



In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during a district closure lasting more than three consecutive school days 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. This law provides for the continuity of instruction in the event of a public health-related district closure by permitting the district to utilize remote instruction to satisfy the 180-day requirement.

This law requires each school district to submit a proposed program for emergency remote instruction to the New Jersey Department of Education.

Emergency Virtual Instructional Plan 2024-2025

All Virtual Learning students learn entirely outside of the school building and connect with teachers and peers online. It gives students who are not in school for in-person education, access to online learning materials and instruction. Students have been provided a Chromebook and Internet access if needed. Should a student or a parent have an issue with their Chromebook or internet connectivity, they are to notify their Building Principal to make the necessary accommodations. All students have been provided a device in school and at home. Accessibility has been provided to all students who have requested access. In the event that we are notified that students do not have accessibility to the Internet, a Hot Spot will be and has been provided.

The commissioner shall define virtual and remote instruction and establish guidance for its use. The guidance shall provide schools with information on: (1) providing instruction to student who may not have access to a computer or to sufficient broadband, or to any technology required for virtual or remote instruction; (2) the required length of a virtual or remote instruction day; (3) the impact of virtual or remote instruction on the schedule for administering State assessments; and (4) such other topics as the commissioner deems necessary.

If public health and/ or safety conditions warrant changes to in-person learning, we are prepared to ensure that students and families will have what they need, as we did during the 2020-2021 school year. This plan would be implemented during a district closure lasting more than three consecutive school days 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.

The Chromebooks would be utilized for blended learning and continuity of usage with district digital programs. All students will have the opportunity to access online lessons and complete assignments, projects, and assessments either during in-person or remote learning.

During remote learning, it is imperative that all staff maintain communication with students and parents (via phone calls, emails and Google Meets) to ensure they are completing assignments, are actively engaged and maintain their social and emotional wellness.

1. TECHNOLOGY REQUIRED FOR VIRTUAL OR REMOTE INSTRUCTION

In a virtual setting, all our students have access to a 1:1 device provided by the Oakland 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 K-5 are assigned their own Chromebook for classroom use as well as one device for home use. Internet Safety and Technology Policy 6142.10; Internet Use Agreement: COPPA; Anti Big Brother Act; Blogging 6142.10R; and the Parent Handbook are shared with all families whose students bring home a Chromebook which explains responsibilities, expectations, procedures, and applicable policies.

We are fully able to provide remote instructional services to K-8 enrolled students, facilitated using technology and Google Classroom. The Oakland School District has the inventory and infrastructure needed to offer virtual learning to all students should an emergency arise. The district responded to families in need of connectivity at home by providing a hotspot.

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

[K-8 Students and Parents: Tech Request Form](#)
[Staff Technology Support Request](#)
[Audio/visual Setup Request](#)
[Chromebook/iPad App Request](#)

2. Parent Notification

Parents will be notified if we need to shift to district-wide virtual learning. Communication will occur via:

District Website oaklandschoolsnj.org
Realtime Notification System
Constant Contact

3. Meals

In the event of an emergency for school closure students are fully remote, lunch will be provided for pickup for those who are eligible through the free and reduced program. Families will be notified through the Constant Contact notification system to complete the standard Lunch Google Form to indicate they are picking up lunch for their child. Lunch pick-up will be at each of the schools between the hours of 11:30 am and 1:30 pm.

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 as well as morning meetings to address Social Emotional Health and Learning in K-8 classrooms.

If available, the district would reach out to potential sources (i.e., Wyckoff YMCA, Wyckoff Recreation, etc. (for before and after school care) for local program offerings such as extended learning opportunities and extracurricular programs.

Delivery of Virtual Learning

Elementary/ Middle:

Staff will deliver individual, small group, and/or whole class instruction during the afternoon hours in a virtual format via Google Classroom and/or Google Meet. Individual and small group instruction may include intervention, reinforcement of concepts taught in class, conferencing, and delivery of targeted skills and concepts. Whole class and whole grade lessons in special areas 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.

Differentiated instruction and assignments will be provided via Google Classroom through individual, large, and small group live meets and instruction. 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.

Our Title I Program is designed to provide individualized instruction within a small group setting, focusing on math and/or reading. The program is held from 3:30PM-4:15PM for elementary students and from 2:45PM-3:30PM Tuesdays for Math and Thursdays for Reading for middle school students. In the event virtual instruction is needed, sessions will be held virtually via Google Meet, as stated above.

5. Curriculum, Instruction and Assessment

Collaboration between educators will continue to occur 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. We continue to assess ELLs levels of engagement in a virtual or hybrid learning environment. Special Education programming will be based on each child's IEP and may include supplemental and extended programming. We are committed to understanding the social, emotional and learning (SEL) needs of our students and staff. We will continue to assess students' learning progress through multiple forms of assessment (e.g., diagnostics, formative assessments, summative assessments, student work, conferences, advisories, parent feedback.) They will be utilized in either a fully virtual, hybrid, or live streamed learning environment to support the evaluation of student's 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.

6. Student Expectations

The Oakland School District's virtual instruction will largely consist of live, interactive sessions. While in session, kindly find a quiet, distraction free space in your home. It is important to dress appropriately for the learning day and use proper etiquette when on your Google Meets (mute your microphone and turn on your camera upon login).

Important Reminders

- When working remotely, ensure that you are logged into the Google Meet before each class to ensure technology is working and be on time for synchronous instruction. Please be aware that attendance will be recorded.
- Participate actively in Google Meets established by your teachers and log off the Meet at the close of the lesson. The teacher should be the last person to log off the Meet.
- Complete and submit assignments as per the assignment's due date.
- Respond to all teacher emails within 24 hours.
- Contact your teacher if you experience technological difficulties, internet interruption, when having trouble completing an assignment or if extra support is needed.

Student Etiquette:

- Prepare for technical difficulties; check that your technology is working prior to starting the session; email your teacher with any issues
- Behave in a respectful manner during all virtual learning activities
- Dress appropriately
- Actively engage in the sessions; refrain from using your cell phone unless directed by the teacher to utilize as part of the session
- When working remotely, utilize a quiet space in your home that has minimal distractions

- Avoid eating during the session
- Always communicate effectively and respectfully
- Keep your microphone on mute unless told otherwise by your teacher

7. Parent/Guardian Google Meet Expectations

The Oakland School District’s virtual instruction provides encouragement and support for students during virtual learning.

Important Reminders:

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during remote learning, all parents/guardians are asked to observe the following privacy guidelines:

Google Meets are designed for students to seamlessly transition to remote learning. To prevent disruptions to the learning environment, parents/guardians should not actively participate in these sessions, although parents/guardians may assist their child with technology. Especially with synchronous learning, any support needed should be coming from the teacher.

- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meeting, including not posting on any social media platform.
- Do not share Google Meet code with friends. All students should have access to their appropriate Google Meets by their teacher.
- Any confidential or personally identifiable information related to students participating in a Google Meet should not be collected, discussed or shared.
- Parents/guardians should not engage with students during Google Meets.
- If a parent/guardian has a question, please email your child’s teacher.

8. Teacher/Staff Expectations

Classroom Teachers, Special Area Teachers, Library Media, Specialists, Reading Specialists, Small Group Intervention Teachers, Math/ELA Coordinators, Special Education Resource Teachers, ESL Teachers, Related Services, Child Study Team and School Counselors

Google Classroom:

Students will be provided the links to the Google Classroom prior to the start of school. This would provide students with access to the Google Classroom at all times. Teachers will be actively using the platform to support daily instruction.

- Homeroom will be dedicated to attendance and for students to participate in mindfulness and Social Emotional Learning activities provided by the teachers.
- Principals/VPs/Supervisors must be invited to the Google Classroom. Teachers should designate the Administrators, as “Google Classroom Instructors” for courses. This will allow Administrators to view submissions and monitor the instruction for students.
- Teachers who work with small groups (i.e., Reading Specialists, Small Group Intervention, Coordinators, Resource, Related Services) must have their own Google

Classroom and schedule Google Meets daily for the students they provide services to. Building Administrators will monitor the Google Classroom/Meets.

- New material will be taught via the Google platform utilizing Google Meet, with live streaming for synchronous (real-time; live) learning, focusing on the curriculum for the course. Teachers are expected to set up Google Meets to engage students in synchronous learning for each subject daily for the duration of the scheduled period.
- It is recommended/encouraged that teachers add different media, such as short videos or audio, to lecture slides or documents rather than just having text.
- Google Meets should be enabled within the Google Classroom for student access at the start of each school day.
- Lesson plans will be submitted as per their school building's schedule to their direct administrator.
- All teachers must have substitute lesson plans developed that afford students the ability to learn through a synchronous lesson delivered by a substitute and posted in the Google Classroom for students.
- Respond to all student/parent emails/outreach within 24 hours for assignments. All other inquiries may take up to 48 hours for a response. Inquiries sent on the weekend will be answered on the next workday. Principals will monitor parent outreach to ensure all students are engaged.
- Maintain contact with all students and complete a daily log, provided by the building principal. Keep record of students who have not participated in the Google Meet for at least two days.

If a student does something inappropriate during a Google Meet/Hangout or through a post in Google Classroom, please complete a student incident report and forward it to the Principal.

Teacher Etiquette:

- Prepare for technical difficulties; Always check that your technology is working prior to starting the session.
- Your camera should be turned on during the entire period
- When working remotely, utilize a quiet space that has minimal distractions and be mindful of the background viewed on your screen
- Dress professionally
- Communicate effectively
- Avoid eating during the session
- Set norms at the beginning of the session (ie. ask participants to mute themselves)
- Active engagement should be displayed
- Provide time for students to ask questions, pause periodically to encourage participation

Student Attendance:

It is critical that we maintain regular contact with students and their families in order to support their social-emotional well-being and academic needs. The goal is to maintain regular contact with students to ensure participation and engagement.

Reporting Daily Attendance:

- A student will be expected to engage in synchronous lessons to receive credit for a full day of attendance.
- Attendance will be taken by the homeroom teacher and all absences will be recorded in Realtime.
- Schools will be expected to submit daily attendance data.

Child Study Team Members and Related Service Providers Expectations:

- Check-in with the students/families on their caseload via email, phone calls, Google Meet
- Maintain a log for the students that are contacted
- Supervisors will also be providing specific directions to the above members
- Participate in Professional Development opportunities
- Develop a schedule to support students and communicate with students and parents
- Complete evaluations and IEPs as deemed necessary
- Provide related services; Speech/Language Therapy, Occupational Therapy, Physical Therapy, Nursing, Behavioral Supports, Teacher of the Deaf, and Audiological Services

Student Related Services Expectations:

- Speech, Occupational Therapy, Physical Therapy
- Students will continue to receive their related services as per their IEP remotely.
- The therapists will schedule the sessions and notify the parents/guardians and school staff

Classroom Aides Expectations:

- Work with the teacher who will provide direction
- Participate in Teacher's Google Classroom and Google Meets daily
- Provide support to students
- Assist teacher with communications to parents
- Create Google Meets to work with small groups of students daily
- Participate in Professional Development Opportunities

Secretaries Expectations:

- Principal will provide directions
- Submit reports as needed
- Participate in Professional Development opportunities

- Provide support with outreach to students
- Certify daily attendance
- Complete transfers
- Ensure information in Realtime is accurate and updated
- Respond to parent inquiries
- Ensure student folders are updated in the office
- Assist parents with registering for parent portals
- Assist with Lunch count

Expectations for Maintenance and Custodial Staff

All maintenance and custodial staff:

- Will be asked to report to work (on a possible modified schedule) to be adjusted according to building needs
- Will be cleaning classrooms, performing building checks, prepping outside fields.
- Boiler logs will be required
- Disinfecting school buildings

English Language Learners and Students with Disabilities

Elementary / Middle:

ELL and Students with Disabilities teachers and services will continue via Google Classroom, or Google Meet, and in-person daily instruction. Staff will communicate with families via email and phone call. ELL and/or Spanish speaking staff translation is available when appropriate in all types of communications listed. All ELL and Students with Disabilities will have access to technology, including Wi-Fi if needed. Instruction will continue via Google Classroom and small group live/recorded instruction. Virtual parent and student meetings will continue as needed.

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

- Instruction is differentiated/supplemented/replaced as listed in IEP and/or according to individual language level.

Schedule

School Staff and students will follow a Monday-Friday instructional week utilizing the full remote instructional day schedules below:

Daily Academic Schedule:

ALL students will follow their 8-period minimum day schedule. **ALL** students are required to attend all classes and must be on time for class (whether in person or online). If students are late or do not log into class, they will be marked absent. Students must be prepared everyday with their Chromebook fully charged.

DAILY MIDDLE SCHOOL Schedule:

8:00 – 8:39 - Period 1
8:42 – 9:17 - Period 2
9:20 – 9:55 - Period 3
9:58 – 10:33 - Period 4
10:36 – 11:11 - Period 5
11:14 – 11:49 - Period 6
11:52 – 12:27 - Period 7
12:30 - 1:14 - Lunch
1:14 - 1:55 - Recess
2:00 – 2:35 - Period 8 Individualized instruction, small group instruction, Wellness Activities, Small group Counseling, Individual Counseling

DAILY ELEMENTARY Schedule:

9:00-9:30 Period 1
9:30-10:00 Period 2
10:00-10:30 Period 3
10:30-11:00 Period 4
11:00-11:30 Period 5
11:30-12:00 Period 6
12:30-1:00 Period 7
Lunch and Recess
2:00-3:10 Afternoon Virtual Blocks (i.e., small group instruction, independent work, specials) **Please note that specific class order may change by class/grade level.*

*Schedules for early dismissal days: School based early dismissal schedule will be followed.

Please Note: The school calendar includes three days for inclement weather or heat advisory closings. If these days are unused, they will be deducted from the calendar. The Board reserves the option to adjust in the school calendar as specific conditions may so require. The executed calendar will have no less than 180 school days for the students, as per State requirements, and no more than 185 teacher days, as per contractual agreement. The exact dates for the eighth-grade promotion exercises and the final days for students and teachers will be set in the Spring. *If we have an excessive number of school closings, make-up days will be during the Spring Break beginning with followed by, etc. The calendar may be extended should unforeseen circumstances require it or subject to the work year being extended. Therefore, no plans which cannot be changed should be made prior to June 30. The Board of Education reserves the right to modify the calendar as may be deemed necessary. This includes

reducing/eliminating vacation periods. If additional days are required, they will be as follows: end of June and/or April etc.

Professional Learning:

Oakland's commitment to excellence continues through developing professional learning experiences that ensure high quality instruction for all students through the year.

Professional learning must grow each educator's including professional capacity to deliver developmentally appropriate, standards-based instruction remotely. Areas to be addressed focus on the social emotional learning for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students. A broad range of activities in a teacher's annual professional development requirements, can include a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to virtual learning. Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer support and other collaborative efforts as professional development that count towards the 20 hours.

Mentoring and Induction:

New Teacher Orientation will be provided for all novice provisional teachers and teachers new to the district at the end of August. During this time, teachers will be introduced and trained using the Marshall Evaluation Model. Each novice provisional teacher will be assigned a one-to-one mentoring by qualified mentors by ensuring that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment. Mentoring must be provided in both a hybrid and fully remote learning environment. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience. Use online collaborative tools of Google Meets to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Instructional Impacts due to Illness

Oakland Public Schools will be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. It is critical to maintain a balanced curriculum with continued physical education and well-being as well as other learning experiences rather than an exclusive emphasis on core subject areas.

Evaluation:

The District Evaluation Advisory Committee (DEAC) will meet to review evaluation policies and procedures which may be impacted by a hybrid or virtual learning system. Following this, the School Improvement Panel's (SciP) role will inform professional learning, mentoring, and other evaluation-related activities which occur in individual schools. Annual evaluation schedules using the BOE approved Marshall Evaluation Model will be modified to highlight procedures and processes, which would be impacted due to potential hybrid scheduling. Observation schedules will be developed with a hybrid model in mind. We will follow requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans.

Engaging Community

Oakland Public Schools believe students are best supported when all stakeholders work in together through open lines of communication and partnerships, the following will be taken into consideration:

- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction;
- Create a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems), and expectations for interactions (e.g., connecting with students and their family);
- Craft instructional opportunities that address the unique needs of early elementary, elementary, middle, and high school students that incorporate feedback from stakeholders.

Administrators Responsibilities:

In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in- person or virtually, administrators:

- Will consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction. *Reflective of*
- *Building Schedule*
- Will provide time for staff collaboration and planning (*See Scheduling section*).
- Will prioritize vulnerable student groups for face-to-face instruction.
- Will Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Will work with staff and faculty to ensure that teaching and learning, and all student

services are effectively and efficiently developed, planned, and delivered. *Ongoing collaboration with the Director of Special Services and administrators through Google meets.*

- Will hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction. *Google Meets, emails and phone calls.*
- Will define and provide examples of high-quality instruction given context and resources available.
- Will assess teacher, student, and parent needs regularly. *Ongoing communication*
- Will ensure students and parents receive necessary support to ensure access to instruction. *Emails, Website, teacher communication, principal*
- Will communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Will Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Perform as many traditional tasks as possible through either Hybrid, Virtual (Google Meets).

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.

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.