



## **DCF Office of Education – Regional Schools EMERGENCY REMOTE WORK PLAN Updated June 2025**

Pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, this plan is to enhance elements to provide the most substantive education, including, but not limited to, related services, for all students in the event of an LEA closure. The remote plan can be found on the district website at <https://www.nj.gov/dcf/about/divisions/oe/>.

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### **District Contact Information**

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	<b>Curriculum and Instruction</b>	<b>Trenton, NJ 08648</b>	
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**School Contact Information**

<b>School</b>	<b>Address</b>	<b>Administrator</b>	<b>Phone Contact</b>
<b>OOE Central</b>	<b>50 East State Street 3<sup>rd</sup> Floor Trenton, NJ 08648</b>	<b>Dr. Kelley Michalowski</b>	<b>609-888-7990</b>
<b>Atlantic Campus</b>	<b>2562 Tilton Road Egg Harbor Twp, NJ 08234</b>	<b>Jennifer Connery and Soneia Frazier</b>	<b>908-331-1508 609-573-3726</b>
<b>Bergen Campus</b>	<b>374 E. Ridgewood Avenue Paramus, NJ 07652</b>	<b>Lizette Murray and Lawanda Shorter</b>	<b>201-261-6230</b>
<b>Burlington Campus</b>	<b>704 Woodlane Road, Mt. Holly NJ 08060</b>	<b>Lizette Murray and Rukiah Alwan</b>	<b>609-267-7595</b>
<b>Cape May Campus</b>	<b>131 Crest Haven Road, Cape May Court House, NJ 08210</b>	<b>Lizette Murray and Jennifer Allenbach</b>	<b>609-463-3578</b>
<b>Capital Campus (Camden)</b>	<b>1770 Mt. Ephraim Ave, Camden, NJ 08104</b>	<b>Lizette Murray and Bonnie McClean- Stevens</b>	<b>609-964-1326</b>
<b>Cherry Hill Campus (Camden)</b>	<b>30 Evesham Road, West, Cherry Hill NJ 08003</b>	<b>Jennifer Connery and Miluska Gammara-Yanez</b>	<b>856-795-0282</b>
<b>Cumberland Campus</b>	<b>928 Sherman Avenue, Vineland NJ 08360</b>	<b>Lizette Murray and Megan Webster</b>	<b>856-839-3242</b>
<b>Essex Campus</b>	<b>395 North 5<sup>th</sup> Street, Newark, NJ 07107</b>	<b>Jennifer Connery</b>	<b>973-648-4333</b>
<b>Gloucester Campus</b>	<b>842 Glassboro Road Williamstown, NJ 08094</b>	<b>Jennifer Connery</b>	<b>908-331-1508 609-439-5656</b>
<b>Mercer Campus</b>	<b>1600 Stuyvesant Avenue, Trenton, NJ 08618</b>	<b>Lizette Murray and Joe Klama</b>	<b>609-530-3390</b>
<b>Monmouth Campus</b>	<b>1076 Wayside Road Ocean, NJ 07712</b>	<b>Lizette Murray and Matt Krason</b>	<b>732-493-4470</b>
<b>Ocean Campus</b>	<b>1141 Freehold Road, Toms River, NJ 08753</b>	<b>Lizette Murray and Kristen Ferrara</b>	<b>732-505-4180</b>

<b>Passaic Campus</b>	<b>160 Minnisink Road, Totowa, NJ 07512</b>	<b>Jennifer Connery and Patricia Fisher</b>	<b>973-256-3337</b>
<b>Union Campus</b>	<b>1524 Terrill Road, Scotch Plains, NJ 07076</b>	<b>Lizette Murray and Renee Freeman</b>	<b>908-322-1641</b>
<b>Warren Campus</b>	<b>540 RT 57E, Port Murray, NJ 07865</b>	<b>Jennifer Connery and Mark Morgenthal</b>	<b>908-689-4650</b>
<b>DOH Hospitals (Ancora, Ann Klein, Trenton Psychiatric, Greystone)</b>	<b>50 East State Street, Trenton, NJ 08628</b>	<b>Lizette Murray and Bonnie McClean-Stevens</b>	<b>609-888-7990</b>

**Preparation:**

- Administration meets to prioritize Response Teams. District level administration to include all administrators, department heads, and program support.
- Daily conference with all building administrators to include the Supervisor of Education, Assistant Supervisor, and Program Support Team to plan for instruction for students in the event of closure, utilizing scenario one and scenario two (listed under containment)
- Plan for equitable access to instruction for all students, including Chromebooks, 1:1 aides, Hotspots, and IT assistance.
- Teachers develop web-based instructional assignments and Remote learning.
- Staff to be supplied with cleaning supplies and sanitizer in all classes to use at their disposal. Maintenance staff provide additional cleaning and sanitizing using spray tools.
- All staff are considered essential employees. Teachers, administrators, aides, and the child study team may shift to remote learning.
- All Maintenance staff and drivers will remain in person unless a specified professional development event is planned.

**Containment – (If Applicable)**

This stage would be initiated when **an infectious disease** that has mutated to person-to-person transmission arrives on the East Coast of the US.

- Maintenance Workers change cleaning duties to emphasize classroom disinfecting, as well as active areas in the school.
- Staff to do interim surface cleaning during the school day.
- Teachers prepare a developmentally appropriate template for web-based instructional units.
- Communicate with staff and provide an ongoing training plan for web-based and supplemental instruction as appropriate.

- Initiate an outreach plan to evaluate the individual needs of families and residential homes using SurveyMonkey, focusing on online and supplemental telephone delivery of instructional and therapeutic services, as well as devices for students and staff.
- Schools will develop individual plans based upon student needs, staffing ratios and submit to OOE for approval.
  - **Scenario 1** – Students will be dismissed, and teachers will provide instruction from the school remotely to the students.
  - **Scenario 2** – The school will be closed, and the teachers will provide instruction remotely from home. The instructors will plan for technology and paper based instructional plans. (Long-term maintenance of this plan will be detailed in attachments)
  - Each school will submit an individual plan tailored to the school's specific needs and the local area demographics. This is subject to change based on the Department of Health and CDC recommendations and the State of Emergency declared by the Executive Administration.

### **Social Distancing** (If applicable)

This stage would be initiated upon direction from recommendations from the New Jersey Department of Health and the New Jersey Department of Education.

- Begin “Social Distancing”
- Cancel all assemblies, community-based events, and community instruction for medically fragile students.
- Schools are remote for students.
- Inform Parents/Guardians, transportation providers, and sending school districts via email and the Remind System. Call all transportation contracts and follow up with an email.
- When applicable, update parents/guardians of any additional information regarding the health-related closure
- Teachers provide web-based platforms utilizing Google Classroom/ supplemental telephone lessons for their students if the internet is not available.
- Chromebooks and iPads are provided for all students as needed.
- Hotspots for students who do not have internet access at home.
- Teachers who do not have devices will be provided with a Chromebook to utilize at school and at home. Teachers and instructional staff will be provided with devices.
- Deliver work packets to students whose needs would be best met through paper- or consumable-based assignments. (Drivers will deliver to Out of Home Placements (OOHP) or place in the mailbox at the residence)
- Implement the provision of school nutrition benefits or services for eligible students.
- IEP and Annual meetings will take place through teleconferencing on the Google Platform, Microsoft TEAMS or any form of communication that benefits all participants.

**School Day Lesson Planning and Instruction: The district will ensure that all students have equitable access to and opportunities for instruction. (Each school has an individual plan with a schedule.)**

1. Teachers will prepare lessons that can be adapted for electronic delivery and provide two weeks of paper-based work for students who are unable to log in due to power outages or other learning differences. Teachers will follow a daily schedule for synchronous learning for students.

2. Certified teachers will post lessons daily throughout the scheduled course to meet the needs of students who follow an asynchronous learning plan.

- Assessments
- Assignments
- Alternative assignments

3. Teachers, Co-teachers, and paraprofessionals will be expected to be available during the scheduled course time on Google Classroom or other formats to participate in teleconferences and videoconferences with students, as per Title 18A:38-26.

4. Teachers will be available during the universal schedule both during instructional time and office hours.

5. The paraprofessional will check in with the students they are assigned to several times throughout the day.

6. The platforms available to teachers and students are listed below. If a teacher would like to utilize additional resources, they should reach out to the OOE helpdesk. Additional apps and software available to the students include Biologycorner.com, abcy.com, IXL, Exactpath, , BrainPOP ESL, Ever-fi, and other assorted applications as listed below:

- a. I-Ready: <https://login.i-ready.com/>
- b. Pathful (formerly Nepris): <https://pathful.com/>
- c. NJCAN: <https://portal.njcis.intocareers.org/>
- d. Edmentum: <https://auth.edmentum.com/elf/login>
- e. My New Jersey: <https://my.nj.gov/aui/Login>
- f. Google Classroom: <https://classroom.google.com/>
- g. Google Fundamentals Training:  
<https://skillshop.exceedlms.com/student/path/61209-fundamentals-training>
- h. Zoom: <https://www.zoom.com/> (Desktop App)
- i. Teams: <https://www.microsoft.com/en-us/microsoft-teams/group-chat-software>  
(Desktop App)
- j. McGraw Hill Online: <https://my.mheducation.com/login>
- k. Townsend Press Online: <https://www.townsendpress.net/>
- l. Realtime Student Information System: <https://realtimesis.com/njdcf>

- m. Proximity Learning: <https://proximity.instructure.com/login/canvas>
  - n. IXL: <https://www.ixl.com/>
  - o. BrainPop: <https://www.brainpop.com/login/>
  - p. VHL Central (World Languages: Spanish): <https://www.vhlcentral.com/>
- 7. Students will be assessed and graded on assignments, classwork, or projects.
  - 8. Staff will be available for student meetings to address issues as they arise. Students are expected to be present for their scheduled class time; attendance will be taken accordingly.
  - 9. Teachers will be available during scheduled class time via Google Classroom, Zoom, Remind APP, teleconferencing, Google Hangout, email or other specified apps or media the teacher and students agreed upon. The expectation will be communicated to students and parents/ guardians.
  - 10. Teachers and support staff should record 10 -15-minute lessons daily to use in future classes or for emergency purposes when live classes are not available to all students.
  - 11. Students who are unable to log in live will be provided with video lessons and teleconferencing options.
  - 12. Credit recovery and dual enrollment will be available virtually as per the DCF OOE policy.

### **Student Attendance**

**DCF ensures compliance with the 180-day attendance mandate pursuant to N.J.S.A. 18A:36-1; N.J.S.A. 18A:7F-9; and N.J.A.C. 6A:32-8.3. DCF is open year-round and follows a minimum of 220 days of attendance pursuant to N.J.A.C. 6A:17-3.2d**

- 1. Students are required to log in to synchronous learning unless indicated in their program plan.
- 2. Students are considered absent for the day if they miss one entire class period.
- 3. CST and administrators or designees will contact parents and guardians as per the student attendance policy if the student is absent from school.

### **Communication-**

- 1. Daily conference and or video calls with instructional staff and supervisors at 8:15 AM using Microsoft TEAMS.
- 2. Conference or video call with all Supervisors of Education and OOE administration on Mondays, Wednesdays, and Fridays at 10:00 AM or as scheduled. This meeting will take place on TEAMS, utilizing the already established link.

3. Any formal written communication with parents, providers or school districts must be vetted through the DCF Executive Administration. Parents and guardians will be informed of the closure and remote learning arrangements through the expected dates via letter, website notification, and REMIND App.

4. Supervisors are asked to collect emails from all parents and guardians to send copies of student assignments and updates when possible. Emails and cell phone numbers of parents and guardians should be entered into REALTIME.

5. Staff should be signing in to ECATS daily and should check in with supervisors throughout the day using different modes of communication as discussed with the supervisor. Specific codes for remote work are used in ECATS for all staff and will be provided by the Office of Human Resources.

**Professional Development: Web-based can be completed in remote locations.**

- Teachers, nurses, and school administrators are required to participate in 20 hours of professional development per school year. All professional development (PD) will be made available via Teams, Google Classroom, and Zoom. The district's PD plan meets all requirements of the NJ DOE and addresses strategies related to culturally responsive teaching and learning, socio-emotional learning, and a healing-centered environment for students.
- Annual report to NJ DOE – Staff required to report Professional Development to the building administrator.
- Teachers, paraprofessionals, and supervisors will be provided with a list of web-based professional development opportunities to fulfill their annual requirement. This is available on the Supervisor TEAM on Microsoft Teams.
- Nursery Staff are required to participate in 12 hours of professional development per school year. Program Support will provide resources for remote access to training.
- Cooks and Food Service Handlers will be provided with online professional development opportunities as assigned by the Food Service Supervisor to fulfill mandated hours.
- Bus Drivers will be provided with online resources for professional development by the Transportation Supervisor, along with a review of Policy 37.

**Distribution of Devices for Students: Completed by OOE IT staff.**

School	IPAD	Chromebook	Hotspot
Atlantic	0	48	
Bergen	15	31	
Burlington	1	33	
Cape May	0	16	
Cherry Hill	0	42	
Cumberland	0	54	
Essex	23	13	
Mercer	0	32	

Monmouth	2	28	
Ocean	10	31	
Passaic	10	12	
Union Children's Specialized	0 10	70	
Warren	0	18	
OOE (SEMI)	2	200	
Capital	0	28	
DOH Psychiatric	0		

OOE maintains 20 wi-fi hotspots that are distributed on an as-needed basis to students throughout the district

**Technology NEEDS for OOE to Work from a remote location after 1 – 2 weeks:**

- Google Classroom – As of February 10, 2021, Teachers and support staff were Google certified. This certification is re-established every three years.
- Hotspots will be made available for all students and staff who respond to the need for them.
- All teachers have been assigned a tablet, and all support staff have been assigned a laptop or Chromebook.
- Kettle bud, translation devices are available for all ELL students. The contracted support staff will continue through Google Classroom.
- The REMIND App will be translated for all ELL students, and any messages and letters will be available in multiple languages to align with the State and Federal requirements, meeting the needs of the ELL population.

**Food Service**

- Meals will be delivered to students once per day. Breakfast for the following day will be supplied with the menu items for lunch.
- Students and family members will be notified of the approximate time for meal delivery, and meals will be left at the door.
- Calls will be made each morning, and families may decline meal services. They may decline through text, email, or phone call. The meals will be offered daily.
- Food is purchased from Sysco and local supermarket with State funds. OOE receives monthly reimbursement of State and Federal funds through the Bureau of Child Nutrition for serving breakfast and/or lunch which is based on the counts for free, reduced, and paid breakfasts and lunches.
- OOE obtains foods from the USDA commodities program monthly which is based on an annual allocation of funds (approximately: \$16,000 +/-). The Fiscal Department generally splits these funds up between USDA commodities and the FFAVORS Program (which provides fresh fruit and vegetables) between 5 of the Regional Schools that participate in this program (Atlantic, Burlington, Cape May, Cherry Hill, and Cumberland).



**OOE District Staff working from Remote Locations:**

- Staff will be authorized to enter DCF OOE buildings with staggered schedules. Staff will be assigned colors, and each day will be assigned a color to coordinate with staff assignments. Staff may enter the building on those days **as needed**. Staff are encouraged not to enter the buildings unless their job enables them to do so when all staff is remote. During staff re-entry, the plan will be to enter the building in cohorts.
- Clerical staff will work with REALTIME and complete data entry into the SIS side of the REALTIME application from the Special Education application.
- Staff will participate in teleconference or Team meetings and have their desk phones forwarded to their cell phones or home phones. IT staff will forward directions to all staff at the regional schools.
- The Nursing Coordinator will continue with business as usual, coordinating services for students and professional development. Professional Development Hours are web-based for nurses at Regional Schools.
  - [www.nursece-4less.com/](http://www.nursece-4less.com/)
  - [www.i3health.com/](http://www.i3health.com/)
  - [www.brightpink.org/online-learning](http://www.brightpink.org/online-learning)
  - [www.nurse.com](http://www.nurse.com)

**Child Study Team Services**

- **Provides case management, behavioral support and/or counseling services for assigned students.**
- **Assures that CST evaluations are completed as needed and writes narrative letters and reports.**
- **Schedules, conducts, and/or attends child study team meetings as needed or assigned.** Schedules and conducts meetings. Completes and processes necessary documentation within established timelines.
- Remotely attends planning meetings, treatment meetings, agency meetings and in-service training sessions. Along with the teacher (s), identify educational goals and objectives, and review recommendations will be scheduled through teams and meet all criteria as outlined in 6A and IDEA.

**Staff Responsibilities**

- **Additional responsibilities that could be completed if working remotely:**
  - Update event notes: Make phone calls and/or send emails to workers.
  - Review IEPs, finalize documents.
  - Review/ update contacts
  - Transfer contacts to the SIS side
  - IEP meetings may be held remotely
  - Complete reports for evaluations
  - Online professional development

- CST Supervisor will provide training for RTI, MTSS, FBA and attend a 2-day certification training.
- Follow established protocols and procedures for remote testing, related services, etc.
- CST Case Manager will follow up with families through phone calls or virtual meetings to maintain open and ongoing communication regarding student progress and program implementation. DCF's OOE has implemented systems to track missed related services and provide timely reporting to families.
- ELL materials include specific assignments for students, and the Child Study Team and program support will ensure the students have the assistive technology and support needed.

### **Instructional Staff**

- Teachers will utilize video conferencing platforms to provide assignments and offer individual and group time to discuss.
- Teachers will be flexible with assignment due dates and give students the option of a written or oral response.
- Communication with the families of ELL students will be maintained through phone conversations, email, and the translation vendor.
- Teachers modify and supplement the general education instruction to meet the needs of the ELL population by:
- Meeting with small groups of ELLs to provide instruction and support.
- Providing training on best practices that encourage culturally responsive pedagogy.
- Staff are expected to attend sessions on TEAMS each day or as scheduled with building administrators.

### **Building Administrators**

- Building administrators will set expectations for all staff in the building, guided by the DCF work-from-home policy.
- Administrators will meet daily with all staff on TEAM or in person, if applicable, to discuss any concerns or accolades.

### **Nurses**

1. Nurses may update files and data entry.
2. Complete web-based professional development.
3. Well checks and answer questions as necessary for students. Well checks should be recorded, and any concerns reported to a school administrator or SCR to ensure the needs of the students are met. Well checks should be completed with each student minimally once per week.
4. Reporting of Infectious Disease to Nursing Coordinator, School Administrator, and the local Department of Health.

5. Track all reporting on Google Docs to be submitted to the OOE Nursing Coordinator Monthly.
6. Nurses could report to assist with coverage if another school is providing in person instruction.

#### **Aides and Techs**

1. Offer support to teachers and assist with student curriculum questions.
2. Complete web-based PD
3. Assist drivers with food delivery and student work runs.
4. Assist SEP with phone calls for food delivery.
5. Volunteer for file projects and other out-of-title work.
6. Assigned to students to check in for assignments and IT needs and tutoring.

#### **Drivers**

1. Food delivery
2. Gas vehicles
3. Volunteer for other out-of-title work
4. Professional Development, such as defensive driving, Car Seat installation, or other areas as prescribed by the Transportation Supervisor.

#### **Food Service Staff**

- Cooks and Food Service handlers will prepare boxed or “grab and go” breakfast and lunches for students on free and reduced lunch.
- Meals will be delivered to students’ homes by bus drives and aides 2-3 times per week.
- Aides and drivers will assist the cooks and food service personnel with this task.
- Scheduled to deliver 300 meals per week.

#### **School Cleaning**

- Staff Maintenance workers continue to clean with protocol from CDC guidance.
- Maintenance staff will continue with the upkeep of the building and grounds.
- Staff arrive to deliver food after the cooks and food service handlers have left for the day to maximize social distancing. Staff members should not be in the buildings at the same time if possible. Drivers should stagger pickup and delivery times, if possible, by 10- 15 minutes.

**DCF SCHOOL VIRTUAL LEARNING PLAN.**

The DCF Regional School Campus’ developed this online learning contingency plan to provide continuity in learning and instruction throughout an extended school closure. This plan combines traditional activities with virtual educational opportunities. This plan pulls from previous experiences, research and best practices, and recommendations from online learning organizations.

<b>Instructional Hours:</b>	<b>4.5 hours per day</b>
<b>Teacher Office Hours:</b>	<b>1.5 hours per day</b>

<b>Key Areas &amp; Considerations</b>		<b>Checklist Items</b>
<b>Logistics</b>	Attendance - Teachers and students will confirm their attendance and participation.	<ul style="list-style-type: none"> <li>· The school will contact parents via email if the student does not participate <b>each day</b>.</li> <li>· Student participation will be monitored and tracked using access to documents, virtual connections, online logins, and activity logs through teleconferencing</li> <li>· Residential programs will communicate with teachers daily regarding individual students</li> <li>· Teacher absences will be coordinated with the supervisor; support staff may be available to continue educational services</li> </ul>

	<p>Communication Plan - The digital learning day will be announced and/or posted; information from this plan will be shared with staff and parents. This information will help communicate expectations, assignments, and additional guidelines.</p>	<ul style="list-style-type: none"> <li>· Assignments - will be sent out to parents following the announcement of the digital day.</li> <li>· Teachers will adjust their plan to include new learning (videos, screencasts, and prerecorded demo lessons), after Week 1.</li> <li>· Lessons should be 15-30 minutes for each content area, depending on the grade level or a series of mini lessons 5-10 minutes in length.</li> </ul>
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	<p>Expectations - Staff are responsible for planning learning experiences that provide students with continuity for learning.</p>	<p><b>Instructional Staff</b> - Expected to support students' remote, asynchronous learning. This includes:</p> <ul style="list-style-type: none"> <li>· Sending a daily communication to parents &amp; students outlining objectives and expectations for individual assignments.</li> <li>· Thoughtful planning in preparation for the Digital Learning Day, utilizing programs the students are familiar with, such as PLATO, i-Ready, and EXACTPATH.</li> <li>· Responding to questions, providing feedback, and promoting additional discussion questions. This may include a Google Hangout, Zoom, email, and/or phone calls.</li> <li>· Teachers may use screen casting and videos to create lessons to share with students.</li> <li>· Teachers will seek out completed assignments to provide students with meaningful and individualized feedback.</li> </ul> <p><b>Students are expected</b> to access assessments and work on them throughout the day. They should plan to engage in discussions, submit assignments, and access relevant materials selected by their teacher.</p>
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## Remote Instruction Plan – DCF OOE

Infrastructure/Technology	Internet & Computer Access	<ul style="list-style-type: none"> <li>· Technology surveys completed for staff and students</li> <li>· iPads and Chromebooks will be distributed to the students identified by school administrators.</li> <li>· Email addresses and login access to PLATO are provided to the school administration for each student.</li> </ul>
	Troubleshooting Tech Issues	OOE Regional School Admin Technology Unit
	Offline Support - Teachers will develop a plan for students without internet access	<ul style="list-style-type: none"> <li>· Schools provided packets of work for the first week of virtual learning and have begun to increase virtual learning opportunities. (Video of lessons, and additional work assignments delivered by bus drivers on their regular routes)</li> <li>· Bus Drivers are delivering work and picking up when completed during their food deliveries</li> <li>· Provided staff with information about free internet and WIFI providers</li> <li>· Aides/Teachers are reaching out daily to students to troubleshoot as a resource to families</li> <li>· Medically fragile and SLD student populations are using a variety of learning methods from packets, daily living skills with care takers, utilizing Assistive Technology, and incorporating iPad programming</li> </ul>

## Remote Instruction Plan – DCF OOE

	<p>Platform Experience - All teachers and students have access and prior experience using online platforms (i.e., learning management system) and digital resources for learning.</p>	<ul style="list-style-type: none"> <li>· Teachers will continue to utilize PLATO, iREADY, and EXACTPATH as these are familiar platforms for teachers and students</li> <li>· Teachers will use Google Classroom, Google Hangout, Zoom, created YouTube channels, Weebly pages, WebQuests, etc.</li> </ul>
<b>Instruction</b>	<p>Interaction Plan - Teachers use interactive methods to support students at home learning.</p>	<ul style="list-style-type: none"> <li>· Teacher has available:               <ul style="list-style-type: none"> <li>· Google Hangout</li> <li>· Email</li> <li>· TEAMS</li> <li>· Phone calls (*67 to block caller id)</li> <li>· Screen casting lessons</li> <li>· PLATO chat</li> </ul> </li> </ul>
	<p>Work Measurement –</p>	<ul style="list-style-type: none"> <li>· Students are receiving credit for logging in and participating daily.</li> <li>· Assessments determined by the curriculum</li> </ul>



Accommodation Support - All accommodations for instruction will be provided with or have access to those accommodations, per their IEP/504 plan to the greatest extent possible.

- CST Case managers will provide additional support as needed
- IEPs will not be amended based on NJDOE recommendation 3/2020

ELL – Program support will identify students in need of language support

Aides, tech, and certified translators will assist with language barriers. Support will be assigned to students working online and through teleconferencing. Devices will be provided to students that can interpret languages and provide written documentation in their native language in real time.

Accelerated Learning

All programs will continue to the greatest extent possible. Students will be enrolled in dual enrollment courses when eligible.

Title 1 Extended Learning

Students will have access to additional support and tutoring to supplement the curriculum.

21<sup>st</sup> Century Programming

The career and technical education programs will continue with the support of paraprofessional staff.

Credit Recovery

Students will continue with credit recovery programs utilizing PLATO when approved and the lunch and learn program through Google Classroom.

Community  
Programming

Students will enroll in NJ4s, and other community-based programs through the performance of care and resources through each regional school.

**Counselor/CST Expectations ·**

Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Hangout/Meet)

- Monitor and respond to student/parent email
- Monitor and respond to voicemail.
- Allow for additional meetings via phone or other real-time communication (Google Hangout/Meet)
- Continue to check in with the students you know will need support during this time.
- Take referrals from teachers about who to follow up with and check in on.
- Make personal connections with classes to let them know they are being supported.
- Focus on Parent Education – what support do our parent's need, what resources can be provided to them? What more can we do and think about to support our parents?
- Assist with the compliance with 504 and IEP
- Perform as many traditional tasks as possible
- School based counseling for students as needed, teleconferencing
- IEP meetings
- Ensure all data in PowerSchool is correct

### **Administrator Expectations**

- **Monitor activities of all school personnel daily**
- Hold daily meetings with staff- may be in departmental meetings scheduled at the same time with participants, so expectations of calling in are clear. Utilize: ZOOM, Microsoft TEAMS, Google Meet
- Ensure attendance is being taken every day, ensuring communication is maintained
- Identify students that are not adhering to attendance requirements and expectations, contact parents to discuss
- Maintain contact with parents/residential providers, etc. to ensure communication is ongoing and maintained
- Lesson plans should be submitted and reviewed by administration. Lesson plans should incorporate multiple modalities for teachers/learning opportunities.
- Ensure all accommodations outlined in the IEP/IPP are adhered to on lesson plans and implemented in the daily educational opportunities
- Continue to update PowerSchool contacts, gradebooks, attendance, progress reports, and eventually report cards
- Continue to conduct and hold IPP meetings remotely
- Continue to summarize daily activities and send to the supervisor
- Continue to work on Interim ePARS the original due date was April 30<sup>th</sup>
- Ensure all breakfast/lunch guidelines are adhered to
- Ensure there is a rotating building procedure so that staff can still access the building but in staggered time