

Emergency Remote Instruction Plan

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P.L.2020, c.27



Northvale Public School

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2021-2022

Emergency Remote Instruction Plan

The District’s Remote Instruction Plan addresses three key areas:

- A. Conditions for Virtual Learning;
- B. Continuity of Virtual Learning; and
- C. Planning for Virtual Learning and Returning to In-Person Learning.

A. Conditions of Virtual Learning

1. Social Emotional Learning (SEL)

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Our counselors will offer social-emotional strategies and lessons for all students, in-person or through e-Learning, that will be accessible for families, too.

2. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades K through eight for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Our District maintains its I&RS Team (Intervention and Referral Services Team) during virtual learning. The District also maintains and delivers all support and related services, including gifted education. English language services maintained delivery and students would be rescreened upon return to determine gaps and exiting. Additionally, our Child Study Team will conduct evaluations upon return to in-person learning to prepare students with necessary supports.

Our SDL teacher, who delivers gifted education, continued to provide services. Additionally, a system is in place to assess students for services upon return to in-person learning.

Our ELL teacher, who delivers English language education to English language learners, continues to provide services and support. She will be administering the WIDA assessment to those who might be eligible for exiting the program upon return to school.

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Our Child Study Team will continue their work for students recommended for services so that programs could be in place upon return to in-person learning.

3. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

4. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of schooling.

At this point, food service and distribution is not a need in our community. However, we do monitor this, and if it were to change, we would offer families the assistance they need through the help of our PTO. The PTO monitors any need through its regular communications with families (emails, website, etc.)

5. Technology and Connectivity

School districts should strive to ensure that every student has access to device and Internet connectivity. School districts should prioritize the provisions of technology to students that are otherwise without access.

Our District:

- (1) Has all students and parents sign acceptable use policies at the start of the school year.
- (2) Gives all students, K-8, individual devices to keep throughout the year. K-3 students have devices but do not carry them home. Anyone who needs to use a device for full-time virtual learning will have one accessible.

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Technology Access During a School Closure and Virtual Learning:

- All students in Grades K-8 are issued a District device (Chromebook) at the start of the school year.
- Technology support continues to be available for all families as if school were open. Our Technology Coordinator either provides over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up. This way, no child is without a device at any time.
- WiFi hotspots are available to any family in need of internet connectivity at home. This need is non-existent in the district, as all families had the proper internet connections during the closure and remote learning period from March through June, 2020.

B. Continuity of Learning

Ensuring the continuity of learning would be critically important during a time of anticipated stress for families, educators, and students. The move to a fully virtual learning environment happens quickly and creates significant challenges for staff and students, particularly students already considered at-risk prior to a closure. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently. Attention should be given to all students including, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, Instruction, and Assessment

1. In planning curriculum, online instruction, and assessment during a school closure, school officials must focus on building staff capacity to deliver highly effective instruction in online environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
2. School officials should develop a plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
3. Educators should design instruction for student engagement and foster student ownership of learning. Determine what types of supports are needed for effective pedagogical approaches during virtual instruction. Assess the district's data on how ELLs experienced instruction during previous remote

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learning; particularly for newcomer students and students with lower English language proficiency levels.

4. For the purpose of this document, the different assessment types are as follows: pre-assessment; formative; interim; and summative. Educators should focus on locally developed pre-assessments and formative assessments during the school closure and in preparation for returning to in-person learning. Online pre-assessments and formative assessments should be leveraged in a learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

Scope and Expectations of Full-Time Virtual Learning

The scope and expectations of the school district's full-time virtual learning program will include, but not be limited to, the following:

1. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation; the provisions of the district's virtual learning program outlined in the school district's document; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students and their families;
2. The technology and the connectivity options to be used and/or provided to the student during virtual learning; and
3. Any additional information the administration determines is needed to ensure the student, when receiving virtual learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs. This includes access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in virtual learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

Home or Out-of-School Instruction

No provision of this document supersedes the District's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

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Scheduling of Students

If school were to close again due to a public health-related emergency, all students would follow a full day virtual learning schedule, from 8:30 AM - 3:00 PM. This schedule is consistent with the schedule of in-person instruction.

- Instruction for academic and special area classes will be synchronous (Google Meet)
- Students will meet live with their classroom teacher via Google Meet for whole-class instruction, with assignments to complete prior to and/or following their meeting(s). There will also be times scheduled for scheduled for small-group instruction and individualized instruction.
- Students will meet live with special area teachers.
- Participation is mandatory for all.

Attendance During a School Closure and Virtual Learning

1. Faculty attendance will be monitored by the administration. Faculty will also continue to use our attendance recording system, Aesop/Frontline. If a teacher is ill and is unable to post e-Learning Activities, the lessons will be sent to our Dean of Students/Supervisor of Curriculum & Instruction for posting.
2. Students' attendance will be maintained through our regular attendance procedures and according to policy. Each day, parents/guardians will be asked to use our regular attendance line to report their child(ren)'s absence if the child(ren) is/are too ill to engage in the e-Learning Activities. All attendance will be marked in our Student Management System, Genesis.

Students' attendance and engagement will continue to be tracked, as though school were in session. If students are not participating or submitting work, teachers will alert the administration. Subsequently, the administration will contact the families and create action plans to address and remedy the situations.

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Support Services During a School Closure and Virtual Learning

1. Special education, ESL, and related services will continue to be delivered.
2. If necessary, teachers will post modified assignments/assessments and/or additional information, as per the students' IEPs, to students' Google Classroom accounts, in separate emails to parents/guardians, or through separate activities on their webpages. Special education teachers who support mainstream classes and/or provide small-group instruction are responsible for this work. Special education teachers who participate in the mainstream class activities will follow up with the identified students to provide the appropriate scaffolded support using the platform available (i.e., Google Meet).
3. Virtual learning meets and/or exceeds the required instruction outlined in a student's IEP. Our program structure is an in-class/out-of-class resource support program, whereby a General Education and Special Education teacher support the class. When whole class instruction occurs through online platforms, both teachers are present. Following whole-group instruction, the Special Education teacher provides small-group and/or individualized instruction to special education students to ensure needs are being met and learning is taking place.
4. Teachers must be vigilant not to post students' names on online pages for public viewing.
5. All service providers must maintain a log related services delivered. All sessions that are typically delivered in a small-group format are delivered individually as well as through online group activities. Related Services are provided as per the IEP. A minimum of one (1) individual session is provided through online platforms to all students, whether the IEP calls for individual or small-group settings. Additional services are provided through previously recorded activities with the provider. Almost all speech services are provided on an individual basis. All IEP academic and related services are documented through individual e-mails to student and/or parent/guardian, on Google Classroom, through weekly schedules with Google Meet codes and through required service logs.
6. Progress tracking and the required modifications and accommodations are supported through individual Google Classroom accounts. Case managers meet with teachers and related service providers for weekly progress updates. In the event students are not making progress during e-Learning, the case managers schedule meetings with the parents/guardians and students to assess the needs and to determine if or what additional assistance is needed.

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7. If related services are unable to be delivered through e-Learning Activities, a log of undelivered services must be kept so that make-up sessions are delivered upon return to school.
8. Case managers will follow up with families, via telephone and e-mail, to ascertain the services delivered and to offer support.
9. Child Study Team Meetings, including IEP and re-evaluation meetings, will be held via video conferencing.
10. Initial Evaluation meetings are held through Google Meets with the Child Study Team, parent/guardian and student. If the request comes through Early Intervention or from a parent/guardian of a preschool-age student, we hold the meeting and if the District is provided with enough information to make a determination virtually, an IEP is created. Otherwise, the parties are told that evaluations will begin once in-person testing can take place. For our K-8 population, we hold the meeting and coordinate with our I&RS committee to develop strategies and interventions to assist the student through e-Learning, until in-person evaluations can be provided.
11. ESL instruction will continue to be delivered by the ESL teacher using synchronous and asynchronous instruction and using access to the digital tools available as if we were in school. Support to access the mainstream curriculum will also be provided to students at all grade levels. Translation of essential documents will continue to be provided as though school were in session.
12. Connecting with ELLs: Northvale has one ESL teacher. To translate documents from within our District, the District uses Google translate and other resources/help. Further, in our Northern Valley Consortium, the ESL teachers work closely and share translated documents when needed.
13. ELL Instruction: In general, the ESL teacher provides daily instruction and assignments for ESL students based on when they are scheduled to have services, which could be done both face-to-face or through e-Learning. The ESL teacher has been added to the general education teachers' Google classrooms so that she can monitor and assist the ESL students with their general education assignments.

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C. **Planning for Virtual Learning and Returning to In-Person Learning**

Preparation for a School Closure and Virtual Learning

To prepare for virtual learning, our District had and again would engage in the following good practices:

1. Become familiar with District online protocols and platforms.
2. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons.
3. Develop predictable routines and structures for students while maintaining student engagement through varied online instructional strategies/ modalities.
4. Provide regular feedback to students and families on expectations and progress while online.
5. Assess student progress early and often and adjust instruction and/or methodology accordingly.
6. Develop opportunities for individualized interactions with students (office hours, virtual meetings, etc.).
7. Instruct and maintain good practice in digital citizenship for all students and staff.

Educational services staff members should:

- (a) Facilitate and lead the virtual component of synchronous online interactions.
- (b) Assist with the development and implementation of adjusted schedules for individual students.
- (c) Assist teachers with providing updates to students and families.
- (d) Support embedding of SEL into lessons.
- (e) Consider alternative methods for one-on-one interactions.

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Support staff should:

- (a) Assist with small-group instruction.
- (b) Consider alternative methods for one-on-one interactions.
- (c) Provide real-time support during sessions.
- (d) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (e) Support families and students in accessing and participating in virtual learning.

In addition to receiving regularly scheduled information, families will receive timely updates if changes to procedures are necessary and/or notification of a situation is required.

- Counselors will be providing wellness supports for all students and making those lessons and strategies available and accessible for students and families online.
- Throughout the closure and during the return months, the District will hold school-based and District meetings with all faculty and staff to reconnect and talk through ideas and concerns for a successful return.