

EAST RUTHERFORD SCHOOL DISTRICT
County #03/District #1230
REMOTE INSTRUCTION EMERGENCY
PLAN
2021-2022



East Rutherford School District
COVID19 Health Related Emergency Closure Plan
Preschool - 8th Grade

In response to the closing of the East Rutherford School District:

NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by NJA.C.6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with NJSA.18A:7F-9.

DELIVERY OF VIRTUAL & REMOTE INSTRUCTION

Below is a revised and updated outline of the remote learning plans and class schedules for Pre-K through 8th grade for the 2021-2022 academic school year.

Preschool Schedule

8:10 - 8:20	Teachers will conduct attendance via Zoom
8:20 - 8:40	Calendar Time: Day, Month, Year, Weather & Season
8:40 - 9:20	Reading and Writing
9:20 - 10:00	Mathematics
10:00-10:40	Science Activities
10:40- 11:10	Social Studies Activities
11:10- 11:40	Art/Music/Dance/PE and/or Theatre
11:40-12:10	Independent/Targeted Instruction via Reading Eggs, SeeSaw, Creative Curriculum and Zoom Breakout Sessions as needed. programs
12:10 - 3:06	Related Services

Preschool Disabled Schedule

8:10 - 8:20	Teachers will conduct attendance via Zoom
8:20 - 8:40	Time: Day, Month, Year, Weather & Season (Generalization)
8:40 - 9:20	Reading and Writing (ABA driven-Rethink Autism Student Account)
9:20 - 10:00	Mathematics (ABA driven-Rethink Autism Student Account)
10:00-10:40	Science and Social Studies Activities (ABA driven)
10:40- 11:10	Daily Living Skills
11:10- 11:40	Fine Motor Skills
11:40- 12:10	Gross Motor Skills
12:10 - 3:06	Related Services

* Zoom breakout sessions will be conducted as needed.

Kindergarten - 4th Grade

TIME	MON	TUES	WED	THURS	FRI
8:45-9:25	Science	Enrichment	Dance/Theatre	SEL	Health
9:25-10:05	ELA	ELA	Math	Math	Math
10:05-10:45	ELA	ELA	ELA	ELA	ELA
10:45-11:15	Music	Art	ELA	ELA	ELA
11:15-11:25	Break	Break	Break	Break	Break
11:25-12:05	Math	Math	Social Studies	Science	Science
12:05-12:45	Gym	Social Studies	Spanish	Tech	Gym
12:45-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
1:25-2:05	Afternoon Instruction				

- ❑ Instruction will be remotely monitored via the use of online platforms to track targeted interventions. Preschool through 1st Grade students will be required to complete core content area subject areas such as: English Language Arts, Mathematics, Science and Social Studies via direct instruction (zoom) and via online platforms. These online platforms are inclusive of but not limited to: Freckle, IXL, Reading EGGS, Mathseeds, Think Central, GoMath (online components), Mystery Science, SeeSaw, Reading A-Z, Creative Curriculum (online activities), Rethink Autism and Boom Learning.
- ❑ To facilitate online instruction, the district will ensure that all students Pre-K-4th have access to a chromebook or a similar device (I-pads for preschool children). The district will distribute jetpacks with internet service as needed to students who do not have internet access at home. These measures ensure equitable access for all students. To determine the needs of our students, the district conducted a digital divide and equity survey. Information from the survey allowed us to determine students who would benefit from support in terms of internet access and connectivity. Students were distributed a District owned device regardless of their household ability to provide a device for personal/school use. This is important to note because in the event of an emergency closure, all students would already have access to a device for synchronous and asynchronous learning.
- ❑ The district will implement a protocol for the replacement of devices as needed in order to minimize disruption of learning for our students.

- ❑ In regards to ESL and Special Education, these students will receive push in services during their regular scheduled times. Similarly, students will receive pull out services during the designated times as indicated in the schedules. To track the progress of our ESL students, the teachers will be able to extract data from the various online platforms to see how much time has been spent on assigned tasks, which skills are mastered and those that need reinforcement. Freckle allows the teachers to differentiate reading passages in all content areas for all students as needed.

5th Grade - 8th Grade

<i>Faust School Sample Student Schedule: REMOTE INSTRUCTION</i>
Students will begin the school day at 8:15
<i>Period 1: 8:15 - 9:05</i> (with approximately 10 mins for homeroom)
<i>Period 2: 9:09 - 9:49</i>
<i>Period 3: 9:53 - 10:33</i>
<ul style="list-style-type: none"> ● Break: 10:33 - 10:43
<i>Period 4: 10:43 - 11:23</i>
<ul style="list-style-type: none"> ● <i>Period 5: 11:27 - 12:07</i>
<i>Period 6: 12:11 - 12:51</i>
<ul style="list-style-type: none"> ● Students' Lunch 12:51 - 1:36
<i>Period 7: 1:36-2:40</i>
Teachers will conduct instructional small group classes as well as be available for students that need extra assistance with assignments
<ul style="list-style-type: none"> ● Extra Help Monday through Thursday from 2:40 pm to 2:54 pm upon request

	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
Period 1	Math	ELA	Social Studies	Science
Period 2	Social Studies	Math	ELA	PE
Period 3	ELA	PE	Science	Social Studies
Period 4	PE	Science	Math	ELA
Period 5	Cycle	Cycle	Cycle	Cycle
Period 6	Science	Social Studies	PE	Math

Grade Level	Cycle Classes
5th Grade	World Language, Art, Music, Poetry/ Mythology/Journalism/Advisory
6th Grade	World Language, Art, Music, Financial Literacy
7th Grade	World Language , Art, Music, Financial Literacy
8th Grade	World Language, Art, Music, Advisory

<i>Faust School Sample Student Schedule: ONSITE & REMOTE ~ Phase II</i>
Students will begin the school day at 8:15
<i>Period 1: 8:15 - 9:05</i> (with approximately 10 mins for homeroom)
<i>Period 2: 9:09 - 9:49</i>
<i>Period 3: 9:53 - 10:33</i>
<ul style="list-style-type: none"> ● Break: 10:33 - 10:43
<i>Period 4: 10:43 - 11:23</i>
<ul style="list-style-type: none"> ● <i>Period 5: 11:27 - 12:07</i>
<i>Period 6: 12:11 - 12:51</i>
<ul style="list-style-type: none"> ● Students' Lunch 12:51 - 1:36
<i>Period 7: 1:36-2:40</i>
Remote Instruction via Zoom, Google Meet, & Google Classroom from 1:36 - 2:40
Teachers and students will also have remote live instructional small group classes as well as be available for students that need extra assistance with assignments
<ul style="list-style-type: none"> ● Extra Help Monday through Thursday from 2:40 pm to 2:54 pm upon request

- ❑ Students 5th- 8th grade will be assigned a Chromebook device in order to conduct direct remote instruction via Zoom and via online platforms. In conjunction with Google Classroom, the teachers will continue to utilize supplemental online programs such as Freckle, IXL, Mystery Science, Envision Math (online component), ReadWorks.Com, Newslea, DBQ, Quizzlet, KhanAcademy, online and Brain Pop.
- ❑ All students 5th - 8th grade will have equitable access to school distributed devices as well as internet access. To determine the needs of our students, the district conducted a digital divide and equity survey. Information from the survey allowed us to determine students who would benefit from support in terms of internet access and connectivity.

Students were distributed a District owned device regardless of their household ability to provide a device for personal/school use. This is important to note because in the event of an emergency closure, all students would already have access to a device for synchronous and asynchronous learning.

- ❑ The district will implement a protocol for the replacement of devices as needed in order to minimize disruption of learning for our students.

- ❑ ESL and Special Education students will receive push in services during their regular scheduled times. Similarly, students will receive pull out services during the designated times as indicated in the schedules. To track the progress of our ESL students, the teachers are able to extract data from the various online platforms to see how much time has been spent on assigned tasks, which skills are mastered and those that need reinforcement. Freckle allows the teachers to differentiate reading passages in all content areas for all students as needed.

- ❑ Summary of Web-Based Platforms being Utilized: IXL, Freckle, Quizlet, Reading Eggs, Mathseeds, Reading A-Z, Khan Academy, Khan Academy Jr., Newsela, ReadWorks.com, Storyline Online.com, Spelling City.com, XtraMath.com, DBQ Online, SeeSaw, Boom Learning, BrainPop, Peardeck, Rethink Autism, Creative Curriculum (Online Activities)- just to name a few.
These platforms are skills based, they provide opportunities for accountability, individualized instruction and ease of data tracking and progress monitoring.

- ❑ Both District Schools:
 - Teaching staff will receive a 45 minute lunch break daily.
 - Teaching staff will receive a prep based upon their contractual agreement.
 - Teaching staff will be expected to fulfill their remaining 104 minutes conducting remote learning activities and check-ins with their students.
 - On remote learning days, teachers will conduct live remote instruction from their classroom.

1B. STUDENT ATTENDANCE

During the COVID-19 remote learning period, the attendance procedures are as follows:

- ❑ **McKenzie Elementary School:** At the McKenzie elementary school, daily attendance surveys will be sent out to parents of students Pre-K-4th grade. Parents will be required to complete these attendance forms daily and submit to the classroom teachers. Once the teachers receive all attendance forms within the instructional day, the information is compiled and documented on a shared google spreadsheet. If a parent does not submit the attendance form in a timely manner,

the teachers will follow up via an email or a text message through the REMIND app. If the parents are still unresponsive within a 24hour timeframe, the student is marked absent. If the student is marked absent, the building secretary will continue to follow up with parents to verify the wellness status of the student. Students with excessive absences are followed up and monitored by case managers or the school counselor where applicable. The district's school resource officer will also be utilized to conduct wellness checks on families of students who are absent 5 consecutive days or more.

- ❑ **Faust Middle School:** At the middle school level, each teacher will take attendance for their assigned period. In order to be considered present, the student must sign in to their google classroom and must complete work by 8pm on each instructional day. The teachers will have a 24 hour window to submit attendance to the building secretaries. This is to provide students with multiple opportunities to ensure completion of work. If a student does not sign in to his/her assigned google classrooms and does not do the required work by the given deadline, the teachers will follow up with the parent/guardian via an email, phone call or a text message through the REMIND app. If the parents are still unresponsive within the given timeframe, the student will be marked absent. If the student is marked absent, the building secretary will continue to follow up with parents to verify the wellness status of the student. Students with excessive absences are followed up and monitored by case managers or the school counselor where applicable. The district's school resource officer will also be utilized to conduct wellness checks on families of students who are absent 5 consecutive days or more.
- ❑ Students who receive an Incomplete at the end of the school year due to excessive absences and poor participation will be required to complete summer school classes virtually or otherwise.

1C. English Language Learners:

- ❑ At the elementary level, lessons will be conducted virtually via zoom as well as lessons will be posted daily on Google classroom after creating the lessons within the ReadingEggs website. Students' work will be automatically documented on the ReadingEggs, Freckle and IXL websites. Lessons on the platforms will be adapted to student progress. Reports will be generated within the ReadingEggs website to monitor individual progress or by class. Students will work on a variety of lesson types that incorporate the language domains of listening, reading, and writing within comprehension lessons, spelling lessons or utilizing (both fiction and non-fiction) library books from the ReadingEggspress library.
- ❑ At the middle school level, lessons will be conducted virtually via zoom as well as lessons will be posted daily via Google Assignments. Small break out sessions will be conducted via zoom as needed to offer additional support and individualized instruction as needed. The daily progress of ESL students will be monitored based on their performance on assigned tasks in google classroom, Freckle, Commonlit or IXL.
- ❑ Translation services will be provided for families through the use of existing school

personnel or through our contracted service provider- SupremeConsultants. Virtual meetings with parents of ESL students are typically held with a translator in attendance when needed and requested by the parents.

1.D STUDENTS WITH DISABILITIES

- ❑ The delivery of instruction for students with disabilities will be similar as their general education counterparts with the appropriate modifications as determined by their Individualized Education Plans. The special education students in an in class support and in class resource classroom setting will be provided with instruction and support by their assigned special education teachers. Paraprofessionals are assigned to google classrooms and break out rooms via zoom to provide the necessary support for special education students who are using these learning platforms. For students who require behavior support, the district's behaviorist will work with the case managers, students and parents to provide appropriate support as dictated by the given circumstances. Students who are hard of hearing will receive support from a teacher of the deaf who pushes into online classrooms to provide closed captioning and also to scaffold instruction as is appropriate. Students who are dyslexic will continue to receive online intervention from our Wilson certified Reading Specialist.

Additionally, students who are dyslexic as well as others who present with reading difficulties will be provided with text to speech and speech to text extensions to alleviate reading difficulties as well as to provide the option of recording responses versus written responses. The various online platforms and programs allow the use of online manipulatives for students who need this level of support in Mathematics. Freckle is used to differentiate reading passages based on lexile levels and Screencastify is used by teachers to deliver lessons with simplified instructions and explanations. At the preschool disabled level, it is important to note that parent training will continue to be held frequently to assist parents during the remote learning process.

- ❑ All related services are tracked through the use of google spreadsheet. On a daily basis, related service providers such as: speech, occupational therapist, physical therapist and counselors will be required to document session notes. Sessions notes will contain data in regards to what was targeted and difficulties or gains that were made. Session notes will also be used to memorialize parent contact and communication. All therapies will be provided through teletherapy and telehealth sessions. To verify the fidelity of these sessions, the behaviorist, case managers and director may visit online sessions. Daily meetings will be held Mondays-Thursdays with the Director of Student Services to discuss special education and 504 students who receive therapies.
- ❑ Case managers will utilize google spreadsheet to document all parent communication. Additionally, the child study team secretary will create google calendar invites for every meeting held. This will allow the director of student services to see when parents are being contacted. The case managers will collaborate on a daily basis with teachers and related service providers to ensure that the students on their caseload are hitting the required targets and are completing the required course load. These collaborative efforts frequently translate into virtual meetings with parents. For students who are having extreme difficulties, IEPs will be amended where necessary to ensure success. Daily

meetings will be conducted with all child study team members and related service providers by the director of student services to discuss student progress. Additionally, staffing meetings will be held to discuss specific students and their unique circumstances.

- Meetings will be held using web based meeting platforms such as: Google Meets, Google Hangouts and or Zoom. These platforms will be used to conduct annual, identification and re-evaluation meetings. The parents will be sent an invite via email and will receive a follow up email or telephone call to remind them of meeting dates and times.
- Annual meetings: Teachers will be able to submit current levels of performance for all students which is incorporated into developing the annual IEP for our students. All annual IEPs will be created using OnCourse which is our special education platform.
- Re-evaluation meetings: Case managers will be able to utilize current informal data, existing formal performance data as well as data gathered from informal rating scales to conduct re-evaluation meetings.
- Initial Meetings: For Early Intervention cases, the district will accept most recent evaluations completed as well as using inventory screening tools to gather additional information from parents, EI coordinators and therapists to classify those students who obviously need services. For cases that are more ambiguous, the district will delay making a determination until school is reopened and we can conduct face to face testing. Initial referrals will be placed on hold until schools are reopened and testing can be completed in a fair and equitable manner.

1E. LESSON PLANS

- Teachers will be required to submit lesson plans through OnCourse, our online platform.
- Lesson plans are submitted by 9:00 a.m every Monday.
- Teacher's plans are checked by building principals and the supervisor of instruction.

2. FOOD SERVICE PROGRAM: (Lunch and Breakfast)

Maschio's Food Service Program (4 Program Members) Delivery Time: (9:00am) Serving Time: (11:00am – 1:00pm)

- The District has coordinated a plan with our food service provider, Maschio's Food Service Inc. to continue to offer meals to eligible students during the closing.
- The district will provide breakfast and lunch to eligible students.
- Maschio's Food Service Inc. will prepare cold meals that can contain a sandwich, two servings of fruit and vegetables and a cold milk in a Grab & Go style that can be picked up in the Paterson Avenue parking lot of Faust School.
- The meals will be available for pick-up every day the school is closed between the hours of 11:00a.m. and 1:00 p.m. for and between 7:30 a.m. to 7:50 a.m. for breakfast.
- These meals will be available at no charge to students who currently qualify for free and reduced price meals at the East Rutherford School District.