

ROBBINSVILLE PUBLIC SCHOOLS

Emergency Virtual/Remote Instruction Plan

2023-2024



This plan is an ongoing process & subject to change as directed by the NJDOE, NJDOH, CDC, and/or other state/federal organization

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Part I: 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, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year (SY),” which includes a checklist to identify components that must be included in the Plan. By September 30, 2022, each Chief School Administrator must submit the LEA’s Plan for the 2022-2023 school year, approved by the district board of education or charter or renaissance school project board of trustees, and the completed checklist to the respective County Office of Education. As a reminder, an LEA must also post the Plan prominently on the LEA’s website. If you have any questions, please contact your County Office of Education.

Robbinsville Public Schools has developed the remote learning plan, per the outlined mandate, and ensures the district satisfies the requirements governed under Chapter 27 and Policy 2425.

Remote Instruction Plan for School Closure

Robbinsville Public Schools developed an instructional plan for virtual or remote instruction when schools are required to close due to conditions and criteria outlined in the introduction. This plan includes guidance in the event of a declared emergency resulting in a district-wide closure. Should the district close for three consecutive days, the district will begin remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

Robbinsville Public Schools believes that there is no replacement for in-person instruction, this plan ensures meaningful remote education for students through online instruction and activities designed to promote student independence. This plan also includes provisions for how meals will be distributed to eligible students, how special education-related services will be provided and how ESL services will be provided by the district.

Essential Employees

District Staff	
Superintendent of Schools	Mr. Brian Betze 609-632-0910 x2201 Betze.brian@robbinsville.k12.nj.us
School Business Administrator	Mr. Nick Mackres 609-632-0910 x2203 Mackres.nick@robbinsville.k12.nj.us
Director of Student Services	Ms. Georgine Johnson 609-632-0910 x4410 Johnson.georgine@robbinsville.k12.nj.us
Director of Counseling & Wellness	Ms. Laurie Rotondo 609-632-0910 x2238 Rotondo.laurie@robbinsville.k12.nj.us
Elementary Director Curriculum, Instruction, & Assessment	Ms. Kristy DeFazio 609-632-0910 x2221 DeFazio.kristy@robbinsville.k12.nj.us
Assistant Superintendent of Schools	Dr. Stephen Wisniewski 609-632-0910 x2211 Wisniewski.stephen@robbinsville.k12.nj.us
Director of Technology	Mr. John Legere 609-632-0910 x2202 Legere.john@robbinsville.k12.nj.us
Director of R.E.D.	Ms. Pam Elmi 609-632-0910 x2215 elmi@robbinsville.k12.nj.us
Supervisor of Buildings & Grounds	Mr. Brian Murphy 609-632-0910 x3022 Murphy.brian@robbinsville.k12.nj.us
Transportation Supervisor	Ms. Tammy Arnwine 609-632-0910 x2213 Arnwine.tammy@robbinsville.k12.nj.us

Sharon Elementary School Staff	
SES Principal	Dr. Nicole Bootier 609-632-0960 x5002 Bootier.nicole@robbinsville.k12.nj.us
SES Health Office	Ms. Joanne Knox Knox.joanne@robbinsville.k12.nj.us Ms. Melissa Young Young.melissa@robbinsville.k12.nj.us 609-632-0960 x5015
Pond Road Middle School Staff	
PRMS Principal	Mr. Paul Gizzo 609-632-0940 x4010 Gizzo.paul@robbinsville.k12.nj.us
PRMS Health Office	Ms. Alison Timmons Timmons.alison@robbinsville.k12.nj.us Ms. Missy Butler Butler.anne@robbinsville.k12.nj.us 609-632-0940 x4050
Robbinsville High School Staff	
RHS Principal	Ms. Molly Avery 609-632-0950 x3010 Avery.molly@robbinsville.k12.nj.us
Health Office	Ms. Heather Cassidy Cassidy.heather@robbinsville.k12.nj.us 609-632-0950 x3164

Part II: Equitable Access & Opportunity to Instruction

Any district or virtual or remote instruction program implemented for general education students will provide the same educational opportunities to students with disabilities. Special education and related services, including speech-language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities using electronic communication or virtual or online platforms and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

District staff will post information and assignments, class announcements, as well as instruction and feedback through Google Classroom. Zoom and Google Meets will be used as the main interaction platforms. School emails will be used as the main mode of communication between students and educators. Educational activities and resources will be differentiated to meet the learning needs of all students in the specific grade level or department.

The main function of remote instruction is to continue to follow the [2023-2024 District Calendar](#).

Virtual/Remote School Schedules

School	Regular School Day
Sharon Elementary School (SES)	9:00 am – 3:45 pm
Pond Road Middle School (PRMS)	8:00 am – 2:30 pm
Robbinsville High School (RHS)	7:30 am – 2:05 pm

School	Early Dismissal
Sharon Elementary School (SES)	9:00 am – 1:15 pm
Pond Road Middle School (PRMS)	8:00 am – 12:15 pm
Robbinsville High School (RHS)	7:30 am – 11:45 am

Delayed Opening Options
1-hour Delay
90-minutes Delay
2-hours Delay

Virtual or Remote Instruction Design

- **Full Day In-Person Instruction Model**

The learning model for 100% of students would include in-person scheduled instruction *unless* students are quarantined due to health-related reasons.

- **Full Day Virtual or Remote Instruction Model**

A virtual learning model for 100% of students would include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. This model would be implemented as a last resort due to health and safety concerns.

- **Hybrid Instruction Model**

Based on guidance from the New Jersey Department of Health and the Mercer County Department of Health, hybrid instruction could include the following:

- ½ day in-person and ½ day of virtual learning for all students or cohorts of students
- Cohort model for in-person and virtual learning on a daily or weekly basis

Delivery of Instruction

Robbinsville Public Schools provides the following guidance and support for virtual or remote instruction.

Robbinsville Public Schools will remain focused on the following guiding principles:

- Health, safety, and wellness of all students and staff is a top priority
- Maintain continuity of learning including multi-tiered interventions, enrichment, and extracurricular clubs
- Facilitate equity and ease of access to communications and resources
- Flexibility to accommodate the needs of all learners.

School Day Attendance

All attendance will be recorded in Genesis daily and follows [Policy 5200](#). During remote learning, students must be present in the Zoom/Google Meet session to be marked as present. Teachers will contact the parents/guardians when attendance issues are a concern. If attendance concerns continue, teachers should contact the school counselor and then the school principal.

The administrator and/or teacher will monitor student attendance and communicate with families to inform them of their child's attendance. Parents are contacted daily when their child does not sign in and remain present for their virtual classroom and/or session. Phone calls are made by building administration, counselors, teachers, and additional support staff. Emails and/or automated phone calls are sent out daily to notify parents if their child was absent.

Technology and Connectivity

RPS will ensure that every student has access to a device and internet connection and prioritize the provision of technology to students that are otherwise without access.

RPS will continue to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, we will consider the needs associated with the deployment of necessary technology, including student and parent training and acceptable use of policy implementation.

RPS will also ensure that staff has all necessary resources including devices and internet connectivity to deliver virtual synchronous instruction. If permitted, TPS will provide building access for staff to connect students to live instruction if students are learning virtually.

Google Classroom

- **ALL** classroom teachers are expected to create a Google Classroom.
- Google Classroom pages **MUST** be updated daily
- Minimum requirements for **ALL** classroom teacher Google Classroom accounts:
- Zoom/Google Meet link
- Schedule (when the class meets)
- Unit lesson objectives (student-friendly) & Basic resources that accompany the lessons
- Homework assignments (can be combined with unit objectives)

Technology and Instruction

RPS has identified a consistent technology that would be used throughout the district in a virtual instruction model and provide training in the use of all platforms.

The following considerations should be made in the following areas when preparing for virtual instruction:

Instruction

- All classroom instruction is **SYNCHRONOUS** and **LIVE**, via Zoom/Google Meet. Asynchronous learning opportunities may be used after the direct instruction portion of the lesson.

Audio

- When working remotely from home, ensure you are in a quiet part of your house, free from background voices, family members, road traffic, pets, etc.
- Some large, empty spaces have a lot of echoes, so smaller rooms are preferred
- Speak clearly and slowly to ensure words can be captured by closed captioning features (if the captioning feature is activated)
- Sit in close proximity to your camera for appropriate audio
- Invite your supervisor or building administrator to a Google Meet/Zoom/Screencastify for feedback on the audio/video connection and clarity

Visual

- Ensure your background image is free from distractions, family members, pets, etc.
- Dress appropriately
- Sit in close proximity to your camera
- Only have open tabs needed for the teaching session

Teaching Plan for Live Sessions

- At the start of each session (recorded/live teaching), explain the
- Objective - clear and student-friendly
- Essential Question

- How this lesson fits into the big picture
- Explicit tasks/activities the students will be doing during and/or after the session

General Guidelines for All Teachers

- Teachers will report to the school buildings each day unless otherwise advised
- Teachers and students will follow the full-day schedule
- Classroom teachers are expected to check email at the beginning and end of each day.
- Please respond to parents/guardians of the student(s) within 24 hours
- If teachers are not available due to absence, they should set up an automated response in Google Classroom and email

Support Staff (Learning Loss Teachers (LLTs) and additional support teachers)

- In K-5, support staff will work with classroom teachers and building principals to provide the necessary support
- LLTs may co-teach with their assigned classroom teacher(s) per their schedules via live instruction

Assessments

- Staff should be grading assignments in a timely manner
- Extenuating circumstances should be brought to the attention of the classroom teacher
- If students are absent, they have an equal number of days to complete make-up work. Assessment times should be coordinated with students and teachers.

Assignments:

- Due dates will be established at the teacher's discretion
- Assignments will be accepted up to one day late without penalty
- Homework can be assigned but must be intentional
- If students are absent, they have an equal number of days to complete make-up work. Assessment times should be coordinated with students and teachers
- Extenuating circumstances should be brought to the attention of the classroom teacher

Part III: Addressing Special Education Needs

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education including special education services based on their Individualized Education Program (IEP). Students receiving special education may be more negatively affected by distant learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines and the needs of the individual child may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Understanding the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE engaged a variety of stakeholders, including educators, related services providers, and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual learning environments.

Consistent with guidance from the United States Department of Education (USDE), Robbinsville Public Schools must continue to meet our obligation to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on the implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2022-2023 school year.

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP team should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP team should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connections to community organizations, scholarship programs, country, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluation to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.
- Child Study Team members will be in contact with classroom teachers and service providers to document IEP implementation including the tracking of services, student progress, as well as the provision of accommodations and modifications. Student progress will be tracked by the Curriculum Department and building administrators

through Genesis, LinkIt! Data Warehousing and Intervention Manager. The i-Ready Dashboard will also be utilized to track ELA and math academic growth.

- Case managers will be available to students and parents, daily, to serve as consultants and check in on student progress while addressing any student or parent concerns. The District BCBA will “check in” and serve as a consultant for students and families. Additional crisis management support will be provided as needed. Department administrative assistants and administrators will monitor and respond to all emails and communications daily.
- Like procedures that were in effect at the start of the COVID-19 pandemic, meetings can and will be held remotely. IEP meetings, evaluations, and other meetings will be conducted via appropriate scheduled times with the use of agreed upon remote conferencing. However, there are constraints due to the standardization of formal evaluations that must be considered on an individual basis for when evaluations are being conducted. In some cases, there may need to be agreement that in-person testing is warranted and if so, that additional safeguards or extensions are provided within the procedures and/or when school reopens.

Part IV: Addressing English Language Learners Needs

English Language Learners

English Language Learners (ELLs) are entitled to support and services for their literacy and language acquisition development from their English as a Second Language (ESL) teachers as well as their classrooms and/or subject area teachers. These supports and services include authentic, immersive literacy experience in their target language and their native language as well as explicit, skills-based instruction in the four language domains: reading, writing, listening, and speaking through a high-intensity instruction model. In addition, because the ability to communicate does not start, nor does it end, with language acquisition and because communication is inextricably linked to culture, ELLs gain an awareness of and appreciation and respect for the multiplicity of cultures represented in the ESL classroom and the wider school population. Finally, to meet the needs of ELLs, a Social Emotional Learning (SEL) approach is a critical component of an effective ESL program as ELLs come to our schools with a diverse range of experiences, developmental levels, academic abilities, and educational backgrounds.

ESL Delivery of Virtual Instruction:

- ESL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for the independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific New Jersey Student Learning Standards. Teachers can view student work in “real-time” as well as receive student work for review and provide feedback in a timely manner.
- ESL teachers will use Zoom/Google Meet to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers can view student work in

“real-time” as well as receive student work for review and provide feedback in a timely manner.

- Assistive technology will be provided as per the needs of ELL learners. Programs and instruction that will be employed specifically for students currently within our ESL programs: i-Ready MyPath, IXL, IMSE Orton Gillingham methodology, and tiered interventions.

ESL Communication:

Communication centers not only on the provision of academic instruction and support but also on addressing SEL-related concerns. ESL teachers, homeroom teachers of ESL students, and building administrators continue to maintain constant and close contact with caregivers of ESL students through:

- Phone conversations
- Email
- Learning Management Systems platforms (e.g., Seesaw, Google Classroom)
- Video conferencing via Zoom and/or Google Meet

Staff Professional Development

The RPS Department of Curriculum, Instruction, & Assessment will continuously investigate appropriate instructional strategies and curriculum revisions to offer the very best learning experiences possible. Building and district-level faculty meetings will focus on social and emotional learning and remote instruction. Topics for staff development will include but are not limited to:

- Culturally responsive teaching and learning
- Health and safety guidelines
- Technology support and advancements
- Trauma-informed teaching
- Social and emotional learning

Part V: Safe Delivery of Meals

School Nutrition - Food Services: Ensure Continuity of Meal Programs

Food service operations are managed and provided through Aramark. Appropriate social distancing and safety measures are implemented for meal delivery and pick-up.

Food insecurity remains an ongoing concern for the reopening of schools. The school district will continue to work with the district food service vendor (Aramark) to consider ways to distribute food to students across the district.

During the school closure, students will receive a meal distribution on a weekly basis.

Part VI: Facilities Plan

RPS will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. RPS will also develop a

schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

Part VII: Other Considerations

As indicated on the NJDOE LEA Checklist for Virtual or Remote Instruction Programs for the 2023-24 school year, the following considerations are explained below:

A. Accelerated learning opportunities:

- a. Grades 1-5: Students will continue to have in-depth discussions centralized around advanced literature and vocabulary. Math enrichment will focus on students developing a deeper understanding of various mathematical concepts
- b. Grades 6-8: Students will participate in advanced academic enrichment through the creation of Passion Projects and participation in Book Clubs. Math enrichment will be offered as accelerated math courses.
- c. Grades 9-12: Students at Robbinsville High School will continue to have many opportunities to demonstrate their advanced academic standing through Honors and Advanced Proficiency classes.

B. Social and emotional health of staff and students:

- a. RPS has established systems that promote supportive staff-student relationships that ensure all students have a staff member who checks in regularly with them and whom their family can connect with for any needed support.
- b. Mental health and trauma support for adults and students are readily available through previously established partnerships with outside entities, counseling services, and agencies.
- c. Schedules are created with built-in time for staff and students to regularly practice and reflect on their social and emotional competencies.
- d. Ongoing professional development on SEL and trauma will be provided to school leaders, teachers, and support staff.

C. Title I Extended Learning Programs:

- a. Extended learning programs are offered to students in need of additional support. Additional time with basic skills teachers and instructional coaches is built into each child's academic schedule as determined by the I&RS team and intervention specialists.

D. 21st Century Community Learning Center Programs

- a. All curriculum guides are embedded with 21st Century skills.

E. Credit recovery:

- a. At-risk students are offered the opportunity to retake previously failed courses required for high school graduation. Students who qualify for credit recovery will have access to online courses and/or alternative settings.
- F. Other extended student learning opportunities
- a. Extended learning opportunities will be based on community surveys and assessment data to gauge the needs of students within specific age groups.
 - b. Tiered supports are offered in ELA and math across the district through virtual instruction provided by an intervention teacher or assigned through an interactive intervention program.
- G. Transportation
- a. District transportation delivers free/reduced meals to families who qualify.
 - b. Disinfecting and sanitizing procedures are followed and thoroughly monitored when buses are in use to transport students and meal delivery services.
- H. Extra-curricular programs
- a. Offering extra-curricular programs will be dependent upon current NJDOE, NJDOH, and CDC guidelines. When possible, programs and clubs will continue in a virtual setting.
- I. Childcare
- a. RPS operates a child development program, [Robbinsville Extended Day \(R.E.D.\)](#), and will determine when it should be deemed safe to fully open should remote learning be implemented.
 - b. RPS may consider operating the program with staff's children to support the needs of the district.
- J. Community Programming
- a. Refer to the Robbinsville Township [website](#) for community updates and guidelines.