

# Emergency Virtual Instructional Program

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## Emergency Virtual Instructional Program

P.L.2020, c.27



Old Tappan Public Schools  
Board of Education

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2021-2022 School Year

# Emergency Virtual Instructional Program

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## VIRTUAL INSTRUCTIONAL PROGRAM

The District's Virtual Instructional Program 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 District has and will implement OT Connections, which is designed to provide three pathways of support for families across all grades and throughout the summer months. Additionally, our counselors would offer social-emotional strategies and lessons for all students, in-person or through e-Learning, that will be accessible for families, too.

The District has offered a three-pronged pathway throughout the closure and during the summer months -- OT Connections: Want to Talk? Want to Read? Want to Check In? This three-pronged approach allows families -- adults and children -- the opportunity to connect with our trained wellness professionals during the closure, during the summer, and leading up to our schools' re-opening. The guidance counselors, psychologist, social worker, and nurses host sessions for the community to talk about topics that are of interest and importance to them. They could be at-home topics of need or school-based topics of need.

#### 2. Multi-Tiered Systems of Support (MTSS)

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

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

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services maintained delivery and students would be rescreened upon return to determine gaps and exiting. Additionally, our Child Study Team will be conduct evaluations upon return to in-person learning to prepare students with necessary supports.

Our LEAP 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.

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.

Should a school closure happen at the end of the year, our kindergarten team will screen students during the summer in order to learn more about our incoming student population.

### 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.

Through OT Connections, a twelve-month outreach program, support would be offered to all families who need help at home as well as with their children presenting school-based concerns. The social worker, psychologist, counselors, behavior, and nurses staff OT Connections.

### 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 are 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.

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To offer students-in-need food service, we would through rely on the help of our PTO, along with the use of our existing parent-paid school lunch vendor options. The schools and PTO monitor need through regular communications with families. In the meantime, we collect donations for a Bergen County pantry.

## 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) Conducts a needs assessment at the beginning of each year through the Summer Packet.
- (2) Has all students and parent sign acceptable use policies at the start of the school year. Families are offered training sessions.
- (3) Gives students in the middle school individual devices to keep throughout the year. Elementary school 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.

Technology Access During a School Closure and Virtual Learning:

- All middle school students in Grades 5-8 are issued a District device at the start of the school year.
- At the start of the school closure, we will offer a District device to any elementary school family who feels they need a device for their PK-4 child. The Superintendent's notification message will include instructions for those families who want the device and/or did not have technology access.
- For families who need computers during the closure, the Board of Education Office will be open from 8:00 AM – 12:00 PM for families to come and sign out loaner Chromebooks.
- The Technology Coordinator will have a fleet of available Chromebooks ready for sign out and distribution.
- The Superintendent or her designee will be present during the named hours for technology sign-out. The Supervisor of Instruction for Technology and the Technology Coordinator will be available by means possible to assist the Superintendent with answering technical questions for families.

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- When the family signs out the Chromebook, the adult will be given instructions for its use. The adult will also be given instructions regarding a return. Based on the duration of the closure, a return date will be determined. Using the sign-out log's collected contact information, follow-up for returns will be conducted, as necessary.
- It is important to note that all middle school students are issued District-provided Chromebooks. If the middle school Chromebooks are in need of repair, the Technology Coordinator either provide over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up.
- 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.
- Wi-Fi hotspots would be available to any family in need of internet connectivity at home. This need is non-existent at this time in our District, as families had the proper internet connections during the school 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.

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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 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 5200; 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 Principal or designee 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.

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## 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.

## Scheduling of Students

If school were to close again, due to a public health-related emergency, each school would follow a virtual learning schedule.

### ➤ Elementary School Virtual Learning Schedule:

Monday - Friday		
Start Time	Stop Time	Activity
8:25 AM	9:08 AM	Attendance/Subject (e.g., Literacy)
9:08 AM	9:41 AM	Subject Area (e.g., Literacy)
9:41 AM	10:14 AM	Subject Area (e.g., Math)
10:14 AM	10:47 AM	Subject Area (e.g., Math)
10:47 AM	11:20 AM	Subject Area (e.g., Special Area)
11:20 AM	11:53 AM	Subject Area (e.g., Writing)
11:53 AM	12:30 PM	Subject Area (e.g., Science/Soc. Studies)
1:30 PM - 2:55 PM – Small-Group Sessions and Extra-Help Sessions		

- Instruction for academic and special areas will be synchronous (Google Meet) and, on occasion, asynchronous (pre-recorded videos, posted work assignments, etc.) for four (4) hours each day for all students, plus additional time throughout the week for all students when they receive small-group instruction at the designated afternoon time.



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- 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.
  - A schedule, like the one above, will be issued and followed for each grade level.
  - Participation is mandatory for all.
- Middle School Virtual Learning Plan – Students will follow their regular schedules:

Monday - Friday		
Start Time	Stop Time	Activity
8:25 AM	9:00 AM	Attendance/Period 1
9:00 AM	9:30 AM	Period 2
9:30 AM	10:00 AM	Period 3
10:00 AM	10:30 AM	Period 4
10:30 AM	11:00 AM	Period 5
11:00 AM	11:30 PM	Period 6
11:30 AM	12:00 PM	Period 7
12:00 PM	12:30 PM	Period 8
1:30 PM - 2:55 PM – Small-Group Sessions and Extra-Help Sessions		

- Instruction for all class periods will be synchronous (Google Meet) and, on occasion, asynchronous (pre-recorded videos, posted work assignments, etc.) for four (4) hours each day for all students, plus additional time throughout the week for all students when they receive small-group instruction at the designated afternoon time.

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- Students will meet live with their teachers 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.
- Participation is mandatory for all.

## Attendance During a School Closure and Virtual Learning

1. Faculty attendance will be monitored based on the posting of the online learning that will be monitored by the Principals, Supervisors, and Superintendent. 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 Supervisor of 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. Follow-up communication with families will be conducted by the nurses, secretaries, and principals. 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 present, principals will follow up with families and create action plans, when necessary to ensure attendance and to ensure promotion requirements. If students are not participating or submitting work, teachers will alert the principals. Subsequently, the principals will contact the families and create action plans to address and remedy the situations.

## 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 e-mails 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).

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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.
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,

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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. The District currently does not have any bilingual programs. 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: Old Tappan has one ESL teacher who works in both of our schools. Our primary ESL population's native language is Korean and our ESL teacher speaks Korean. This allows our ESL teacher to speak to most of our students and families in their native language, as needed. Many ESL parents/guardians communicate with our ESL teacher by sending her e-mails in Korean. Our ESL teacher replies to these emails with an e-mail or phone call in Korean. The complexity of the content determines the communication method. To translate documents from within our District, the District uses Google translate and help from the Korean-Parent association. Further, in our Northern Valley Consortium, the ESL teachers work closely and share translated documents when needed. Lastly, we use the NJDOE Title III & Bilingual/ESL Education page to translate documents.
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 teacher assesses learning through the work the students produce. The ESL teacher also uses the WIDA Model to assess ELLs. For the elementary school students, ESL classes would be delivered on the days they would typically have them if we were in school. For the middle-school students, ESL classes would be delivered through live sessions multiple times a week, with additional individual sessions offered each week as needed. Additionally, students are completing daily ESL assignments provided through Google Classroom. Further, general education teachers let the ESL teacher know when the ESL students are struggling in their classes so that the ESL teacher can assist the students with the general education classroom expectations and assignments. The ESL teacher has been added to the general education teachers' Google

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classrooms so that she can monitor and assist the ESL students with their general education assignments.

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

### Preparation for a School Closure and Virtual Learning

Since the last school closure, teachers were offered paid-opportunities to take workshops to plan for continued virtual instruction, if the need were to arise. Additionally, teachers also were offered opportunities to take workshops through the regional Northern Valley Curriculum Center.

Teachers also were offered the paid-opportunity to work individually, in partnerships, or in teams to plan projects or to engage in initiatives that consider possibilities for school closures.

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.
8. Provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

Educational services staff members should:

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- (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.

Support staff should:

- (a) Assist with small-group instruction.
- (b) Consider alternative methods for one-on-one interactions.
- (c) Pre-record read-alouds and videos around SEL activities. Caption pre-recorded instructional videos from general education teachers.
- (d) Provide real-time support during sessions.
- (e) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (f) Support families and students in accessing and participating in virtual learning.

## Emergency Response Team and Return-to-School Committee

The District's leadership team will serve as the core of the Emergency Response Team, as this is the Crisis Response Team. This team included the superintendent, the elementary school principal, the middle school principal, the student manager, the supervisor of curriculum and educational technology, the supervisor of pupil support services, and the business administrator.

The Crisis Response Team works closely with the local police department, local health department, and first-responding agencies.

The superintendent and the school nurses have working relationships with the school physician.

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The superintendent collaborates with a Board of Education and disseminates all information.

The superintendent collaborates with the Northern Valley Superintendents' Group (Northern Valley Education Consortium – NVEC).

The principals collaborate with the Northern Valley Principals' Group (Northern Valley Principals' Association – NVPA).

The Supervisor of Instruction for Curriculum and Educational Technology collaborated with the Northern Valley Curriculum Coordinators' group (Northern Valley Curriculum Coordinators' Association - NVCC)

The superintendent and principals will continue to work with the Old Tappan Education Association, as changes in procedures, especially during a crisis, may be necessary.

The leadership team conducted a family survey - Your Voice Matters: Family Survey - which solicited the feedback and input of the community. The results were reviewed, presented to the Board of Education, and used in the development of this document.

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.

- Upon return to school, the school counselors will meet with all students, prioritizing those students and grade levels new to school buildings. Counselors will be providing wellness supports and lessons for all students and making those lessons and strategies available and accessible for students and families online.
- The Character Education Committee will continue its work with a reunification theme.
- 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.