

# CARTERET PUBLIC SCHOOLS



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## DISTRICT EMERGENCY VIRTUAL PLAN

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SEPTEMBER 2022

Board approved 9.28.22



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## Virtual Learning Implementation

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The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for all scenarios, we must consider how the virus and necessary public health responses can alter and impact the continuity of learning.

The District Emergency Virtual Instructional Plan provides admin, staff, and parents with the information necessary to ensure that our schools are prepared to accommodate students' unique needs during a school closure and that we are able to pivot to virtual learning when emergency circumstances require a school closure.

The Superintendent shall have the authority to implement the plan in the event the State or local health department determines that is advisable to close, or mandates closure of, the schools of a district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days.

Pursuant to NJSA 18A:7f-9, schools must be in session for 180 days to receive state aid. The statute requires that school facilities be provided for at least 180 days during the school year. Section (b) notes that where a district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public-health closure, days of virtual or remote instruction commensurate with in-person instruction will count towards the district's 180 day requirement.

The plan presents guidance related to the following areas:

- Virtual Learning Implementation
- Continuity of Learning
- Curriculum, Instruction, and Assessment
- Staff Planning
- Technology & Connectivity
- Virtual Learning Instructions
- Special Education and Related Services
- Meals & Distribution

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# LEADERSHIP & PLANNING

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## Stakeholders Roles & Functions

### Board of Education

- Works with the superintendent to create and/or update district policies to facilitate and implement the District Emergency Virtual Plan.

### Superintendent of Schools or Designee

- Maintains authority over all pandemic, crisis management, and re-entry plans.
- Communicates with the media and the school community.
- Utilizes email, SMS, District website, and social media to keep the school community informed
- Provides updates for the District website, as needed
- Maintains protocol for personnel policies and working with BOE to update district policies
- Will promote student, staff, and administrative physical and mental well-being
- Provides necessary resources and materials for all employees to effectively perform their duties
- Guides Principals in the planning and communication process

### Assistant Superintendent

- Maintains academics and student learning
- Ensures instructional materials for each New Jersey Student Learning Standard is made available and designed to support student learning both virtually and in the classroom
- Considers ALL students when developing instructional plan
- Communicates with Manager of IT to ensure District website, Zoom, Teacher Pages, Google Classrooms, Schoology, etc. are utilized to deliver necessary instruction
- Coordinates with Manager of IT to ensure EVERY student has Wi-Fi access as well as a device
- Provides guidelines for teaching staff members related to instruction and assessments
- Coordinates opportunities for professional development for all staff members related to their role

### School Business Administrator

- Monitors and maintains the following departments: Facilities (Buildings and Grounds), Technology, Transportation, and Food Services.
- Works with the Assistant Business Administrator and the supervisor/coordinator in each area to ensure proper planning for lunch distribution.
- Ensures plan for transportation safety and cleaning
- Plans, assesses, and allocates funding for the implementation of the District Plan
- Secures all supplies and materials for safety and cleaning

### Teachers

- Teaching staff members will be expected to continue to develop and deliver instruction and assessments
- Apply best practices in virtual learning
- Utilize Teacher Pages, Zoom/Google Meet, and Google Classrooms to deliver necessary instruction
- Deliver All lessons via Zoom to allow for interaction with students

- Communicate with students and parents on a regular basis to foster student engagement as logged in Realtime

#### Parents/Guardians

- Ensure student is attending school, participating and engaged in virtual learning activities
- Ensure student is completing assignments by the required deadlines
- Communicate with the classroom teacher consistently and serve as a partner to support the learning process
- Monitor and report any illness to the school
- Report any travel plans and return dates with the school nurse and principal
- Support the district's Code of Student Conduct and ensure student compliance

#### Manger of Buildings & Grounds

- Develops cleaning and sanitizing protocols
- The Manager, with assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.
- Ensures facility needs and maintenance is sustained
- In the event of a district closure, school facilities will be properly monitored by district custodial/maintenance staff. The District will adhere to local health department and EPA expectations to the greatest extent possible. Deep cleaning and sanitizing of high traffic areas will be conducted.

#### School Nurses

- Coordinate with the Director of Guidance and Safety Security Specialist to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent of Schools, the school physician, and the County and State health officials.
- Stays abreast of current information and best practices related to Covid-19
- Assist in the continued development of health & safety protocols
- Monitor both student and staff absences
- Assist the district in training staff and students in health and safety protocols

#### Food Service Manager

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas.
- Cleaning and sanitizing of kitchen and all cafeteria tables
- Ensures servers are free from illness.
- Provides a contingency for the possible provision of food for free and reduced lunch students.
- Prepares and distributes Grab n Go breakfasts and lunches for all families
- Provides Kiosks for lunch distribution at the secondary level

### **ESSENTIAL EMPLOYEES**

Certain employees have been designated as Essential Staff for the district. The Essential Staff roles are critical to the continued operations of an effective school district. During school closure, essential employees ensure the continuity of services and the implementation of our emergency plan to its fullest extent. This includes, but not limited to: the administrative supervision of essential staff; the secretarial support maintaining the workflow at the board office and schools; technology staff configuring Chromebooks for students and monitoring/maintaining the integrity of the district network; the food services staff ensuring the continuation of meal service to free & reduced lunch students; and, the custodial staff maintaining clean and sanitized work areas.

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## CONTINUITY OF LEARNING

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Faculty and staff have become proficient in addressing the learning needs of students in a virtual environment, and can pivot at any time to virtual instruction, as necessary. All staff have the necessary technology to provide virtual instruction and the school community has a sound understanding of the virtual learning demands.

All Students grades PreK through 12 have been provided a personal device (iPad / Chromebook) allowing students to utilize technology in school and at home.

If a Virtual Learning Day must be implemented the following will occur:

- School closure announcements will be made using all district communication mediums including All-Calls, Text Messaging, Emails, the District website, Social Media, and District App
- Teachers will pivot to virtual learning and post the Zoom link to their classrooms available to all students via Google Classroom.
- The daily schedule will be exactly the same as the regular in-person schedule for each school. Students will be required to sign-on and participate in each virtual class in order to receive credit for attendance.
- All classwork will be posted in Google Classroom for easy access.
- **Daily Schedule:**  
The daily schedule will be exactly the same as the regular in-person schedule for each school. Students and staff will follow their respective school's bell schedule during virtual instruction.

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## CURRICULUM, INSTRUCTION, AND ASSESSMENT

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During virtual learning instruction, teachers will follow the curriculum and pacing maps. Students on Virtual/Remote Instruction will follow the classroom instruction according to their regular schedule.

### **Virtual/Remote Learning Access**

Assignments will be posted as normal using Google Classroom. Communication, collaboration and dialogue will take place as normal via Google Classroom.

### **Assessment & Demonstrate Learning**

Students may submit a Google Doc, Slide, Sheets, etc. through Google Classroom. Digital assessment programs that support the curriculum will be utilized to measure learning growth, ie. iReady. Students will follow classroom instruction according to their regular schedule. Grading will occur, as usual. Assignments and formal assessments will be graded using the approved district grading policy.

### **Instructional Plan**

The Carteret Public School District is dedicated to the students of Carteret and ensuring students receive a meaningful learning experience. To provide students with the same level of instruction for students to continue to progress with their skills and knowledge.

Our virtual learning plan expands upon our existing practices to ensure continuity of instruction. Teachers and students will continue to utilize Google for Education and other web-based tools designed to promote online communication and

collaboration.

### **Full Virtual Schedule**

Carteret Public Schools is a 1:1 district. Students in grades PreK-12, will participate in online learning five days a week. Students will be expected to **attend online classes Monday – Friday, following a regular school day schedule**. Lessons will include daily interactions with their teachers via Zoom. Learning will take place during regular school hours. The expectation and rigor of classes and assignments will reflect a traditional school setting.

### **Attendance**

- As noted in the delivery of virtual and remote instruction, attendance is taken daily and entered in Realtime using VP: Virtual Present VA:Virtual Absent VL: Virtual Late PT-Present Tech issue
- Students must have their computer cameras on in order for the student to be marked as “present.” Students will not need to be logged in during lunch/recess, but they are required to log on for their afternoon instruction with their computer cameras on.
- Attendance calls are made daily and counselors, teachers, and administrators will follow up with parents for students who have not logged in or submitted any assignments.
- General district attendance policies and expectations will be adhered to.

### **General Expectations**

The rigor and expectations of virtual learning days for students will reflect that of a regular school day. Students will be expected to participate in all ZOOM lessons with their teachers and complete work in a timely manner. Attendance will be taken daily and for each class. Grading will follow normal practices. All students will follow their schedules and have daily interactions with their teachers.

1. All students have access to a 1:1 device
2. The links for daily ZOOM lessons will be provided in the teacher’s Google Classroom/Schoology.
3. Students are expected to log into their classes every day. Elementary & Middle School students should log into their homeroom at 8:30 am daily to start their day. Junior High School students should log in at 8:15 am daily to start their day. High School students should log in at 8:00 am, or the start of their first class, to start their day.
4. Teachers will be providing live instruction, daily, for every class.
5. Instructional resources and materials to support learning will be provided on your child’s teacher’s webpage.
6. Students will be required to attend and participate, with the video enabled, during each class meeting daily to receive attendance for the class.
7. Students must be present for the duration of the school day to receive full credit for attendance.
8. Students do not need to be in full uniform for remote learning.
9. Students should have a dedicated space for learning each day.

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## STAFF PLANNING GUIDE

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### **EDUCATIONAL PLAN**

**Goal of Experience:** To provide students with a rigorous and engaging learning experience via virtual learning.

Our virtual learning plan expands upon our existing practices to ensure continuity of instruction. Teachers and students will continue to interact utilizing the Zoom and other web-based tools designed to promote online communication and collaboration.

## **K-6 Teacher Expectations**

- a. Teacher responsibilities to support students: Every staff member is responsible to support students assigned to them for the current school year.
  1. Provide as many opportunities for interaction and socialization
  2. Check and respond to parent and student emails
  3. Provide feedback as appropriate to students
  4. Collaborate with other grade level and subject related teachers as needed for consistency and optimization.
- b. A series of learning experiences need to be created for students by grade level. These experiences will be posted on Google Classroom, and they will be made available to students via a direct email from teachers to parents.
- c. Upon return to school, plan for a celebration of learning to share their products, provide feedback, and enable students to receive feedback from peers

## **Junior High and High School Teacher Expectations**

- a. Instruction should be provided daily to all students as if school was in session in person.
- b. Materials are to be uploaded in Google Classroom and/or Teacher Page.
- c. Provide feedback via Google Classroom, comments on Google Docs, and/or email.
- d. Assess, so that students receive feedback and to preclude large assessments upon return.
- e. Provide flexible due dates.
- f. If a student is not submitting work, reach out to check in on them by contacting the parent.
- g. Should students exceed the determined learning experiences, supplementary or extension projects should be posted for students. Learning materials should be posted and made available to families.

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## **EQUITABLE ACCES & TECH CONNECTIVITY**

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Virtual Learning requires technology access to ensure continuity of instruction. All students in Carteret have been provided iPads or Chromebook devices. Additional devices have also been purchased and are maintained in the school buildings. The district will use Zoom, Google Classroom, Google apps and any additional platform available to ensure the delivery of instruction for students.

Lessons will be synchronous, therefore, allowing for interaction between teacher and students.

The IT department will continue to support the tech needs of students and teachers.

### **STUDENTS WITHOUT TECHNOLOGY ACCESS**

Presently, 100% of students have been provided a device and those needing internet access will be provided personal hotspots (MIFI) to guarantee participation.

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## **VIRTUAL LEARNING INSTRUCTIONS**

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Carteret Public Schools is dedicated to the continuity of learning, especially when emergent conditions require alternate plans. As we move towards virtual learning, we are adopting a virtual school format for students to continue instruction while at home. The purpose of this document is to outline how Carteret Public Schools will continue to provide instruction if a traditional classroom setting is not possible. This plan outlines the roles and responsibilities of all stakeholders, as the success of virtual learning will be dependent upon the dedication of faculty/staff, students, parents, and district

administration. This plan has been developed in accordance with the recommendations from the NJ Department of Education.

### **Important Notes for Parents:**

- Chromebook needs have been identified through a district survey
- Classroom teachers will be available in a virtual learning environment.
  - Synchronous lessons may be provided, and teachers will be available virtually (online, email) for questions/feedback and correspondence as outlined below.
- Parents/Guardians will be contacted by teachers via phone call/app/email if students are not demonstrating active participation through the online platforms and virtual assignments.

### **Roles and Responsibilities - Pre-K – Grade 4 Parents**

Support your child in their learning process by:

- Complete the lessons scheduled for each day
- Check your teacher’s Remind/Dojo all daily
- Schedule regular times each day for you to work with your child
- Have your child take movement & brain breaks after each activity.
- Contact your child’s teacher via email with any questions, problems/concerns.

### **Roles and Responsibilities – Middle School Parents (5-6)**

Support your child in their learning process by:

- Checking your child’s Google Classroom daily with them.
- Having your child show you their completed work each day to assure they are working on their assignments.
- Having your child take movement breaks after each subject’s work.
- Talking with your child about their assignments and checking for understanding throughout each day.
- Contacting your child’s teacher via email with any problems/concerns.
- Knowing that your child’s teacher will contact you and/or your child principal

### **Roles and Responsibilities – Junior High & High School (7-12) Parents**

Support your child in their learning process by:

- Check appropriate Google Classrooms/Schoology and emails for information on courses, assignments, and resources, on a daily basis
- Encouraging and support adherence and attendance on the virtual learning days
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in to ensure their understanding of the content.
- Asking your child about assignment due dates and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.



### **Roles and Responsibilities - Elementary Students (PreK-4)**

- Complete the lessons scheduled during remote learning.
- Schedule regular times each day to complete school work.
- Select a quiet, comfortable place for your work space.
- Grade 3-4 check your Google Classroom or teacher webpage for assignments
- Find and complete the assignment(s) for Language Arts, Math, Science, Specials, and more.
- Take movement breaks after each subject's work.
- Talk with your parent(s) about your assignments each day.
- Email (grades 3-4) or ask your parent to contact your teacher with any questions.
- Know that your teacher will check in with you throughout the week so you can ask any questions.

### **Roles and Responsibilities - Middle School & High School Students (Gr. 5-12)**

- Complete the lessons scheduled during remote learning.
- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classrooms, Teacher webpages, and emails for information on courses, assignments, and resources, on a daily basis.
- Identify a comfortable and quiet space to study/learn.
- If you are having difficulty accessing the internet please email your classroom teacher.
- Engage in the virtual school platform with academic honesty.
- Submit all assignments in accordance with provided timelines and/or due dates.

### **Roles and Responsibilities – Teachers**

- Provide Instruction, daily
- Read & respond to email correspondence
- Monitor student progress
- Reach out and engage parents if students are not completing remote assignments
- Provide feedback to students during remote learning assignments
- Continue to grade assignments and post grades in Realtime

## **SPECIAL EDUCATION, ELL, AND RELATED SERVICES**

The District will continue to provide an appropriate education for Special Education students during the implementation of virtual learning. Student progress will be monitored and feedback provided by special education teachers. Upon returning to school, the IEP team will determine if additional services are required. IEP meetings will be held, as appropriate, to determine if compulsory education services are needed to address an individual student's progress toward learning goals and objectives.

### **Students with Disabilities**

#### **Schedule**

Students with Disabilities in Self Contained settings in grades K through 5 in the following programs LLD, Autism, MD and Behavior Disabilities will follow the regular school day of instruction as their non disabled peers via Zoom. Teachers will use online resources from Reading Mastery, Lexia, Iready to instruct students that meet their individual needs. Students that have difficulty accessing lengthy online virtual instruction will be provided a hybrid of instruction including online instruction and supplemental hands-on/paper resources only when all other options have been attempted. An IEP amendment/meeting would need to be scheduled to document any changes in the school day.

Preschool Disabled students will participate in virtual morning circle time and group social skills. Individually scheduled ABA instruction via Rethink will be provided for each student at times scheduled with the parent.

Students included in resource centers, in class resource settings Pre-K-12, self-contained programs in grades 6-12 and students in the 18-21 year old transition program will follow the District's regular day schedule available to all general education students.

Case Managers will periodically reach out to parents to ensure services are implemented appropriately.

### **Instructional Plan**

The delivery of remote/virtual instruction to students with IEPs includes online instruction depending on the individual needs of the student. Modifications and accommodations have been made to the general education instruction by special education teachers including but not limited to individualized lessons, modified assignments, virtual lessons, 1:1 instruction, etc.

#### Platforms used:

Zoom, Google hangouts, Google Meets, You tube, Screencastify, Google Classroom, Reading Mastery Rethink, Lexia, IXL, I Ready, Edpuzzle, Brain Pop, Class Dojo, EPIC, Story online, Flipgrid, Readworks, Dulingo, Izzit, Systems 44, Read 180, Raz Kids, Khan Academy, Prodigy, Mystery Science, Newsela

### **Related Services, OT, PT, Speech**

Related services, OT, PT, Speech will be provided via virtual therapy and/or hands-on/paper activities communicated to the parents. Both individual and group sessions are being provided in accordance with the IEP goals and objectives to the maximum extent possible during the school closure. Group sessions will be modified to accommodate smaller groups and/or individual services if needed.

**IEPs :** IEPs would be modified if a student cannot access virtual instruction. The IEP would reflect a program that meets that student's individual needs. IEP services would be provided to the greatest extent possible.

The methods used to document IEP implementation including the tracking of services and student progress including the provision of accommodations and modifications: Teachers and case managers would continue to monitor student progress through progress reporting, analyzing data from online instructional tools and independent work. Related service providers would log student participation and progress towards goals and objectives.

In order to follow up with families, case managers would log student access to services. Do weekly check-ins with teachers, families and OOD schools, monitoring student progress through progress reports, student attendance and work submitted.

**IEP services:** IEP Meetings- All IEP meetings would continue to be held via virtual platforms. Parents would participate either through Zoom, Google Meet/Hangout or via phone. All teachers and related service providers would participate in the IEP meetings. Attendance would be taken via the Collaboration Tool on IEP Direct.

Initial and Re-evaluation planning meetings would be held and the IEP team would make a determination if evaluations are warranted. Students would be evaluated following school testing protocols at the time. Appointments for testing will be scheduled while school is fully remote. Testing will be conducted in person if deemed safe.

### **ELL Instruction**

Identified Bilingual and ESL students will be offered Bilingual/ESL services. The Bilingual Resource Family Liaison will contact families to explain programs and services offered.

ELL Students will participate virtually, like their peers. Content will be scaffolded by ESL teachers based on student need. Students in grades K-8 will have ESL for 2 periods a day. Teachers will deliver ESL scaffolded lessons in the following areas- Read Alouds, Mentor/text analysis, character analysis, comprehension strategies, Orton Gilligham, SIPPS, etc.

In grades 9-12 ESL students will receive appropriate ELA/ELL lessons daily, based on their English Language Proficiency. Teachers will continue to utilize SIOP strategies learned in professional development.

Bilingual teachers will continue native language instruction, as needed, based on student language proficiency levels. All lessons will be scaffolded and differentiated, while ensuring they follow the scope and sequence of district approved curriculums.

### **Communicating with ELL Families**

The Bilingual Resource Family Liaison will continue to test new students as they enroll in the district, based on the completion of their Home Language Survey. Families will be contacted daily to assist with any program concerns, internet/technology issues, assignment questions, explanation of materials and or attendance concerns. All communication with families will be translated into their native language.

### **Professional Services:**

Partnerships with Pathways School Based Services, Kenny Kuntz (ELA ELL), ESS, SIOP, and other providers will continue to ensure relevant professional development addressing learning, culture and social emotional needs is sustained.

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## **MEALS & DISTRIBUTION**

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<b>Topic</b>	<b>Plan of Action</b>	<b>Responsible for work</b>
<b>Distribution for Remote learners</b>	<input type="checkbox"/> Continuation of Grab & go meals for students <input type="checkbox"/> Locations & Times Identified	<b>Business Administrator and Food Services</b>

Link: [Maschio's Kitchen cleaning protocols & meal preparation](#)

The following plan will address the continued nutrition for students who are on a free or reduced meal plan.

- Carteret Public Schools will continue to offer lunch services to all students
- Food services will prepare lists of students on Free and Reduced Lunch status by school location
- Food services will prepare bagged meals for all students on free or reduced lunch at a location that is deemed safe and free from any harmful substances. Multiple school locations may be necessary.
- Grab and go" lunches outside designated locations to ensure minimal contact.

- Communication: All information will be communicated with families via all -call, texts, email, social media and website.
- Families that demonstrate significant hardship in accessing meals may be eligible for door-to-door delivery.

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## OTHER CONSIDERATIONS

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### **Accelerated Learning Opportunities**

- Accelerated Learning Opportunities will continue to the greatest extent possible virtually through virtual platforms such as Google Classroom and Zoom. S.P.A.R.K., our Gifted & Talented program will continue to service eligible students. Our district RTI program will also provide accelerated students opportunities for program enhancement. All students will receive differentiated instruction in line with their regular classroom experiences.

### **Social and Emotional Health of Students and Staff**

- Pathways school-based services will continue to provide support to students, families and staff. In addition, district mental health staff members, such as school psychologists, school social workers, and school counselors will be available remotely to interact with students and staff, answer questions they might have, and provide them with support/interventions through either Google Classroom, Zoom, telephone or email. Mental health professionals will keep a log of all interactions with students/staff and will follow up with them in person.

### **Title I Extended Learning Programs**

- All Title I programs and services will be provided, virtually. Materials may be distributed to homes, if necessary. Services conducted during the school day may continue in whole group or break-out sessions.

### **21st Century Community Learning Center Programs**

- The district does not provide 21st Century Community Learning Center Programs.

### **Credit Recovery**

- Students taking online credit recovery courses will continue their instruction uninterrupted. Our Twilight Program and services will be offered remotely. Apex and other digital programs will be provided.

### **Other Extended Learning Opportunities**

- Extended learning opportunities will be provided to students virtually through Google Classroom or Zoom when determined necessary by teachers and administration.

### **Transportation**

- Transportation will be offered to students attending out of district locations that remain open. During the activation of the Emergency Virtual Learning Plan, transportation in district will not be provided. This item may change pending state guidance.

### **Extracurricular Programs**

- All extracurricular programs will be postponed until further evaluation. and rescheduled. Outside community groups will not be permitted to use the school facilities.

### **Community Programming**

- The district will utilize the Parent University platform to provide programming to support families. It will also partner with local agencies to provide resources.

**End of Plan**

