

Essex Fells School

Full-School Remote Learning Practices

EFS is ready to shift to Remote Learning at any time should it be determined by the Health Officials or Executive Order that the health and safety of all no longer allow for in-person instruction.

- If this occurs, the teachers will take one day after the order is given to gather teaching materials and organize student materials for pick-up. An additional day will be reserved for parent pick-up of items at EFS via a drive-through between the buildings by grade level. A pick-up schedule will be disseminated to parents should this circumstance take effect.
- During the first two days, Google Classroom assignments will be activated for students to complete. Beginning on the third day, a full-day instructional schedule will be presented with a minimum of 3 live Zoom lessons daily for children to engage in with their teachers following a typical school day schedule.

Instructional Guidelines

- Each classroom may adopt procedures that work best for the success of their students' individual learning needs while working within the minimum standards of practice of Essex Fells School.
- A minimum of 4 hours of instruction not inclusive of lunch, will be provided following a full-day schedule with instruction occurring between the hours of 8:30 and 3:05.
- Google Classroom will be utilized for all students in all grades, PK-6 and Specials for the organization and distribution of content, materials, and assignments.

- It is expected that children have daily face-to-face instruction through the use of a Zoom platform.
- Attendance must be taken at ALL live sessions to gain credit as a day of instruction. Parents will e-mail absences into the School Nurse for tracking of student absences.
- Teachers will lead student practice for Remote Learning to prepare for the possibility of a pivot to remote instruction at the beginning of the school year. Students should be familiar with the expectations and practical usage of their grade level learning platforms and navigating sample assignments in the remote setting.
- If necessary- the remote learning environment is an opportunity to enact an atypical, yet creative procedure such as departmentalization of the primary grades. For example, one classroom teacher can be responsible for the math instruction of both classes while the other delivers Language Arts instruction..
- (Depending on Health Guidelines) Teachers may be permitted to teach from their classrooms during this time.

The following criteria are the minimum standards of practice:

- *A weekly schedule of assignments, live lessons, upcoming assessments, and office hours for each week will be sent to the students/parents every Sunday evening.
- *A combination of live instruction and pre-recorded lessons will be delivered on a full-day schedule from 8:30 am-3:05 pm.
- *Uniform Platform of Google Classroom including Specials will be Utilized PK-Grade 6.
- *Zoom platform will be used for live instructional periods.
- *Attendance will be taken during each live lesson to gain credit towards the day of instruction.
- *A minimum of one live instructional lesson per content area daily by the classroom teachers must be executed.

*A minimum of 1 live Special area class will also occur daily and may be delivered *per grade level*.

*Special Education services as well as Basic Skills Instruction and related services should be scheduled into the day according to the individual child's needs as outlined in IEP's, 504's and I&RS plans.

*Progress Reports for all special programs will be tracked by the Special Education teachers, reviewed by the case manager through Frontline for accessibility to parents during each trimester.

*IEP, 504, and I&RS meetings may be conducted virtually to address student needs.

*Tiered levels of sustained screen-times for developmental levels including PK-2nd grade 20-30 minute sessions, 3rd-6th grade 30-45 minute sessions.

*Individual live student check-in sessions with teachers for assistance, questions, and assessment must be offered on a daily basis.

*Flexible deadlines for assignment submission.

*Modified modes of student assessment may be utilized in the remote environment. Project based grading, digital submissions, and one-to-one or group virtual assessments may all be utilized to measure student growth and progress while in the remote environment.

*Grading timelines will be communicated with students/parents which include a 7 day turn around for Gradebook submissions in Genesis. Report Cards will be accessible to parents through the online platform each trimester.

*Parent communication is expected via email, virtual calls, and phone calls to update progress, share good news, and/or concerns such as missing live instruction lessons or assignments.

*Parent/Teacher Conferences may be conducted via Zoom call.

Remote Learning Guidelines

- Student attendance and participation are required at all live lessons.

- Cameras must be on and remain on for the duration of the lesson for the student to earn credit for the class.
- Students must be seated in a chair at a table or desk with no distractions such as television, radios, cell phones, pets, etc.
- Students may not eat or drink during their live sessions and must be dressed in school appropriate clothing.
- Parents may not be visible on camera or heard during any live instructional lessons unless requested by the teachers.
- Any inappropriate actions will cause immediate termination of that student's participation in the live instruction.
- Students who do not turn in assignments as scheduled by the teachers will not receive credit for the work.

Technology Needs

Any student in need of a district device or internet access should contact the Superintendent, Michelle V. Gadaleta mvgadaleta@efsk-6.org who will work with Marco Pannullo, Technology Coordinator to honor the request for usage of district devices.

Essex Fells School Buildings and Grounds

- EFS B&G will be maintained to the level of standards as when operating at full capacity.
- The custodial/maintenance crew may operate on alternative hours to best suit the usage of the buildings during emergency closure situations.

Revised August 2026