Emergency Virtual or Remote Instruction Plan

Ramapo Indian Hills Regional High School District

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Purpose

An approved Emergency Virtual or Remote Instruction Plan is required by the NJDOE, N.J.S.A. 18A:7F-9, in the event of 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.

Equitable Access and Opportunity to Instruction

Instructional Schedule

In the event that the District closes, the school schedule will follow the regular scheduled Day of the cycle to maximize learning, beginning at 8:20 AM and ending at 3:10 PM. Extra help will be provided remotely through teacher office hours which will be held either prior to the start of the first instructional period or after the last instructional period. Students and staff will have a lunch period after Block 3. Faculty and staff will report to their work location (e.g. remain home or report to school) as per guidance and procedures from the closure order. Faculty and students will use Schoology and / or Google Classroom as the source to find daily video conferencing links. Video conferencing links will be used as the primary conduit to connect the students with their classroom teacher, and will follow the video conferencing procedures in conjunction with the instructional design of the lesson.

DAILY BELL SCHEDULE - Virtual Day 56 Minute Blocks/56 Minute Lunch		
Office Hours	7:55	8:15
Block 1	8:20	9:16
Block 2	9:20	10:18
Block 3	10:22	11:18
LUNCH	11:18	12:14
Block 4	12:14	1:10
Block 5	1:14	2:10
Block 6	2:14	3:10
Office Hours	3:10	3:30

Equitable Access to Instruction

The District has an extensive background and long history of supporting instruction and services with the integration of educational technology, including hardware, software, access to web services, internet access, and network infrastructure. As a result of these efforts, all faculty and students have universal access to education technology resources needed to support the curriculum and instruction including:

- A MacBook Air laptop through the District's 1:1 program
- Schoology, the District's primary learning management system
- Genesis, the District's student information system
- Google Workspace for Education, including a District-provided email address
- Pre-installed software and web resources required by the curriculum
- Additional software and web resources to enrich the instructional process
- Technology-based professional development and resources through the District's Staff Development Coordinator
- Information Technology Support through the District's ITC department
- Internet connectivity for accessing web services, online materials and resources, communicating via videoconferencing, email, and other means, and submitting assignments and other district-related materials.

The District is ready to provide solutions (through the District's internet service provider) for students who do not have sufficient internet access at home to ensure that all students have equitable access to their classes during an extended emergency closure.

Assessment

Instructional and support services will continue in the virtual / full remote environment. Educational technology will be used to ensure a level of connectedness with students via video conferencing solutions, effective instructional methodologies will be implemented, and assessment practices (pre-assessments, formative assessments, and summative assessments) will continue to be used to inform instruction and assess students' progress in meeting the New Jersey Student Learning Standards.

This is an extension of what was originally published to foster authentic student responses on assessments. Guiding questions that can be used to approach assessment practices in a virtual learning environment include:

- What is the end goal of the assessment?
- How to incorporate the construction of new knowledge, skills, and understandings through the completion of the assessment?
- How can digital tools and resources be leveraged in the construction of authentic student work?
- Question design - How to formulate an Ungoogleable question? Create a question that fosters authentic student work in the response.

Special Education Needs

The District will support ongoing implementation of students' Individual Education Plans via remote/virtual instruction to the greatest extent possible, including accessible materials and platforms. Students will continue to receive instruction in their general and special education classes from appropriately certificated teachers as specified in their IEP's. Additionally, students will continue to receive required related services from School Psychologists, Social Workers, Occupational, Speech/Language, and Physical Therapists. Students with one-to-one aides will be provided with individual access to their aide via a range of appropriate platforms throughout the instructional day.

IEP implementation including the tracking of services and student progress will continue in accordance with NJ Special Education Code. Case managers will continue to conduct all required meetings providing for the participation of all needed parties including teachers and parents. Teachers and related service providers will continue to complete quarterly progress reports that are provided to the parents via email. Case managers, teachers, and related service providers will remain in contact with parents as required via phone and/or email. Accommodations and modifications identified in a student's IEP will continue to be adhered to in the virtual learning environment, including, but not limited to extra time, modified work, shortened assignments, extra notes, scaffolding, etc. Digital tools and resources can be leveraged to adapt to the students' learning needs.

In addition to the steps described above, specific methods used to document IEP implementation including the tracking of services, student progress and the provision of modifications and accommodations include the following:

- Child Study Team meetings are held weekly, at which time all IEP and re-evaluation due dates, progress and completion are reviewed
- Child Study Team meetings are also used to also discuss specific students' progress and any needed modifications to their IEP program services.
- Special Education Department Supervisors maintain detailed data sheets to track all IEP dates and required services.
- Related service providers complete and submit monthly contact logs.
- During weekly department meetings teachers are given the opportunity to discuss specific students' progress, and any questions they may have about the implementation of needed accommodations or modifications. Any information relevant to the implementation of IEP services that were presented by the Superintendent and building administrators at their cabinet meetings also is reviewed and discussed.

- Case managers continue to have zoom/Google meet meetings with parents of students that are in danger of failing or struggling with virtual learning and convey this information to staff via email and at weekly department meetings.
- Special Education Department Supervisors and Case Managers provide notification of “at risk” students to (and collaboration with) guidance counselors, Assistant Principals, Student Assistance Counselors, and Principals as needed.
- Teachers identify anticipated accommodations and modifications in weekly lesson
- CST case managers consistently check in with students via phone, email and zoom meetings.
- Advocate for students during disciplinary referral meetings with administration.
- Communicate with post-secondary schools to facilitate the transition process for graduating seniors

Virtual Tools & Methodology In The Resource Center And Self-Contained Classes:

Teachers prepare our special needs students for possible virtual learning, by demonstrating and practicing the use of the applications and reviewing expectations during regular classroom instruction.

Google Classroom

Students will sign in and out at the end of the session to take attendance. Teachers will post and collect assignments on Google classroom and hold real-time class discussions.

Google Drive

Activities will be completed and teachers will monitor students’ work in real-time. This also provides a method of taking attendance.

Google Meet

Provides for face-to-face meetings with students and provides a mechanism for direct instruction. Provides a method of taking attendance

Schoology

Use of the discussion board allows teachers to take attendance, assess learning, provide Instruction and be available for questions and assistance.
Plans and assignments can be uploaded as usual
Use of the conference section for attendance and real-time discussion
Use of time-stamping for attendance
Resources to be used in conjunction with Schoology:

- Scholastic On-line ReadWorks – Reading Skills
- Audio Books
- PDF uploads
- Individual student folders allow for differentiation, accommodations, and modifications as per students’ IEPs
- Self-made videos of instruction
- Math IXL
- Newsela
- Threaded Discussions
- YouTube
- Khan Academy

EDpuzzle Classroom

Teachers can post videos with directed questions for students to answer that will pertain to the topic. This also tracks the students’ progress. Students will have assignments and virtual labs that they will have to complete and submit in a timely manner as well. Use of a timestamp allows teachers to know that students were participating when they should have been and also provides attendance data.

Padlet
Interactive discussion board where information / videos can be posted and students can complete exit tickets (formal assessments).

Genesis
Teachers will post attendance at the end of the school day in Genesis.

Virtual Tools & Methodology for Supplemental Teachers:
Supplemental teachers will follow their regular schedules and log into the appropriate virtual site being used by the classroom teacher (Schoology, Google Classroom, etc.) The supplemental teacher will make their presence known to the primary teacher and students and will be available to assist students with assignments during the class period. Supplemental teachers will reach out directly to students, as per their IEPs, to provide any individual modifications, accommodations, or differentiation to assignments/expectations. Supplemental teachers will communicate with general education teachers through email and use Google Suite for collaborative learning.

Virtual Tools & Methodology for Instructional Aides:
Instructional aides will follow their regular schedules and log into the appropriate virtual site being used by the classroom teacher (Schoology, Google Classroom, etc.) The instructional aide will make their presence known to the primary teacher and students, and will be available to assist students with assignments during the class period.

Virtual Tools & Methodology for Child Study Team:
The **Child Study Teams** will be available during their regularly scheduled work hours, and will be reachable via email, Google Docs, Apple FaceTime and phone. Using these tools, the case managers will initiate and maintain contact with families to ensure services are implemented in accordance with IEPs to the greatest extent possible. The teams will continue to hold virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities, write documents, and share information with administration, counselors, teachers, and parents. In lieu of formal educational and psychological evaluations that cannot be administered via a virtual platform, School Psychologists and Learning Consultants will conduct functional evaluations in order to evaluate and/or reevaluate students to ensure proper identification of students' with disabilities and the development of appropriate Individual Educational Plans.

Child Study Team Specialists will access IEP Direct to ensure that upcoming IEP meetings can be held and that are documents available to parents.

Case management to Incoming 9th grade classified students will be assigned and CST can start reviewing their files (e.g. evaluations, work products) and projected schedules.

Google Hangouts is free and includes a phone call aspect that will allow the CST to make phone calls to parents from their computer and chat using the computer's built-in microphone, eliminating the need to use personal/home phones to contact parents.

The **CST Administrative Assistant** will continue to support the CST and department members by being available during her regularly scheduled work hours, reachable via email, Google Docs, Apple FaceTime, and phone.

Virtual Tools & Methodology for TRC/SAGE Social Worker:
The **TRC/SAGE Social Worker** will be available during his/her regularly scheduled work hours, and will be reachable via email, Apple FaceTime and phone. The social worker will continue to provide individual

therapeutic support to students and parents, and share information with teachers, case managers, and supervisors as needed.

Virtual Tools & Methodology for Related Services:
Although our related services providers are private contractors, all have been provided with laptop computers. The Occupational Therapist and Speech Therapist can provide individual/group activities via Google Classroom. As OT/Speech therapy is not a graded course, completion of the activities by the students would be voluntary.

Out of District Students: All private schools providing educational services for students placed out of district have been contacted. Provisions to hold all scheduled IEP meetings have been set up with private schools. Transportation to private schools has been suspended until the District has been notified that a school has reopened.

Medically Fragile: Being handled case by case through nurses/CST/Guidance.

Multilingual Learners

Meeting the needs of Multilingual Learners:
Teaching and learning will continue for the District's Multilingual Learners, and will be modified to meet the students' learning needs in a virtual environment. The ML teacher will use Schoology for attendance (via discussion thread) and will provide a daily agenda of linked assignments.

The ML teacher has access to her students' Schoology classes for other subjects, and will message and / or video conference with the MLs to monitor, support, and assess their learning in their other courses.

Multilingual learners continue to receive L1 (native language) supplemental support materials in their content-area classes. Schoology serves as the main platform for ML assignments. All current ML students have internet access and a computer. Tutorials are provided through live Google Meets and recorded platforms and include translations as necessary. Technology access concerns are addressed through the ML instructor, 1:1 aid/translator, and the ITC department.

Platforms to meet the needs of MLs and to address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ML access challenges include:

- Google classroom serves as an easily accessible online feature and coincides with schoology for main teacher-student interactions.
- NewsELA and Common Lit offer optional translation tools, audio versions of the text, lexile levels, and includes Spanish text to provide differentiation for students with varying language proficiency levels and/or students who need additional practice with specific skills.
- Flip-grid is used for modeling read alouds and evidencing language acquisition between students and teachers as well as among students. This platform also enhances the social & emotional connections among students.
- Screencastify is used to record lessons, directions (with translations) regarding technical issues, and to introduce new technology platforms.
- Google Meets provide both group interactions and individual breakout groups to include 1:1 aid.
- ML students are also supported through online translation features such as Google translate and closed caption.

District communication with Multilingual Learners:

- Communication platforms with parents include email, phone calls, and district-wide announcements.
- Main communication platforms with students include Google Classroom and Schoology.
- Screencastify used most often for directions in English and in students' native language: materials translated by 1:1 aid (as previously done).
- Additional communication with families continues via email to update parents at least twice per marking period to update them on students' progress and performance; translator utilized when appropriate.
- Use of Lexikeet for necessary translation or interpretation services.

Program Training:

- ML Basics and Communication
- ML Basics: Part 2
- Differentiation Techniques for the ML Student
- Apps and Services to Support our ML Students
- ML FLOW Articulation

Attendance Plan

If a student is sick and will not be able to participate in the virtual day, the parent / guardian will call the absence into the attendance office as normal. Just as with regular attendance, a doctor's note, drivers road test, etc will be excused once the notes are provided upon our return to the District. Additionally, unexcused absences will continue to be monitored by the office of the assistant principal, who will execute and adhere to District Attendance Policy and Regulation 5200. If students fail to observe acceptable check-in procedures, and/or complete assigned work, initially, the teacher contacts the student and may follow up with the parent and/or guidance counselor, and administrator if needed. The assistant principals track attendance and intervene as dictated by policy and regulation.

As a teacher, one of the main things to consider when teaching in a virtual setting is how to conduct attendance. All of the tools listed below can be used as a means of taking attendance. However, the simplest most efficient form for teachers to take student attendance should be considered first.

It is expected that teachers record their class attendance in Genesis. Teachers are expected to have Blocks 1-3 posted by 11:30 A.M. and Blocks 4-6 posted by 3:15 P.M.

Here are a few examples of ways you could conduct attendance virtually.

1. Begin your class period with a video conferencing tool. As students enter the room their name and face (if they enabled video chat) will appear. Teacher takes attendance. As a best practice, teachers also have students utilize the built-in text chat telling students to type that they are present (just like signing in). Most video conferencing tools allow you to download and save the chat transcript which you can use at a later date or save as a reference.
2. Begin your class with a live polling tool such as Polleverywhere. Teacher creates a poll/question and posts the link in Schoology (just like a Do Now). As students respond, the teacher can use the responses as attendance. As a best practice, the teacher has students type their first name last initial at the beginning of their response. A transcript/poll results can be saved or printed as a reference.
3. Begin your class with a Google Doc. Teacher posts the link to the document in Schoology to start the

period. Share settings are set to “anyone at RIH with the link can edit”. Teacher sets the Google Doc up as a sign-in sheet and has the students “sign-in”. The Google Doc tracks who enters the document, any changes they make, and document history.

4. Begin your class period by posting a Schoology “update” where students leave a comment with their name to “check-in”. The comment is then time stamped.

Video Tutorial for taking Attendance in Schoology

Safe Delivery of Meals Plan

The District does not participate in the NSLP and has a very limited number of free/reduced students. As such, we do not have an agreement number. The complexity of providing meals to a limited number of students combined with potential exposure by introducing more occupants into the school limits our options for food service during a Virtual or Remote Instruction.

Depending on the circumstances for Remote or Virtual Instruction, including the expected length of time and the number of students and staff displaced, the district will consider some or all of the following options for providing lunch:

- If feasible, all eligible students may be provided with meals from a local deli. Gift cards would be distributed to those eligible students who express a desire to participate and receive a daily meal. Arrangements can be made to deliver meals to those students who request it.
- If feasible, meals may be provided curb-side for pickup from our schools using a pre-order system. Up to two days worth of meals could be provided at each pick-up. All items would be produced in the school’s kitchen and pre-packaged with heating and serving instructions for home consumption, if applicable.

Facilities Plan

The building will normally be minimally staffed by custodial/maintenance personnel depending on the workload between the hours of 9am to 3PM Monday through Friday. All staff will be available to address building issues that might occur. Construction activities taking place outside of the building will be permitted and contractors will only be allowed into the building to perform mission critical work. Areas that are scheduled for renovation are isolated from the remainder of the building. The buildings are closed to the public, students and all but essential staff.

HVAC equipment is scheduled to the unoccupied mode of operation and maintenance schedules are followed. Air filters are not changed during shutdown. Such activity is scheduled to resume immediately before reopening.

Outside spaces (fields, tracks, parking lots) will be governed by the County’s directive on the use of public spaces. Ground personnel will perform basic lawn cutting and maintenance activities.

The Coordinator of Facilities and Operations will continue to communicate with Building Foreman who will discharge assignments to department staff. Building Foreman will coordinate their reporting schedule with the rotational shift of those in their charge. The Coordinator of Facilities and Operations will be physically present

as required to address issues such as construction observation. Communication between the Coordinator of Facilities and Operations and the Building Foremen is by phone and video conferencing.

Extended Period Of Closure (greater than 2 weeks)
Domestic hot water heating and circulating schedules are modified to ensure movement of water and adequate temperatures to reduce the likelihood of Legionella development.

The need for continued operation of HVAC systems is periodically reconsidered based on weather, needs, etc.

Other Considerations

Accelerated Learning Opportunities/Extended Student Learning
Teachers will provide three 20-minute sessions of extra help per cycle. Extra help can be held from 7:55 AM - 8:15 AM or 3:10 PM - 3:30 PM. Each teacher will arrange their extra-help schedule and post online for the students. Similar to class periods, teachers will be available to interact with their students during this time.

Teachers will also continue the academic assistance program virtually. Posting dates and times they will be available for support or enrichment activities that students can sign up for and attend using video conferencing.

Social Emotional Health for Staff and Students

Source	Link
Body & Brain TV	Body & Brain TV
Calm.com	Take a Deep Breath
Coursera: Online Courses	Yale University: The Science of Well-Being
National Association of Social Workers	Resources
National Institute of Mental Health	Coping with Mental Health
Substance Abuse and Mental Health Services Administration	Coping With Stress During Infectious Disease Outbreaks
Well Being Therapy Center: Free Online Group Support (Ages 13-17)	Talk About Real Things
Yoga with Adrienne	Yoga with Adrienne

Credit Recovery
In order for students to meet the NJ and RIH graduation requirements, we will continue to utilize our creating effective and flexible credit recovery options. We leverage online solutions, like Educere, for varied initiatives so we can monitor student learning, receive data faster, and manage courses efficiently.

Childcare Information

Childcare information will be shared with faculty and students, if needed.

Transportation

All out-of-district transportation for special needs students is coordinated by a CTSA (Region I). Region I will continue to provide transportation to all out-of-district schools as long as that particular school remains operational. In order to provide continuity of operations when the District reopens, an arrangement has been made through Region 1 where vendors will continue to get paid as long as they continue to pay their drivers and upon receipt of certified payrolls. The drivers must remain available to us. That same agreement has been proposed to the vendor who provides the District's daily home to school transportation.

Extra-Curricular Programs

Athletics and other extracurricular programs will continue, if possible, based on county and state guidelines. Extracurricular activities can meet using video conferencing tools at the beginning or end of the school day.

Essential Employees

To contact any essential employee please call each school or email them directly (first initial + last name@rih.org. Ex. sdemarco@rih.org

Central Office Staff: (201)-416-8100 - RIH Central Office
Ramapo High School: (201) 891-1500 - Ramapo Staff
Indian Hills High School: (201) 337-0100 - Indian Hills Staff