



Wyckoff School District's Plan for Continuity of Services - Emergency Virtual or Remote Instruction Programs for the 2023-2024 School Year

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing "Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year (SY)," which includes a checklist to identify components that must be included in the Plan.

1. TECHNOLOGY REQUIRED FOR VIRTUAL OR REMOTE INSTRUCTION

Ensuring the continuity of learning is critically important for students, educators, and families. The district is prepared to adapt to changing learning environments from in person school instruction to a fully remote virtual classroom experience if public health and/ or safety conditions warrant a change. An emergency move to a fully virtual learning environment would encompass providing WiFi to any families without network access. One option would be to provide families with WiFi hotspots.

In a virtual setting, all of our students have access to a one to one device provided by the Wyckoff School District. Grades 6-8 already participate in our 1:1 program, and, therefore, have their own devices to bring back and forth between school and home on a daily basis. Students in grades 1-5 are assigned their own chromebooks for classroom use. In a school wide emergency virtual setting lasting more than three consecutive days, these students would take the devices home. The Internet Acceptable Use Agreement, Middle School Personal Computing Device Usage Policy and Student Responsibility, and Elementary School Personal Computing Device Usage Policy and Student Responsibility are shared with all families whose students bring home a chromebook which stipulates responsibilities, expectations, procedures, and applicable policies.

We are fully able to provide remote instructional services to K-8 enrolled students, facilitated through the use of technology and Google Classroom. Kindergarten students will have access

to iPads as needed. The Wyckoff School District has the inventory and infrastructure needed to offer virtual learning to all students should an emergency situation arise. The LEA will continuously measure student growth and learning in the remote/virtual instruction environment via daily check-ins with the administrative team.

In the event that a Chromebook/iPad malfunctions during a school/district closure, support can be provided by contacting either of the following-

- K-8 students and parents: genesis@wyckoffps.org
- Staff support: helpdesk@wyckoffschools.org

2. Parent Notification

Parents will be notified if we need to switch to district-wide virtual learning. Communication will occur via ThrillShare and District Website.

3. Meals

In the event of a shutdown and students are fully remote, free lunch will be provided to eligible students by way of a gift card to a local grocery store. Parents/guardians pick gift cards up at the Wyckoff Board of Education bi-weekly, at their convenience.

4. Instruction

In planning curriculum, instruction, and assessment for an emergency virtual period, the staff is prepared to deliver highly effective instruction and to address any learning gaps that might prevent students from meeting grade level New Jersey Student Learning Standards (NJSLs).

Collaboration between educators will occur in order to ensure consistency across grades and content areas. We continue to collaborate across the district with educators and school leaders to determine what types of support are needed for effective pedagogical approaches during remote or virtual instruction. Accelerated learning programs will continue via virtual instruction. The Responsive Classroom program, which addresses Social Emotional Health, will continue K-8.

If available, the district would reach out to potential sources (i.e. Wyckoff YMCA, Wyckoff Recreation, etc) for local program offering extended learning opportunities, and extracurricular programs.

5. Delivery of Virtual Learning

Elementary:

Elementary staff will deliver individual, small group, and/or whole class instruction during the afternoon hours in a virtual format via Google Classroom, Google Meet, or Zoom. Individual and small group instruction may include (but not exclusively) remediation, reinforcement of concepts taught in class, conferencing, and delivery of targeted skills and concepts. Whole class and whole grade lessons in special areas (Physical Education, Music, Art, Technology, Media, and World Language) may be provided during this time throughout the week to reinforce and enhance the in-person instruction delivered during the morning hours. Additionally, virtual experiences may be provided for students including schoolwide meetings, guidance lessons, nurse lessons, and assemblies.

Middle:

Differentiated instruction and assignments will be provided via Google Classroom through individual, large, and small group live meets and instruction. Basic Skills instruction continues to be offered to those students who meet the criteria. With a full day schedule, all classes including core and specials will run as normal in regards to minutes for each period and the length of days for each course. Certain performance-based courses such as instrumental music, vocal music, and physical education will be modified in order to accommodate social distancing and the reduction of airborne droplets. Music classes traditionally held as in-person, performance-based classes will become more academic, exploratory, and project based. See the Physical Education section for more on that course. Other classes which typically require shared materials or technologies will have new procedures in order to maintain safety. This may include the use of gloves when creating, building, or manipulating materials. It would also entail the grouping of material and equipment by student groups.

The needs of ELLS and Students with Disabilities will be met as follows:

Elementary and Middle:

- Special education students and ELL students will have the same school day as regular education students unless otherwise designated in their IEP.
- Instruction is differentiated/supplemented/replaced as listed in IEP and/or according to individual language level.
- Two district ELL staff members hold virtual Google Meets with parents. Materials are translated for parents via the Genesis portal. Interpretative services are provided via staff members when needed. Literacy levels are determined via Fontas and Pinnell Assessments, and shared with the ELL teachers in order for them to provide literacy appropriate materials.
- Administrators and counselors learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and, when needed, trauma-informed teaching for students affected by forced migration from their home country.

- Instruction takes into account many alternate methods, such as Balanced Literacy, small group and differentiation. ELLs have access to all technology.

Middle:

- Special education students and ELL students will be on site at school following the AA/BB schedule as described in this plan. Students who require self-contained classes will be offered to attend school every day.
- Instruction is differentiated/supplemented/replaced as listed in IEP/504/I&RS Plans.
- Teachers continue to incorporate “Best Practices” for our co-teaching model.

The following interventions will be in place if students are not participating in online instruction and/or submitting assignments:

Elementary:

If a student is not submitting work or has not been present for live instruction sessions, the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), and principal who also follows up via email and/or phone calls as needed. Staff will meet to discuss individual student concerns, keeping in mind academic, social, emotional, or family considerations.

Middle:

If a student is not submitting work the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), assistant principal, and principal who also follow up via email, phone calls. Staff will meet to discuss individual student concerns, keeping in mind academic, social, emotional, or family considerations.

Assessment

Formative and summative assessments are a natural part of each of our curricular units of study. They will be leveraged in a fully emergency virtual learning environment to support the evaluation of students strengths and areas for improvement, and to identify next steps. Pre-assessments are administered at the start of instructional units of study, where appropriate, to inform instructional plans with respect to gaps in the mastery of standards while continuing to move students forward. Pre-assessments are incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

Professional Learning Staff have had and continue to have professional development opportunities to learn and adapt to altered educational environments and experiences. We have four elementary technology teachers, middle school technology teachers, 5 middle school content facilitators who provide PD related to teaching virtually. Professional learning has been and will continue to be provided to better equip leaders, staff, substitutes, to adapt to altered

educational environments and experiences. We continue to promote and grow educator professional capacity to deliver developmentally appropriate, standards-based instruction remotely. PD will remain flexible and adaptable to the changing needs of the district, schools, and individual educators.

New Jersey State Statute and Regulation require teachers, administrators and other educational support staff to receive professional development in a number of areas not directly related to curriculum and instruction. The training recipients and frequency varies widely by topic. These requirements go beyond the core requirements for PD planning and implementation set forth in N.J.A.C. 6A:9C. Our district remains in compliance with this through courses completed in Safe Schools. We are currently reviewing new Safe Schools courses related to the COVID 19 with plans to implement them in the fall.

The program addresses the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms by offering small group instruction and other related services according to the students IEP with special education teachers through Google Meet. The student case managers continue to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications through virtual meetings with the teams, parents, administrators and involved staff. Case managers hold regularly scheduled meetings with families to ensure services are implemented in accordance with IEPs to the greatest extent possible. These meetings are held virtually via Google Meet when in person has been halted. Evaluation and reevaluation meetings are scheduled via Google Meet to maintain the continuity of services.

Mentoring and Induction Induction will be provided for teachers new to the district. One-to-one mentoring will be provided by qualified mentors to new teachers in a fully remote emergency learning environment.

6. Student Expectations

The Wyckoff School District's virtual instruction will largely consist of live, interactive sessions. Kindly observe the following:

- Find a quiet, distraction free space in your home.
- Dress appropriately for the learning day.
- Check that your technology is working prior to starting the session.
- Mute your microphone and turn on your camera upon login.
- Refrain from using cell phones unless it is part of the lesson.
- Proactively email your teacher with issues.

- Behave in a respectful manner during all virtual learning activities.
- Actively engage in the sessions.
- Contact and communicate with your teacher via email regarding follow up questions, more support, etc.

7. Parent/Guardian Google Meet Expectations

Provide encouragement and support for students during virtual learning.

Observe privacy guidelines:

- Google Meets are designed for students.
- Parents should not participate in sessions.
- Do not video record, audio record, photograph, live stream, or transmit in any form any part of a Google Meeting, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating in a Google Meet information should not be collected, discussed or shared.
- Parents are encouraged to email teachers with any questions or concerns.

8. Schedule

| Elementary Daily Schedule for Virtual Learning | |
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| 8:50-9:10 | Virtual Attendance, Morning Meeting |
| 9:10-9:55 | ELA (Writing) |
| 9:55-10:40 | ELA (Reading) |
| 10:40-11:25 | Mathematics |
| 11:25-12:10 | Flex Time (i.e. recess (20 minutes) snack, break, related services, independent work, small group instruction) |
| 12:10-12:55 | Science/Social Studies |
| 12:55- 1:50 | Student Lunch Break |
| 1:50-2:50 | Specials (all students) (attend PE, Art, music, world language, or technology based on individual grade/class schedule) |
| 2:50-3:20 | Afternoon Virtual Blocks (i.e. small group instruction, independent work) |

**Please note that specific class order may change by class/grade level.*

| Middle School Daily Schedule for Virtual Learning | |
|--|---------------------|
| 8:00 - 12:46 | Core and Cycles |
| 12:46 - 2:00 | Student Lunch Break |
| 2:00 - 2:51 | Core and Cycles |

10. Attendance

Students are expected to be virtually present and engage in synchronous lessons to receive credit for a full day of attendance. Attendance for all students will be taken by classroom teachers via Genesis. If virtual or remote instruction is necessary, attendance will be partially based on completed student work (see below for more details). If remote instruction is necessary, student attendance will be taken electronically. The nurse, guidance counselor, and administration will comprise the team who follows up on individual concerns. The nurse, guidance counselor, and principal will monitor daily attendance and any individual student concerns. Attendance is monitored by student submission of assignments, participation in virtual classes, and attendance forms. If a student is not submitting work, the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), and principal who also follows up. All district attendance policies continue to be followed. A committee will be formed to determine the impact attendance will have on promotion, retention, graduation, discipline, and any other decisions that will reflect the student’s performance.

A student should be marked absent from class when he/she does not participate in any part of the virtual learning activities for the day, is not present in the remote platform, or has not checked in or communicated with a teacher via email, Google Meet, Google Classroom or another communication platform.

Lateness:

For in-person instruction, classroom teachers will follow the regular routines for monitoring student lateness to school and will record such on Genesis.

11. Building Maintenance

Buildings will be maintained throughout an extended period of closure by on site buildings and grounds department. The district BA and the district LEA will communicate with the head of buildings and grounds, who will regularly visit all buildings to conduct on site checks as well as regular maintenance when needed.

12. Transportation

Students who are transported for out of district services will continue to be transported if our district has an emergency three day or longer closing, as long as that location is open.

13. Essential Employees

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.