition to remote or virtual instruction:

- Maintenance
- Custodial
- Facilities
- Security
- Technology
- Food Services

## Maintenance of Buildings

### **Cleaning and maintaining healthy facilities, including improving ventilation**

Air scrubbers will be placed in each classroom space and all unit ventilators that provide fresh air intake with a Bio-Protect application designed to protect against highly contagious viruses such as COVID-19, influenza, and MRSA. Furthermore, the district has purchased the iWave-C. iWave-C technology is a self-cleaning, bi-polar ionization generator for actively treating a building's air quality.

Due to the ongoing pandemic, the Toms River Regional Schools District is updating and implementing our custodial plan with three primary focal points to provide the school community with safe and clean school facilities.

The three primary areas of focus are:

- **Cleaning during school closures-** Providing typical restorative summer cleaning services to prepare our facilities for the return of students, teachers, and staff in the fall. These tasks are outlined below, are standard, and are completed each summer.
- **Routine disinfection for In-person (teacher) Virtual Instruction-** Disinfecting and sanitizing of touchpoints (high-touch areas) during and after work hours to maintain a safe environment for teachers and help reduce the spread of germs, virus, and other potential contaminants. This process would begin when students and/or staff return to school.
- **Routine daily cleaning and disinfection-** Comprehensive cleaning and disinfection to be completed during off hours to further reduce potential spread of any bacterial and viral pathogens.

*See below for details on the above three focus initiatives.*

### **Cleaning During School Closures**

TRRS custodial staff provides deep cleaning, floor restoration, and maintenance in preparation for the school year. These services will be provided (as listed below) while continuing to maintain safe working conditions per the current CDC guidelines and recommendations. Staff members have been instructed to, and will continue to practice social distancing, wear provided PPE when appropriate (including but not limited to face masks, gloves, and eye protection). PPE will also be made available to staff. The custodial staff will be providing the following services:

#### **Routine deep cleaning (top to bottom):**

- Ceiling tiles: remove and replace stained, damaged, missing tiles
- Return air vents and air supply diffusers dusted and cleaned
- High dusting: cobwebs in corners, dusting of high ledges, surfaces, light fixtures, light diffusers (lenses)
- Walls, glass, and white/blackboards
- Casework including counters, cabinets, sinks, and fixed furnishings: surfaces cleaned and disinfected, doors and drawers cleaned and checked for

functionality, pencil sharpeners, soap, hand sanitizer, paper towel dispensers, mounted, secured, functional

- Touch-point cleaning: high-touch components including but not limited to telephones, light switches, door handles, doors/frames/push plates/kick plates, door lights (glass), cleaned, disinfected, and checked for proper function
- Furniture: assess for broken components, graffiti and gum removed, cleaned and disinfected, reset (and remove/reset if space is having floor restoration services)
- Floors: baseboards cleaned, floors lightly scrubbed and recoated with floor finish, stripped, waxed; carpets shampooed or spot extracted (typical goal is for 1/3 of each building's floors to receive complete restorative work of stripping/waxing, carpet cleaning)

## **Routine disinfection**

TRRS works with our vendors and in concordance with the most current CDC guidelines in providing recommended disinfection operations. Currently, TRRS utilizes Virex II 256 manufactured by Diversey as our main disinfectant product. Virex II 256 is EPA registered and approved. Virex II 256 is on the list of disinfectants for use against SARS-CoV 2.

**(Virex II 256 EPA Registration # 70627-24)**

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>) This chemical is to be used primarily on hard non-porous surfaces. Our goal during this period is to focus on routine cleaning and disinfection of high touch point areas that potentially contribute to the spread of pathogens. Virex II 256 requires a 10 minute dwell time for proper disinfection. As students are in classroom sessions, custodians will focus on these high-touch areas in common areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a ten-minute period. Food contact surfaces will be rinsed/wiped with potable water after the dwell time. TRRS will continue to consider and investigate alternative disinfection agents, and focus on providing safe and clean facilities during this unprecedented health crisis in our county and state.

## **Routine Daily Cleaning and Disinfection**

Each day and evening the TRRS custodial staff provides routine daily cleaning services for our facilities. During the summer and school closures we will be providing a more comprehensive deep cleaning program that will incorporate substantial touch point cleaning, including the usage of Virex II 256. This disinfectant is approved for use against Covid-19 by the EPA.

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>)

Daily cleaning will continue, now including disinfection of touch points both in common areas as well as classrooms (touch points include but are not limited to light switches, door handles, pencil sharpeners, desk/table/counter tops, water fountains, bathroom fixtures, paper/soap/sanitizer dispensers, railings, etc.). The TRRS custodial staff will be following a Covid-19 cleaning protocol as recommended by the CDC, NJ DOE, NJ DOH, as well as the manufacturer and supplier of our disinfectants and cleaning agents. TRRS will continue to consider and investigate alternative disinfection agents, evaluate the efficacy of the overall cleaning and disinfection program, increase routine inspections, quality control efforts, and focus on providing safe and clean facilities during this unprecedented health crisis in our county and state.