

Shrewsbury Borough School

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SUPERINTENDENT

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Dear Parents and Guardians:

I know that many of you have questions about our Remote Learning Option (RLO) as mandated by the New Jersey Department of Education. The goal of the RLO is to provide any and all families with the choice to educate their children virtually for whatever reason they might have to do so. We believe that our program is an excellent solution to providing a high quality, virtual programming choice for our students. We are still working very hard to finalize the important details that our staff and school community need to know as we begin the school year.

The cornerstone of our instructional programs at SBS has always been our small class size. Both our in-person Hybrid Model and our Remote Learning Option will provide very small class sizes. With an approximate average of 7 students per section, both our in-person Hybrid Model and Remote Learning Option offer personalized learning experiences for every student. We believe that this is an excellent opportunity to provide students with a highly personalized learning experience. In such small groups, our teachers will be able to deliver focused, intense instruction and meet students' individual needs. Our highly qualified teachers have been cohorted in grade level instructional teams to focus and address the individualized needs of our students.

The Shrewsbury Borough School Remote Learning Option will include the following features that we believe will give our RLO students an high quality experience.

The following bullet points are important to the Remote Learning Option for both Elementary and Middle School Programming:

- Although students may receive a schedule or elementary homeroom teacher in the Parent Portal, this is only for return to school purposes. Their initial contact will be by the dedicated RLO teacher on September 3rd or 4th with specific information about when they will need to Google Meet with the RLO teacher. The RLO teacher will give specific information and instructions regarding their appropriate programming.
- If you decide to return your child to in-person programming (Hybrid Model) your child's teacher(s) may change. They will no longer be in contact with the RLO teacher, but rather the assigned, in-person Hybrid Model teachers.

- Parents should plan to communicate frequently with the dedicated RLO teacher designated for their child(ren).
- Program specifics will be communicated directly by the designated RLO teacher for your child(ren) on September 3rd and 4th.
- Individual schedules and for RLO students will be determined and communicated directly by the designated teacher.
- The A/B Cohort identification is only important if and when your child returns to in-person learning.
- Students will have dedicated materials in hand for interactive, virtual lessons.
- All scheduled Meets and appointments with teachers between 8:30 and 12:30 will follow the 12:30 bell schedule unless otherwise identified by the teacher.
- All students and teachers will have lunch and recess from 12:30 - 1:30 daily.
- Students will have access to their teachers daily during office hours (1:30 - 3:00) for additional instruction, interaction, and clarification at the request of the teacher and/or student.
- Students are expected to be on-time and prepared with charged devices and necessary materials for scheduled Google Meets.
- Attendance will be taken for scheduled Google Meets. If a student does not attend a Meet, the student and parent will be contacted that day.
- Content instruction for all grade levels and areas will include a blended model of recorded and live instructional lessons with assignments and activities that will be on and offline.

Elementary School:

- Dedicated teacher to communicate and collaborate with teachers in school to ensure the same grade level content is being taught.
- Students and parents will receive an agenda in advance of the week so they are aware of when live teacher interaction will take place.
- Elementary students will have live, small group instruction by their RLO teacher two days out of the week and two days of independent practice activities that will reinforce the live learning (of weeks that have 4 or 5 days).
- Students will receive live lessons with the Spanish, Library, and Special Area Teachers **(schedule to be published next week - this may follow the 6 day cycle, so it is important to have the calendar for reference).**

Middle School:

- Students will have a dedicated teacher to be available at all times to teach and facilitate student access to grade level, departmentalized materials.
- Students will have daily access to grade level, departmentalized teachers, special education teachers, and special area teachers **(detailed schedule to be published next week).**
- It is important for students and teachers to follow the 6-day cycle on the published calendar, as this determines what teachers are available at specific times during the week.
- If you choose to change from in-person, hybrid learning to the remote learning option, or vice versa, you will be assigned a new teacher as we have specific teachers for both options.

I know that many parents want to understand what the RLO day will “look” like and how it will be organized. Here are two hypothetical examples:

Elementary RLO Student Schedule-

8:30- Students sign into Google Classroom and Meet to begin class with their teacher. The teacher takes attendance and assigns work for Group 1 to work on while the teacher meets with Group 2. Group 1 students are instructed to rejoin the Google Meet at 9:00 but log off to work independently and to prepare for their meeting with the teacher. The teacher meets with Group 2 and teaches a lesson and leads a discussion about their curricular objectives for the day. The teacher assigns some independent practice for students to work on and excuses the class at

9:00. The teacher lets them know that they will meet again at 10:30 to review their independent work and take a quiz.

9:00- Students from Group 1 return to the Google Meet to review the work from before. Group 2 log off and work independently until 10:30. The teacher has planned to demonstrate a science experiment to Group 1 but asks them to watch a video about the experiment first and complete some questions about other science concepts related to the experiment. This time the teacher asks students to remain logged on and is available to students to ask questions or for extra help. The teacher knows that two students didn't turn in work from the day before, so the teacher asks them to move to a break-out room to work with these students separately while the rest of the class views the video and prepares their questions to review before the science experiment. The teacher returns with the two students from the break-out room and surveys the class to find out how each student is progressing through the assignment. The teacher sees that everyone has completed the work and then reviews the questions and the video with Group 1. The teacher then performs the science experiment, reviews the important concepts of the lesson, and assigns a follow up assignment to the experiment for the remote day. The teacher lets Group 1 know that they will be working on math next and asks them to access a digital resource so that they can practice their multiplication facts. The teacher announces that they will meet at 11:00 to review their multiplication facts and to implement the skill in another activity where students will work together in pairs to design a game to prepare for an upcoming assessment.

10:30- Group 2 returns to the Google Classroom to meet with the teacher. The teacher leads a review of the independent practice that students completed and asks students if they have any questions before the quiz. Students complete the quiz and the teacher reviews quizzes as they are finished. The teacher notices that there are two questions that the majority of students answered incorrectly and decides to teach a mini-lesson on the concept to make sure that students understand the objectives of the lesson. The teacher tells students that they will be working on social studies next and asks them to find their textbooks and notes so that as a class they can read several pages and notes on some important points in the reading. The teacher allows the students to work for several minutes and then checks to see if students are finding the important information as intended. After reviewing the students' work, the teacher assigns a small project for students to work on the next day when they work remotely.

Middle School RLO Student-

8:30- Middle school students log into Google Meet and allow the teacher/facilitator to take attendance. The teacher has three groups of students reporting from grades 5, 6, and 7. The teacher reminds students to check their schedules for their Google Meets that day and reviews the assignments that they will be responsible for in each content area. The teacher excuses the grade 5 and grade 6 students to work independently on their literacy assignments that will be reviewed later in the morning with the teacher. The teacher only has two grade 7 students in the section and asks them to access the Google Classroom for the 7/8 social studies teacher and

reviews the work for the day with them. One of these students lets the teacher know that they plan to meet with the 7/8 teacher during office hours to review some difficult vocabulary from the last class in preparation for an upcoming assessment. The teacher has planned to move to the next unit of instruction but feels that it would be helpful to spend this time reviewing with the student. The teacher allows the other student to begin reading the next chapter which begins the new unit and assigns a small writing assignment that the content area teacher is also assigning to students of the in-person, hybrid class. The teacher works with these two students until 9:00 and then instructs them to begin their math work. The teacher also informs the students that they will check back in at 10:15 to review the math assignments and to do a quick review of the social studies vocabulary.

9:00- The grade 6 students rejoin the Google Meet to review the literacy assignment with the teacher/facilitator. The teacher sees that they are making good progress and have a strong grasp on the main idea of the assignment. The teacher asks them to move on to the next part of the assignment and begin reading a nonfiction article that they will use as the basis for an opinion piece that they will write. They have reviewed persuasive writing and written some shorter pieces so the teacher directs them to begin work on their opinion piece after a brief review of their writer checklist for persuasive writing. These students will log off completely and use paper and pencil to write their draft. They will log back into the Google Meet at 10:15 with their first draft for the teacher to review.

9:15- The grade 5 students return to the Google Meet. The teacher has worked with the 5th grade science team to develop a virtual science fair and explains how students will create a project at home based on one of the life science topics that they have covered up to this point in the year. The teacher then leads a discussion with these students about the scope of their projects, the requirements outlined in their rubric for completing the project, and models their project to the students. The teacher takes time to explain what they did to develop their project and how they really focused on making sure that their directions will be clear to whoever reviews their project. The teacher reviews the directions with students a final time asking a student to re-explain the directions to ensure that all of the grade 5 students are prepared to work on their science projects. The teacher lets them know that they will check in at 10:15 to review their progress.

10:15- Students from grade 5, 6, and 7 all return to the Google Meet to review their progress with the teacher. The teacher asks students to access Google Classrooms for other content areas at their grade level and then moves on to further instruction with each group utilizing small groups, and individual break out sessions to facilitate learning for the students.

We will not have more specific information for parents until we are able to meet with the faculty next week and prepare schedules for all of the RLO students. I appreciate that everyone is eager to learn more about the RLO program, but we expect that the most important information you receive will come from your child's teacher. Our RLO teachers will be able to give you a schedule of when your child will be expected to meet, specific times for specials and other

learning opportunities, specific times for your child to meet with our middle school content specialists, and a list of materials that will be needed before the week starts.

Please let me know if you have any questions or if I can assist you at any time.

Very sincerely,

Brent A. MacConnell

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Superintendent