

Elizabeth Public Schools Emergency Virtual Instruction Plan

2022-2023



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Introduction

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which in part requires each school district to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting school districts to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

The Department of Education has issued “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year (SY),” which includes a checklist identifying components that must be included in an LEA’s Plan.

By September 30, 2022, each Chief School Administrator must submit the LEA’s Plan for the 2022- 2023 school year, approved by their district board of education, and the completed checklist to their county office of education. School districts must also post its Plan on their website.

Our Pledge

To provide the most substantive education to all students responsibly in the event of district closure.

Our Guiding Principles

- Exceed minimum expectations to place health and safety first for our students and Team Members
- Provide High-quality instruction to all students
- Ensure families have flexibility and choice in the instructional models
- Deliver accurate and timely communication to team members and families as needed and keep all stakeholders informed throughout the school year.

The Elizabeth Public Schools is committed to educating all of our students with health, wellness, and safety as a primary concern. The District recognizes its ability to provide in-person instruction will be severely impacted in the event of a district closure. This change means online instruction for all students.

Class schedules mirror those used for students participating in full-time online for the year. Online practices reflect lessons learned from Spring 2020 and the

2020-2021 school year and include expanded digital curriculum resources, as well as additional team member training. The district's ongoing expansion of technology, connectivity, and blended learning strategies across grade levels and curricular areas ensure EPS students can access high-quality, rigorous instruction in this model and across all levels of the continuum throughout a school closure. EPS has provided additional professional development for team members and resources for families to prepare for a transition to a model of virtual learning.

In order to effectively plan, the demographics of the Elizabeth Public School District must be considered. Currently, there are 28,067 students in the District. Of those students, 60.50% - are considered General Education, 27.30%- ELL, 12.20%- Special Education. The District also has 76.42% Free and Reduced Lunch.

District Management and Essential Personnel

District Leadership Team

Olga Hugelmeyer, Superintendent

Dr. Jennifer Cedeno, Assistant Superintendent

Rafael Cortes, Assistant Superintendent

Judy Finch-Johnson, Assistant Superintendent

Harold Kennedy, Jr., School Business Administrator

Francisco Cuesta, Chief of Operations

Tracy Crosby, Director of Early Childhood Education

Dr. Daphne Marchetti, Director of Elementary and Secondary Education

Dr. Sandra Nunes, Director of Bilingual, ESL & World Languages

Dr. Diana Pinto-Gomez, Director of Special Services

Amy Gil, Director of Research, Evaluation and Assessment

Dr. Michael Ojeda, Director of Curriculum & Instruction

Ben Candelino, Director of Athletics

Dr. Kathy Badalis, Director of Staff Development and Innovative Programs

Dr. Dorothy McMullen, Director of Special Projects

Sam Etienne, Director of Equity and Inclusion

Luis Couto, Director of Plant & Property

Michael Rijo, Director of Transportation

Jamie Leavitt, Director of Food & Nutrition Services

Alberto Marsal, Chief Information Officer

Mark Colicchio, Elizabeth Health Officer

Dr. Guillermo Munoz, Chief Medical Inspector

School Nurses

School Principals

Preschool, K-8 and 9-12 Teachers

Parents

Essential Personnel

The following Essential Personnel will be notified to report in-person during this time period as needed to ensure the proper maintenance of all departments and school buildings throughout an extended period of closure.

Food Service Head Custodians
Security Guards Warehouse
Mechanics
Bus Driver/Utility Worker
Multipurpose Aides Coordinators
Information Technology Personnel currently assigned to Hardware
Department Business Office Personnel

Personnel on a staggered schedule defined as three days onsite and two days remote on an alternate schedule:

Administrators (Assistant Superintendents, Chief of Operations, Comptroller, Directors, Principals, Vice-Principals, Supervisors)
Deputy Counsel
Associate Counsel
Business Office Personnel
Administrative Secretaries
Secretaries
Legal Secretaries
Systems Analysts Programmers
Computer Data Entry Associates
Data Analyst & Strategies Coordinator
Human Resources Staffing Assistants
Truancy/Attendance Liaisons
Paralegal
Nurse Coordinator
Nurses
Information Technology Personnel
Web Developer
Investigators

Essential Personnel on a staggered schedule defined as three days onsite and two days remote on an alternate schedule:

Food Service
Custodians
Security
Warehouse Mechanics*
Bus Driver/Utility Worker **
Multipurpose Aides**

Coordinators

Personnel working remotely five days. (Certified team members that prefer to work in their classrooms or office will be accommodated. Kindly communicate with your principal or supervisor):

Teachers

Teacher

Interventionists

Guidance Counselors

Social Workers***

Substance Abuse Counselor

Child Study Team Members***

Preschool PIRT Members***

Reading Specialists

Library Media Specialists

LDT-Cs***

Psychologists***

Classroom Assistants

Locker Room Assistants

Child Development Associates (CDA)

Personal Assistants

Science Lab Assistants

Instructional Coaches/ Culture & Climate Coaches/Master Teachers

Additional Information:

*Mechanics will be required to work a five-day schedule on an as needed basis.

** Bus Driver/Utility Workers are assigned to transporting special needs students on OOD bus routes if needed and will be required to work a five-day schedule. Multipurpose Bus Aides are assigned to assist with the transportation of special needs students on OOD bus routes if needed and will be required to work a five-day schedule.

*** Child Study Team, P.I.R.T., Psychologists, Social Workers, LDTCs will be required to work a staggered schedule on an as needed basis.

District Communication Plan

The Elizabeth Public Schools has a robust communication system in place for both regular and urgent communications. Districtwide communications are always translated into English, Spanish, Portuguese, Haitian-Creole and Arabic. Urgent messages, as well as up-to-date policies and protocols, will be communicated through multiple channels that families and staff rely on for information from the district, including

- Blackboard Connect e-blast, robocalls and text messages
- District and school websites

- Official Facebook and Twitter feeds, with messages amplified by shares from schools, PTOs, and other parent organizations

The EPS Emergency Virtual Instruction Plan will be available on the district website. Other communication outreach will include town hall-style webinar meetings, podcasts, fact sheets and FAQs.

Our Sources of Information

- Internal and external stakeholder groups
- Parent, Team Member, and Student surveys
- Mayor's office
- Local Department of Public Health
- Elizabeth Police Department
- Governor's office
- New Jersey Department of Education
- New Jersey Department of Health
- New Jersey Office of Emergency Management
- Centers for Disease Control and Prevention (CDC) We recognize that there are additional considerations that must be addressed to ensure students, families, and staff are well supported in the upcoming transitions.

Support for Our Families

A goal of the plan is to ensure that all families have the tools, resources, and supports to feel safe and comfortable. Elements of this support model include the following.

1a. Food Services Continue to provide meal services to students unable to attend school in person.

1b. Language Services

Provide written translations of documents and communications in the five most frequently spoken home languages in EPS and provide oral interpretation for any family who needs this service. Provide consistent access to translation resources, including phone line responders, and bilingual personnel.

1c. Training and Support

Provide resources and training to help our families understand their roles in supporting students' academic success, including ongoing workshops and consultations with our guidance counselors and social workers.

1d. Technology Support

Expand laptop and internet access to ensure families have access to reliable technology and internet services to support their children. Provide an online help desk to support students and families with computer troubleshooting.

1e. Family-School Engagement

Engage in regular two-way communication between families and their children's teachers and schools, with support from all of our administrators.

Full Time Remote Learning

The Full-Time Remote Learning model:

- Students will receive interactive, teacher-led/synchronous instruction five days per week, Monday through Friday. This means daily interaction with teachers.
- Classes will follow a daily schedule similar to a normal school day. Schools will continue to operate on a modified half day schedule
 - Prek-8: 8:20am –12:39 pm
 - High School: 7:30am- 12:22 pm
- New instructional content will be taught, work will be graded, and attendance will be taken.
- Students will have opportunities for small-group work with teachers and peers.
- All students in grades PreK-12 will have access to a device, and through our agreement with vendors, an internet package is available to families at no cost who may not have had internet access.
- Social-Emotional Learning (SEL) will be delivered through synchronous interaction with teachers and counselors.
- Parent Academies will be offered, with training and resources for parents to support learning at home.
- Students will have access to accelerated and Title extended learning opportunities as well as credit recovery, extracurricular programming and 21st Century Community Learning Center Program.
- Community programs will continue to be offered.
- Out of district transportation services will be provided.
- Comprehensive language services for English Language Learners and related services for Special Education including Speech, Occupational therapy & Physical therapy.

- Related Services

Parents will be asked if they prefer to have related services in person or virtually. If a parent chooses in person, the services will be offered at three centralized locations. Depending on the number of parents that opt for in person we would create schedules similar to those below to accommodate as many parents as possible. Transportation will be provided.

Related services in person: Grades 3-12, 1-hour sessions.

Time of therapy	Speech therapist 1	Speech therapist 2
9:00 am -10:00 am	Student 1	Student 1
10:05 am -11:05 am	Student 2	Student 2
11:10 am -12:10 pm	Student 3	Student 3
12:15 pm -12:45 pm	Lunch	Lunch
12:50 pm -1:50 pm	Student 4	Student 4
1:55pm -2:55 pm	*Small group 1- 3 students	Student 5

5 minutes in between allows for student to be returned to parent

Related services in person for grades PreK – 2, 45-minute sessions due to child’s age

Time of therapy	Speech therapist 1	Speech therapist 2
8:45 am -9:30 am	Student 1	Student 1
9:35 am -10:20 am	Student 2	Student 2
10:25 am -11:10 am	Student 3	Student 3
11:15 am -12:00 pm	Lunch	Lunch
12:05 pm -12:50 pm	Student 4	Student 4
12:55 pm - 1:40 pm	Student 5	Student 5
1:45 pm -2:30 pm	Student 6	Student 6

5 minutes in between allows for student to be returned to parent

Our goal is to maintain a focus on continuous improvement. Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times and attendance monitoring. The goal is to replicate the classroom experience, so we may transition smoothly when we return to in-person learning. The ability to return to in-person will be re-evaluate at the end of the first marking period.

In preparation for the start of the school year, daily communications will be sent out to our families in order to provide an orientation of the full virtual

environment. In addition, scheduled sessions for your child to meet their teacher virtually and learn how they access content, support, and feedback. School leaders will work to ensure all parents are provided with a schedule to pick up the necessary instructional materials and school schedule prior to the start of the new school year.

Students will prepare for remote learning by:

- Engaging in remote learning activities being offered by their teachers, school and/or the District.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Ensuring they set up a remote workspace and calendar to manage their time.

Families will prepare for remote learning by:

- Assuring that their internet access is available at home.
- Ensuring that they are monitoring District communication for up-to-date information.
- Encouraging their students' participation in remote learning content.
- Ensuring that they know their students' usernames and passwords for instructional resources that are accessible via the District portal and/or district website.

Teachers will prepare for remote learning by:

- Providing instructional resources and materials through remote means such as TEAMS.
- Reviewing district-supplied remote learning materials.
- Setting virtual office hours to connect with students and support their learning remotely during the last period of the instructional day.
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning on Wednesdays during the last period of the instructional day.
- Ensuring that they are monitoring District communication for up-to-date information.

Leaders will prepare for remote learning by:

- Providing socio-emotional support and an overall positive remote school culture.
- Supporting teachers by providing feedback.
- Supporting teachers to provide instructional resources and materials through remote means such as Teams.
- Reviewing district-supplied remote learning materials.
- Setting virtual office hours to connect with parents to support remote learning for students.
- Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.

- Ensuring that they are monitoring District communication for up-to-date information and ensure communication systems are created and implemented for families.

Technology for Dynamic Learning Environments

In May 2020, the Board of Education approved the application for federally funded CARES Emergency Relief Act Grant funding and Digital Divide funding to support over 7,000 devices for all Preschool, Kindergarten, First and Second grade teachers and students at every school. The federal funding also covered the cost for internet connectivity. This is inclusive of the purchase of additional Wi-Fi devices for distribution to families, when reliable home internet access is not available. Through the federally funded ESSERS II and III and the American Rescue Plan, funding to support WiFi and refreshment of devices continues to be supported.

With these enhancements, all 28,000 students in PreK-12 are provided laptop computers to support virtual learning. Priority is to ensure reliable vendor performance and a safe and secure virtual learning platform to support enhanced online instruction.

1a. Student and Staff Privacy Considerations:

Every student and staff member have a unique username and password. We conduct vendor risk assessments on all our providers, to ensure data is protect and that the vendor complies with the *COPPA – The Children’s Online Privacy Protection Act (COPPA)*, and *FERPA – the Family Educational Rights and Privacy Act*.

1b. Consolidation of Management Systems

We are a Microsoft shop and have consolidated the management of our systems by using Microsoft Intune, a cloud-based service that focuses on mobile device management (MDM) and mobile application management (MAM). We control how our organization’s devices are used, including mobile phones, tablets, and laptops. We also configure specific policies to control applications.

1c Remote Instruction Best Practices:

Our Student Information System (SIS) is PowerSchool and it is integrated with a Learning Management System (LMS). Through the LMS curriculum content and course creation is accomplished. Microsoft Teams is use as the collaboration tool for teachers and student’s interaction and Microsoft Office 365 suite provides the applications for students create, stored, email and submit assignment and projects. Teachers have a classroom management tool, GoGuardian to control the interaction and participation of the students during online school.

Teachers will notify parents if a students have not participated in virtual instruction in accordance with their school schedule or have not submitted assignments.

1d Administration of Standardized Assessments

Elizabeth Public Schools was among two school districts in New Jersey to pilot Pearson's TestNav Connect platform during a special virtual administration of the Start Strong assessment for students. School districts throughout New Jersey administered the Start Strong assessments this fall to satisfy the federal statewide assessment requirement for the 2020-2021 school year. This will allow for the future administration of statewide assessments such as NJSLA, ACCESS, DLM, etc. in the future.

EPS to use its GoGuardian platform to monitor students as they were taking the Start Strong as well as offering the availability of TestNav Connect for monitoring purposes. Through the TestNav Connect platform, teachers can administer online tests to students testing from home, using video, audio, and chat during the online testing session. Students and teachers can also share their screens when necessary.

Preparing for Rigorous Instruction

Teachers will be provided direct, synchronous instruction, in an amount similar to the hybrid model, in all of the required subjects. In addition, language supports will be provided for English Language Learners, as required and the appropriate supports will be provided for Special Education students to meet IEP requirements. Students will also receive weekly Social-Emotional Learning (SEL) lessons. Daily office hours with counselors and social workers are available by appointment.

A student's special education providers will carefully consider the student's individual needs and present levels of academic and functional performance (PLAAFPs). This will include consideration of the student's goals, supports, services, and modifications during our hybrid learning model. Teacher's will target instruction based on individual student needs to address students IEP goals.

- Special education provider consultation with general education teachers of record and special education support staff to collaboratively plan for differentiated instruction
- Individualized instruction – academic activities or functional skills related to unique student-specific goals/objectives

- Provide video modeling of hands-on tasks expected of students (live or recorded)
- Special education teachers/providers may supply the students with any needed visual support items and materials
- IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities
- The Special Education Department will continue to monitor and update its website and ensure Case Managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible in addition to providing the appropriate resources.

All students will follow a daily four-hour schedule with additional supports provided for small group instruction as defined below:

Student Day: Remote Learning Schedule

Grade Prek-8 Remote Learning Schedule	START TIME 8:20 am	END TIME 12:39pm
HOMEROOM	8:20 AM	8:25 AM
PERIOD 1	8:25 AM	8:55 AM
TRANSITION	8:55 AM	8:57 AM
PERIOD 2	8:57 AM	9:27 AM
TRANSITION	9:27 AM	9:29 AM
PERIOD 3	9:29 AM	9:59 AM
TRANSITION	9:59 AM	10:01 AM
PERIOD 4	10:01 AM	10:31 AM
TRANSITION	10:31 AM	10:33 AM
PERIOD 5	10:33 AM	11:03 AM
TRANSITION	11:03 AM	11:05 AM
PERIOD 6	11:05 AM	11:35 AM
TRANSITION	11:35 AM	11:37 AM
PERIOD 7	11:37 AM	12:07 PM
TRANSITION	12:07 PM	12:09 PM
PERIOD 8	12:09 PM	12:39 PM
VIRTUAL STUDENT SUPPORT	1:30 PM	2:30 PM

VIRTUAL PARENT SUPPORT	2:30PM	3:00PM
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Grade 9-12 Remote Learning Schedule	START TIME 7:30 am	END TIME 12:22 pm
PERIOD 1	7:30 AM	8:10 AM
TRANSITION	8:10 AM	8:12 AM
PERIOD 2	8:12 AM	8:52 AM
TRANSITION	8:52 AM	8:54 AM
PERIOD 3	8:54 AM	9:34 AM
TRANSITION	9:34 AM	9:36 AM
PERIOD 4	9:36 AM	10:16 AM
TRANSITION	10:16:AM	10:18 AM
PERIOD 5	10:18 AM	10:58 AM
TRANSITION	10:58 AM	11:00 AM
PERIOD 6	11:00 AM	11:40 AM
TRANSITION	11:40 AM	11:42 AM
PERIOD 7	11:42 AM	12:22 PM
VIRTUAL STUDENT SUPPORT	1:16 PM	1:51 PM
VIRTUAL PARENT SUPPORT	1:51PM	2:18PM

Providing Virtual Instructional Supports In All Content Areas

Early Childhood

All 3-year-old and 4-year-old students will be instructed by the teacher to address the child's development of visual-motor/adaptive, language and cognition, and gross-motor skills. Teachers will also gather data through student work samples and anecdotal notes to establish a baseline for student learning that is aligned to the Early Learning Scale (ELS) child assessment tool.

Bilingual/ESL

English language learners will be instructed in literacy, mathematical skills and English language proficiency level. In addition, the WIDA Can Do Descriptors will also be used for the development of English language proficiency.

World Languages

In World Languages students will use the Can-Do statements to determine language proficiency levels. This is common practice in World Language classrooms. Lessons and student grouping are guided by language proficiency. The Can Do Statements will be shared with students to encourage engagement and self-direction.

Visual and Performing Arts

In Visual & Performing Arts students will be assessed using a rubric, to determine the level of proficiency students at varying grade levels have in creating and performing in each of their arts classes. These proficiency levels will be evaluated through a scaled rubric and will be based on the New Jersey Visual and Performing Arts standards for student's participation, creation and performance, aesthetics, critique, world, culture, history and society. In addition to the rubric, an ongoing Sketchbook and performance log will be submitted to the teacher to evaluate growth as well as a self-guided evaluation by the student.

Special Education

Self-contained students will be administered an appropriate diagnostic assessment to measure academic proficiency ongoing throughout the year. In-class support students will follow the plan set forth for the general education students with appropriate modifications.

ELA K-12:

Students in K-1 will take an initial screener via iRead digital platform. Students in 2-3 will complete the Growth Measure from Into Reading. In grades 4-5, students will complete initial placement via a designated online platform. All data that is generated will allow teachers to determine a starting point for Tier II and Tier III supports. Teachers will also be provided with a brief scope and sequence of skills from the previous school year that will be embedded in the pacing guide and calendars at-a-glance in order to best structure their whole and small group instruction. Teachers will be encouraged to take anecdotal notes based on student performance. Students in Grades 6-12 will also complete an initial pre-assessment via an online platform. The diagnostic assesses student mastery of reading and writing ELA standards at various grade levels. The data collected from the assessment will be utilized to determine individual student needs, as well as inform teacher instruction on various levels, including whole group, small group and individual bases.

Mathematics K-12:

Students will complete an initial placement assessment to establish a baseline for student learning. Students will also complete an enVision diagnostic grade level readiness assessment (K-7), initial topic assessments via ST Math (2-5), Successmaker initial placement (4-5), and unit readiness assessments (6-12). Data generated will provide teachers with information on strengths and weaknesses to tailor whole group, small group, and intervention lessons. Standards from the previous year will be embedded in curricula, taught prior to the introduction or simultaneously with the grade level standard, as per the math standards vertical progression map. In addition, these skills are also embedded as daily routine activities (K-3), addressed throughout the use of SuccessMaker (4-5), and practiced within the ST Math program (K-5).

Science K-12:

Students will complete an initial pre-assessment to survey baseline performance related to current content/module standards. Standards from the previous school year will be embedded into the pacing guide for reinforcement before moving into new content. K-8 students will utilize FOSSweb and Investigation iChecks. Students in grades 9-12 will utilize the various digital platforms associated with their specific course materials (REALIZE, Flourish, etc.).

Social Studies K-12

The focus in Social Studies will be on instructional activities that support Social Studies content across all grade levels in a fashion to support the crucial competencies our students are expected to master in the areas of reading and writing. Readings and all related activities will strictly follow the curricula and be geared toward high engagement with the opportunity for students to expand their learning and think critically. Teachers will be required to maintain anecdotal notes based on student performance and ongoing communication with parents will be key in fostering the connection between the teacher, student and parent. Finally, teachers will review data generated from the digital platforms along with student performance to determine student progress.

Career and Technical Education (CTE)

The district offers 29 state-approved programs of study. Each program of study provides an opportunity for students to earn postsecondary and/or industry credentials and participate in work-based learning experiences. To ensure these opportunities are available to our students without interruption we will provide professional development for our teachers to support hybrid learning environments that allow students to earn industry credentials as well as receive career guidance. CTE equipment and supplies have been assessed to ensure safe workspaces for students and team members. CTE student engagement will occur through synchronous and asynchronous lessons that center on assisting students in earning industry credentials. A baseline for student learning will be established through SGOs and benchmarks which are geared toward measuring CTE skills. Additionally, we are working with our community and industry partners to provide and modify work-based learning experiences for our students.

Individual Student Baseline Management

Teachers will regularly review data generated from the digital platforms along with student participation and performance in order to determine student progress.

Early Childhood

Throughout the first collection period (September-November) preschool teachers will continue to collect work samples and anecdotal notes for both in-person and virtual learners that is aligned to the ELS. In addition, preschool teachers will assess each student individually utilizing the Preschool Checklist to identify their progress in letter recognition, letter sound, numbers & counting, and shape identification. The data obtained from the ELS and the Preschool Checklist will be used to score the Preschool Progress Report (report card) that will be shared with parents at the end of the first collection period.

Bilingual/ESL

By using the selected diagnostic platform and the results of the student-diagnostic assessment, small groups will be established to target the identify academic needs and address the development of English proficiency levels of ELLs. The diagnostic platform will be used to assess student's baseline and allow for routine assessments to ensure students are making adequate progress. Through the usage of differentiated strategies and targeted interventions, teachers will monitor student progress through the WIDA Can-Do Descriptors and the diagnostic platform.

World Languages

Once students are assessed by with the Can-Do Statements, and language proficiency levels are determined, students will be grouped in Novice-Low, Novice-Mid or Novice-High learning groups. Tasks will then be differentiated accordingly, and lessons will be adjusted to ensure all students have equal access to curriculum, as well as equal opportunity to acquire the target language. Can Do Statements as well as World Languages Learning Progressions indicators will be used throughout the school year to gauge student language proficiency and adjust tasks and groupings accordingly. As a result, students' instructional plans will be revised and will include any necessary adjustments for student support.

Visual and Performing Arts

As the arts teacher's complete projects with the students they will review the work and create small group critiques to evaluate the work and assist on making improvements in a collaborative and positive way as taught each year in the arts as we follow the Principles and Elements of Design and Music Essentials for learning. A journal will be kept by each student in sketchbook format and writing, to illustrate students' thoughts and ideas for the current projects, future projects and reflection on their status of a work in progress. Video tutorials, written instructions and a visual example will be given to the students to assist with all assignments. Both peer and faculty, will be available for discussion as the work is being created and handed in as a final product to be graded.

Special Education

The diagnostic assessment will be used to establish a baseline which will subsequently be used to plan and target instruction. Data will be collected ongoing to ensure growth and/or to deliver the appropriate intervention.

ELA K-12:

Students in K-2 will utilize iRead, which is a digital platform that provides students personalized learning to help close reading gaps. The program focuses on phonological awareness, phonics, and fluency. Students in Grade 3 will utilize Waggle, which is a digital platform that allows teachers to truly personalize learning for students by being able to assign content. Teachers will analyze the ongoing dynamic assessment that happens throughout the use of the program. In Grades 4-12, student progress will be monitored daily through anecdotal observations, open-ended responses, student notes (Notice and Note, Cornell Notetaking, Strategic graphic organizers, etc.), teacher-created assessments, and checks for understanding. The use of SuccessMaker in Grades K-8 and Measure of Academic Progress (K-12) will also support teacher monitoring by generating key data that will inform the different tiers of instruction.

Mathematics K-12:

Teachers and students will monitor student progress through adaptive digital math tools such as ST Math (K-5), Savvas Realize (K-5), SuccessMaker (K-7), Khan Academy (6-12), MathXL (6-12), Carnegie Learning Mathia (9-12), and Measure of Academic Progress (8-12). Teachers will also examine student growth through teacher/created assignments utilizing these digital platforms. Additional improvement will be determined through anecdotal observations, open-ended responses, projects, checks for understanding, classwork assignments, embedded quizzes, and benchmark assessments. Teachers will also assist students in self-progress monitoring through assignment submissions and personalized study plans. Administrators and supervisors will monitor student progress via digital math programs and online benchmark assessment data.

Science K-12:

Teachers will monitor student performance using formative assessment throughout the lesson, lab notebook electronic sheets, Unified Classroom assignment submission, TEAMS collaboration, and performance on post-assessment module surveys. Students will demonstrate understanding of content standards on benchmark assessments on the SchoolNet platform. Teachers are encouraged to utilize the online platforms they are most comfortable with such as Class Dojo, Socrative, edpuzzle, kahoot, etc. to monitor student progress.

Social Studies K-12:

Students will be assessed on an ongoing basis including; classwork, student participation, quizzes, tests, and projects. Teacher feedback will be geared

toward students not only acquiring course content but reading and writing proficiencies crucially needed for student success in high school and beyond. Students will be encouraged to extend their learning beyond the classroom during this time by exploring additional readings and resources found on various internet platforms to enhance source materials introduced and topics covered within the curriculum.

Implementation and Monitoring of Student Instructional Plans

Early Childhood

Preschool Teachers will take anecdotal notes and collect work samples during each of the 3 collection periods to monitor student progress and score each of the items on the ELS assessment. Anecdotal notes and work samples will become part of each student's portfolio and be used to monitor and share student progress with parents. Preschool teachers will continue to follow the Preschool Intervention and Referral Team referral process for any child, learning in-person or virtually, who they feel is struggling academically or behaviorally and needs additional strategies to become a successful learner. The PIRT will provide the teacher and family with strategies they can implement at home and at school in order to help the student. Progress will be monitored every 6 weeks and the child's individualized PIRT plan will be updated as needed.

Bilingual/ESL

Instructional plans will be implemented by the teacher to ensure that all students are given equal access to the curriculum including, the proper modifications based on their WIDA Can Do's. Teachers will be required to complete a progress monitoring tool for each student that has an instructional plan. The Supervisors of Bilingual and ESL will meet monthly with the teachers to review the progress monitoring tool and instructional plans. Adjustments to these plans will be made as needed.

World Languages

World Languages instructional plans will be reviewed on a regular basis by the World Languages Supervisor and feedback will be given to teachers to support best practices for differentiation of instruction as well as fidelity to the World Languages curriculum and Pacing Guides. The World Languages Supervisor will meet with World Languages teachers as a department to support with implementation of curriculum as well as meet with teachers individually to support as needed.

Visual and Performing Arts

The Supervisor of Visual & Performing Arts will review lessons for areas of Art, Dance, Drama, Music and Instrumental practices. With the support of a strong curriculum and standards, we will continue to leverage the curriculum

to guide our practice through the arts. Collaboration between team members in each area will occur during department meetings to ensure the lessons are equitable for all students and the resources provided, support the instruction presented at each grade level in each school. Teachers will be closely monitoring the accommodations tool to ensure students are offered additional resources when struggling.

Special Education

CST members will continue to meet with teachers during regularly scheduled matriculation meetings to discuss student progress and performance. CST members will also communicate with our families to ensure that our students SEL needs are being addressed.

Staff will continue to utilize the Intervention and Referral service process to provide additional supports to those students who require additional supports.

ELA K-12:

Teachers will be provided with a brief scope and sequence of skills that will be strategically embedded in the pacing guide and calendars at a glance to ensure that students will learn prerequisite skills necessary to master grade level skills. In Grades 1-3, an emphasis on phonics skills that are not revisited in the new grade level will be addressed in September. In Grades 4-5, word analysis skills or morphological awareness will be embedded throughout the school year in order to help students build their vocabulary in an age-appropriate way. In Grades 6-12, skills and standards are recursive. Teachers will have a scope and sequence, pacing guides, resources and guidance as to which skills must be taught as a priority. During MP1 our focus will be on the Narrative Reading and Writing. Students will engage in narrative readings, as well as text-based narrative writing. Specific skills teachers will address include analysis of theme, character, conflict, plot sequence, author's purpose, point of view, key vocabulary and literary analysis. Pacing guides and key weekly foci in terms of skills and aligned resources will be available for teachers. Students will utilize graphic organizers and instructional strategies, such as Notice and Note close reading strategy, Notice and Note Reading Logs for fiction and nonfiction, SOAPSTONE, STEAL, SPACECAT, SIFFT in their classes, as they work on the Narrative and literary analysis. In addition, core texts, text-sets, fiction and nonfiction texts, informational articles and instructional videos will be available on Unified Classroom course pages in the resource sections.

Mathematics K-12:

The Mathematics Department's goal is to encourage students to achieve mathematical literacy through analyzing, reasoning, and effectively communicating ideas, while solving and interpreting real-world situations. This requires students to understand the language of mathematics and master grade level standards. Teachers will be provided curricula and pacing calendars aligned to the New Jersey Instructional Units/Framework and College Board

Advanced Placement. Math topics will be organized via Unified Classroom pages providing resources such as vocabulary, anchor charts, digital manipulatives, and instructional videos (2-12). Curricula and calendars will highlight embedded prerequisite skills that were missed causing an academic gap. Previous grade and current grade level standards will be taught prior or concurrently, as per the math standards vertical progression map to develop fundamental (K-5), algebraic (6-12), geometric (6-10), calculus (10-12), and statistical concepts (6-12). Teachers and students will monitor progress of instructional plans through data collected via enVision cumulative progress assessments (K-5), ST Math topic assessments (2-5), and SuccessMaker performance (4-5).

Science K-12:

Teachers will utilize Unified Classroom and TEAMS to communicate and monitor student instructional plans. A pacing guide will be provided to support teachers in implementing the curriculum framework, as well as offer embedded opportunities for reinforcement of prior year's standards before moving on to new content. Teachers will create opportunities for students to reflect, adjust and correct their thinking and provide meaningful feedback

Social Studies K-12:

Social Studies instructional Plans will be reviewed on a regular basis by the Supervisor of Social Studies. Feedback will be provided to teachers based on best practices in terms of differentiation of instruction and alignment to the curriculum and pacing guides. Collaboration between teachers will be ongoing in conjunction with the Supervisor. Teachers will monitor student progress and provide additional resources to assist students in need of additional support and provide weekly report to Supervisor of such efforts.

Professional Development Considerations

Remote Learning Practices and the District's Learning Management System

Early Childhood

All preschool teachers and students utilize Apple iPads for virtual learning. iPad training has been provided for all preschool teachers and the tools and applications on the device will be implemented into the preschool curriculum. Some of the key features that will be utilized include the Microsoft Office applications (i.e. Word, PowerPoint, Teams.) Preschool teachers have been trained on the implementation of iPad tools, features and applications including the camera, clips, garage band, sketches, Class Dojo/Remind and more.

The lesson plans are designed to teach the preschool students the basic functions and features of the ipad. Parents will also receive a pre-recorded ipad training, with additional parent training offered throughout the school year.

Bilingual/ESL, World Languages, Visual and Performing Arts Professional Development Considerations

Professional development sessions have been conducted for teachers on the various topics including:

- Content Specific
 - Curriculum updates
 - Regression
 - Technology features related to curriculum and instructional materials
- Schoology
 - Content building
 - Master pages
 - Transfer of grades and viewing of assignments
- Microsoft Teams & Other
 - Video conferencing for whole group and small group
 - Notebook
 - Video creation with the usage of Youtube and/or Microsoft Stream
 - Go Guardian

Special Education:

Special education teachers' trainings have focused on virtual instruction platform with a concentration on following IEPs while delivering differentiated instruction.

Trainings for special education teachers will consist of:

- Online platform
- Microsoft learning tools
- Reading/writing strategies
- Autism virtual learning PD
- Curriculum updates

Library Media Specialists have been provided with professional development on how to teach on a virtual platform including but not limited to:

- Curriculum updates
- Teams video conferencing
- Microsoft learning tools
- Content building
- Go Guardian

ELA K-12:

The ELA Department has collaborated with key partners to provide instructional supports and professional development centered on virtual teaching and learning. HMH Into Reading has provided virtual trainings and webinars focused on the implementation and integration of iRead (K-2), Waggle (3), and the effective use of the HMH Ed Online platform. HMH offers Teacher's Corner for teachers in K-3, which encompasses virtual on-demand professional development videos and recorded modeling. The Children's Literacy Initiative provides access to virtual learning opportunities that focus on instructional practices in the digital age. The Department offers voluntary (K-5) and required (6-12) department meetings for all teachers to provide support with curriculum and remote instruction. The supervisors provide a schedule of office hours for different grade levels to further address questions and concerns. Virtual professional development on pacing guides, curricula expectations, and the implementation of specific platforms, such as TEAMs, Ed Online, Seesaw, Unified Classroom, and FlipGrid has been provided. In addition to these platforms, students in Grades 4-11 are able to submit their essays on the MyAccess! online writing program.

Mathematics K-12:

The Mathematics Department collaborates with math program partners to provide effective virtual professional development for teachers, instructional coaches, and administrators. Voluntary virtual overview trainings of Savvas enVision (K-3 & 6-7), ST Math (K-5), and Carnegie Learning (9-12) have been held in the summer to assist teachers in transitioning to a new math program. Teachers have access to on-demand professional development videos, model lessons, and coaching support via math program partnerships. Teachers have access to lesson-specific professional development videos that are available prior to each enVision lesson and/or topic (K-7). Voluntary office hours address one-on-one assistance while voluntary (K-5) and required (6-12) department meetings will continue to build capacity and fidelity of the program. Administrators attend leadership trainings on look-fors, program alignment to Danielson framework, and monitoring teacher and student progress. Teachers attend training during district in-service professional development days to further expand their knowledge of the math programs, curricula, and technology, including TEAMs and Unified Classroom.

Science K-12:

The Science Department collaborates with key partners to provide instructional supports and professional development centered on virtual teaching and learning. FOSS provides virtual trainings and webinars focused on the implementation and integration of FOSSweb. The Department will continue to offer department meetings for teachers in grades 6-12 to provide support with curriculum and remote instruction. The supervisors provide a schedule of office hours for different grade levels to further address questions and concerns. Teachers attend training during district in-service professional

development days to further expand their knowledge of the science programs, curricula, and technology, including TEAMS.

Social Studies K-12:

Student progress will be monitored on a regular basis. Teachers will utilize TEAMS to communicate and monitor student progress. The Social Studies Pacing Guide will be provided to support teachers in implementing the curriculum as well as assisting the teacher in making instructional decisions in terms of moving to a new unit. Teachers will create opportunities for students to reflect upon their learning.

Trauma-Responsive Instruction and Social-Emotional Learning

Early Childhood

Second Steps is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. The Second Steps-Early Childhood Program will be utilized for our preschool students on a weekly basis and the lessons will teach skills in identifying one's own and other's feelings, showing care and concern for others, calming down strong feelings, using problem solving steps to find solutions, and much more. Preschool Teachers will receive support from the early childhood social workers on how to best support their students in teaching the necessary SEL skills using the Second Steps program, as well as assist with any issues that may arise that are unique to each classroom and/or child.

Bilingual/ESL

The Bilingual psychologist has provided Bilingual/ESL educators with professional development opportunities on the importance of culturally responsive teaching and social-emotional learning. The bilingual psychologist will continue to provide support for teachers navigating through their student's emotions and experiences. A social-emotional appendix has been created to enhance the Bilingual/ESL curriculum with student activities. It includes an extensive list of resources for teachers as well as remote and in-person activities for teachers to implement with their students that foster healthy social-emotional skills. The bilingual psychologist will continue to be available to consult with teachers who have social-emotional concerns about their students. In addition, counseling services will still be in place to assist our Bilingual/ESL students.

World Languages

World Languages teachers have received Social-Emotional training for classroom awareness. In addition to designing lessons which support the

social-emotional well-being of our students, teachers will seek additional support from immediate school administrators, supervisor and Guidance Counselors when student stress is detected.

Visual and Performing Arts

The Visual and Performing Arts Teachers have received professional development on Social Emotional Growth in the Arts Classroom provided by the National Arts Educators Association.

Special Education

CST members will continue with social skill and counseling needs and identified in student's IEPs and continue to provide support to staff as well.

Guidance Counselors and Social Workers

Imagine, A Center for Coping with Loss

- Grief counseling training for staff
- Grief education workshops for parent and students

Psychological First Aid by Johns Hopkins University

- Trauma based training for all mental health professionals

Panorama Education Survey Training

- Social Emotional Learning survey training for schools
- Equity and Inclusion survey training for school

Supporting Student, Family, and Educator Wellness

1a. Social-Emotional Learning

School Counselors and School-based Social Workers will engage in a comprehensive Social Emotional Learning (SEL) program that incorporates all school stakeholders (i.e. students, families, team members, and the community). This SEL program will include:

Character Education Skills

1. Building Resiliency
 - Students will examine their perceptions of how well they are able to persevere through setbacks/challenges to achieve important short and long-term goals.
 - Classroom/virtual lessons and family/student worksheets
2. Social Awareness
 - Students will examine how often they consider the perspectives of other people and empathize with them.

- Classroom/virtual lessons, small in-person/virtual groups and family/student worksheets
- All EPS students will take Panorama Education’s Equity and Inclusion survey designed to capture students’ experiences of equity and inclusion in their school.

3. Sense of Belonging

- School Counselors and Social Workers will develop a program beginning with the Week of Respect that addresses how students can feel like valued members of their school and classroom communities.
- Virtual lessons focused on staying connected academically, socially, and emotionally in a virtual setting.
- School Counselors and Social Workers will be encouraged to facilitate monthly School Safety and Climate Team meeting to focus on the importance of developing/maintaining a positive/safe school climate.

4. College and Career Readiness

- School Counselors will utilize Naviance’s College and Career Readiness platform to engage all students in their post-secondary plans.
- Virtual student and parent seminars
- Virtual Financial Aid seminars

Engagement

- Students will examine their own perceptions; behaviorally, academically, and emotionally in both the in-person and virtual learning environment.
 - Teacher/Student Relationship
 - School Counselor and Social Workers will provide teachers with in-person/virtual lessons on developing a strong teacher/student relationship in a virtual setting.
 - School/Family Relationship
 - Schools will survey their students and families via:
 - Panorama or
 - New Jersey School Culture and Climate Survey

1b. Outreach Programs for At-Risk Students

- School Counselors and Social Workers will review Academic and Intervention and Referral Service data to determine students’ academic and behavioral challenges.

- School Counselors and Social Workers will develop individual comprehensive plans to address those specific academic and behavioral needs.
- School Counselors and Social Workers will refer student to appropriate community resources as needed such as:
 - Perform Care/Mobile Response
 - Trinitas Out/In patient programs
 - Cooperative Counseling
 - Kwenyan Professional Health Services
 - High Focus Centers
 - Proceeds
 - True Care Mental Health Clinic
 - Bridgeway Rehabilitation Services
 - Alternative Education Placements

Plan for School Meals

Grab and Go meals will be available every day to all students in virtual learning. All PK-12 students will be provided with pre-packaged breakfast and lunch. Parents and Guardians will be allowed to pick up the meals. Two days of breakfast and lunch will be distributed on Mondays. Three days of breakfast and lunch will be distributed on Wednesdays. Our team members will distribute the meals outside the building.

The District will continue to monitor New Jersey Department of Agriculture guidelines in order to stay compliant with changing regulations.

Federal Breakfast and Lunch Program will be available at ALL school locations from 12:30 pm to 2:30pm.

Health Practices and Protocols

The screening, health, and safety measures that follow will offer further precautions for all students and staff.

1a. Team Members and Student Absenteeism

Team Member Absence – Teachers go to Substitute Teacher vendor website to report absence. Courtesy call to school secretary and/or Principal.

Parents must sign an agreement that they will abide by sick / absentee guidelines. District letter to all parents revising the attendance policy/ COVID-19 considerations.

Absentee Telephone Line: School telephone lines will be utilized for parents to leave a message child's name, grade/Room # and reason for absence, include a call back phone number. School staff /secretary's duty to forward only medical calls to nurse for follow-up with consideration for language barrier. Language line implementation for use when a language barrier is present.

Review Transportation Policies and Protocols

1a. Transportation Safety

The Elizabeth Public Schools aims to ensure the greatest margin of safety and protection for children.

Bus Procedures to Reduce the Spread of Contagion

- Hand sanitizer will be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;
- Bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing)
- District vehicles that transport students between home and school will be cleaned and sanitized including seats, rails and any surfaces touched, before and after each run.
- All personnel responsible for cleaning school buses shall sanitize the bus after every usage.
 - a. The transportation office will provide each driver with a check list that must be filled dated and signed and must be handed in daily
 - b. Certify that the process has been completed as required. Sanitizing agents will be provided to each driver
- These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

The following rules are applied in order to extend margins of safety for students:

- Whenever possible, routes are designed to load and unload children on the right-hand side of the street nearest their homes. However, there may be exceptions. In addition, routes are designed so that buses do a minimum amount of backing up. No backing is ideal.

1b. Children's Well-being

Whenever a bus driver has any concerns or information about a child's well-being, that bus driver needs to share that concerns/information with the Transportation Coordinators, Director of Transportation or building principal.

Student Bus Rules

- Only students that are eligible for transportation will be permitted to ride the bus. No student may ride a bus that they are not assigned on the driver's roster sheet.
- Please give the drivers at least a 15-minute window prior to your stop time. Also, you must allow 10 minutes after your stop time for the bus in case there are any unforeseen circumstances that might cause a bus to be late, such as traffic or weather.
- It is recommended that you wait for your bus in a safe place. Do not play or stand in the road. Respect the property of the area your stop is located at. Maintain social distancing at bus stops.
- Please do not approach the bus until it has come to a complete stop and the driver has opened the door. If you must cross a roadway to get to your stop, you should cross only when the school bus arrives and stops, the red lights are flashing, the stop arm has been engaged, and the driver has signaled you to cross. ALWAYS cross in front of the bus (at a distance of 10 feet), NEVER behind.
- Enter the bus in an orderly manner, use hand sanitizer, take your seat, buckle your seat belt and remain seated. Keep your head and arms inside the bus at all times. Keep the aisles clear of feet, legs, arms, backpacks, etc.
- Keep the noise level at a minimum for the safest driving conditions.
- Follow the instructions of your bus driver. The driver has the authority to assign or change seats whenever necessary. Behave appropriately and be courteous to the driver and your fellow passengers.
- Students are required to maintain classroom-like behavior. Keep your hands to yourself. Pushing, grabbing, and reaching over seats is not permitted. Vandalism to any part of the bus will not be tolerated and will be treated with appropriate discipline.
- No smoking on the bus. No gum, food or drinks are permitted.
- Oversized objects (musical instruments, sports equipment, skateboards, etc.) are not permitted on the bus to school or home from school.
- Be on time at the end of the school day. Once the driver closes the door and the bus begins to move, he is not permitted to open the door for anyone else under any circumstances.
- Many of our buses are equipped with video surveillance for the safety of all passengers.
- Never attempt to pick up anything dropped underneath the bus.

- Utilize face masks on the bus

Disclaimer

No Health-related School Closure Plan can include or anticipate every issue, challenge or circumstance that may arise; therefore, the plan remains a fluid, working document that will be modified to address the Districts' need.

The information in this Elizabeth Public Schools Emergency Virtual Instruction Plan is subject to change. The District understands that changes in NJ Administrative Code will supersede, modify or eliminate the information summarized in this plan.

This Elizabeth Public Schools Emergency Virtual Instruction Plan and any information, policies and, procedures, to which it refers may be modified, altered, or discontinued at any time by the District at the discretion of the Board of Education and/or Superintendent of Schools.