

Purpose of Virtual or Remote Instruction Plan

On August 18, 2021, the New Jersey Department of Education published “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year”. In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health-related district virtual or remote instruction so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during a district virtual or remote instruction lasting more than three consecutive school days due to a declared state of emergency, a declared public health emergency or a directive by the appropriate health agency or officer to institute a public health-related virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements.

Instructional Plan

Students will receive all of their instruction and materials online. Any student that does not have a Chromebook or comparable computer will be loaned one by KIPP. In addition, any student that does not have Internet access will be set up with a hotspot.

Students will log on to Google Classroom as the “home base” and for the recording of attendance. Through Google Classroom students will receive videos, Morning Messages, and assignments from their instructors. Students will receive both grade-level aligned instruction and individualized instruction. Students will receive daily feedback from their teachers and be able to participate in live extra help during office hours. We will also use the Google Classroom platform to record daily attendance.

For Students Receiving Special Education Services

- For Students Receiving Accommodated/Modified Grade Level Instruction- Students will log into Google Classroom and see their assigned grade-level instruction. Learning Specialists who support these students will be available during the instruction block for small group or 1:1 support. Learning Specialists will also have Office Hours to pull groups and provide support.
- For Students in Replacement Settings Receiving Instruction on a Grade-Level Other Than Their Own- Students will log into Google Classroom and see a replacement assignment that has been provided by their Learning Specialist. Learning Specialists who support these students will replace the assignment in order to give students the most appropriate access point. An example resource here would be a program such as Moby Max or iReady. Learning Specialists will also have Office Hours to pull groups and provide support.

- For Students in Self-Contained Settings For Students With Cognitive Disabilities (LLD, Autism, Cog.)- Students will log into Google Classroom and see assignments provided by their self-contained teacher. Learning Specialists who support these students will be available during Office Hours to meet with students and their families for support.

For English Language Learners

- For Students Receiving ELL Pullout Instruction- Students will log into Google Classroom and see their assigned grade-level instruction. ELL teachers will be a co-teacher in the class and may accommodate/modify work as necessary. Many accommodations may be provided by adding supplements. ELL teachers will also have Office Hours to pull groups and provide support.
- For Newcomer Students- Students will log into Google Classroom and see a replacement assignment that has been provided by their ELL Teacher. ELL teachers who support these students will replace the assignment in order to give students the most appropriate access point. An example resource here would be a program like MobyMax or Voces Digital. ELL teachers will also have Office Hours to pull groups and provide support.

Below are sample schedules. These schedules are subject to change.

Sample student schedule for elementary school:

Grades K-1		
Mins	Topic	Resource
15	Morning Message	Uploaded videos onto Google Classroom using Google Drive / Screencastify
30	Phonics (K-1)	T&L provided videos
45	Independent Reading + Writing About Reading	RAZ-Kids & Written Response
30	Math	Zearn & Google Classroom exit ticket. T&L provides lesson scope
30	Read Aloud	T&L provided videos (leveraging APs too)
30	Enrichment	Teachers provide resources

Grades 2-4		
Mins	Topic	Resource
30	Morning Message	Uploaded videos onto Google Classroom using Google Drive / Screencastify
30	Comprehension	NewsELA, ReadWorks, Commonlit Passages & Aligned Questions on Google Classroom
45	Independent Reading + Writing About Reading	RAZ-Kids & Craft Question on Google Classroom
45	Math	Zearn & Google Classroom exit ticket. T&L provides lesson scope
30	Read Aloud	T&L provided videos (leveraging APs)
30	Enrichment	Teachers provide resources

Sample student schedule for middle school:

Grades 5-8		
Mins	Topic	Resource
15	Morning Message	Watch video uploaded by teacher
120	ELA and Math Content (3 days per week, 60m each) SS/Sci Content (2 days per week, 60m each)	Watch lesson launch uploaded by teachers Commonlit Passages & Aligned Questions on Google Classroom, Writable Minilesson & Practice, Khan Academy, Amplify, Newsela, etc.
60	Independent Reading + Writing About Reading (can break up into 2 sections of 30 min)	Accelerated Reader and Online Book Sources (TBD)
30	Blended learning Math or ELA	Zearn or iReady

30	Enrichment	Teacher created videos
30	Small Group Office Hours	Zoom or Facetime
30+	Homework	Google Classroom/Teacher created

Typical student schedule for high school:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Morning Message & Question of the Day	Morning Message & Question of the Day	Morning Message & Question of the Day	Morning Message & Question of the Day	Morning Message & Question of the Day
9:15am-12:20pm Video Lessons (45 minutes max per lesson)	1: Math 2: History 3: World Language 4: CCR / Design	1: English & Comp 2: Science 3: 9 Comp Sci / 11 Seminar 4: NCA Elective	Mandatory Small Group Instruction Meetings: 9-10:30 Math 10:30-12 English 12-1:30 History 1:30-3:00 Science When students are not in small group:	1: Math 2: History 3: World Language 4: CCR / Design	1: English & Comp 2: Science 3: 9 Comp Sci / 11 Seminar 4: NCA Elective
	In afternoon: - Do PE assignment - Read independently and take AR Quizzes - Attend opt-in Office Hours for help		1. Check in with their advisor!! 2. Read independently and take AR quizzes (All HS students have an AR account; Audible is now free for all students as well)	In afternoon: - Do PE assignment - Read independently and take AR Quizzes - Attend opt-in Office Hours for help	
1:00pm-1:30pm	Math	English & Comp		Math	English & Comp
1:45pm-2:15pm	History	Science		History	Science
2:30pm-3:00pm	World Language	9 Comp Sci / 11 Seminar		World Language	9 Comp Sci / 11 Seminar
2:45pm-3:15pm	CCR / Design	Elective		CCR / Design	Elective

Sample schedule for self-contained students:

Mins	Sample Times	Topic	Resource
30	9 - 9:30	Morning Message	Uploaded videos

30	9:30 - 10:00	ELA	Scholastic Learn At Home assigned reading with questions uploaded to Google Classroom OR assigned Unique Learning Systems book with accompanying comprehension questions uploaded to Google Classroom
30	10:00 - 10:30	Break	Try a Family GoNoodle
30	10:30 - 11:00	Life Skills Activity	ABC Mouse assigned activity (puzzles, games, world around us)
30	11:00-11:30	Speech Activity	SLPs are uploading activities and resources to support communication
60	11:30 - 12:30	Lunch	
30	12:30 - 1:00	Math	Zearn or Moby Max and Google Classroom exit ticket (could be uploaded EQUALS worksheet)
30	1:00 - 1:30	Break	
30	1:30 - 2:00	Read Aloud	Uploaded videos
30	2:00 - 2:30	Enrichment	Enrichment teachers provide resources

Special Education Services

IEP Meetings

It is the expectation that all scheduled IEP, eligibility, and 504 meetings proceed as scheduled. All meetings should be held by phone, or through Google Hangouts/FaceTime if this is an option of the parent. In accordance with NJ code, all draft copies of any evaluation, IEP, and 504 must be provided in advance of the meeting.

If the parent does not have an email available, the case manager and related service provider, if applicable, should speak with the parent and offer to preview the proposed IEP and/or evaluation outcomes and take note of any parent concerns related to the proposed IEP and/or evaluation. All contact with the family should be documented in Easy IEP.

Staff Roles and Responsibilities During An Extended School Closure For Compliance

Team Member	Expectation
APs of Special Education	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings • Maintain CST meetings • Ensure that accurate logs are kept to determine what meetings have and have not happened
LSs	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings • Complete all components of the IEP for upcoming meetings
School Social Workers and School Psychologists	<ul style="list-style-type: none"> • Provide student families with a copy of the completed evaluation within 5 business days of the scheduled eligibility meeting and preview it as well as any proposed changes to the IEP with the student's family • Complete as much of an eligibility report as possible • Conduct parent/student interviews and record reviews • Complete file reviews for upcoming re-evaluations
Behavior Analysts	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings • Complete all components of the IEP for upcoming meetings
Physical Therapists	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings • Complete all components of the IEP for upcoming meetings
Occupational Therapists	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings, • Complete all components of the IEP for upcoming meetings
Speech-Language Pathologists	<ul style="list-style-type: none"> • Participate in all IEP related meetings/504 meetings • Complete all components of the IEP for upcoming meetings • Log contact attempts in Easy IEP

Staff Roles and Responsibilities During an Extended School Closure For Direct Services

Team Members	Expectation
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APs of SpEd	<ul style="list-style-type: none"> • Ensure O3s and Team Meetings occur per school protocol • Support school-based Special Education team in completing action items
ELL Teachers	<ul style="list-style-type: none"> • Conduct bi-weekly student/family touchpoints via phone • Log touchpoints in tracker
LSs	<ul style="list-style-type: none"> • Conduct and log student and family touchpoints as per school protocol • Additional information will be forthcoming regarding blended learning expectations
Speech-Language Pathologists	<ul style="list-style-type: none"> • Provide services by phone or internet if this is an option for the family. SLPs should use their professional judgement as to which service model would be most practical • Log completed and/or attempted services in tracker
Social Workers and School Psychologists	<ul style="list-style-type: none"> • Students currently enrolled in counseling services will receive a weekly check-in call from their provider (social worker or school psychologist) • Counseling sessions will be provided by phone or internet if this is an option for the family. A note indicating verbal consent will be documented on the student's tab on OneNote • Notes for these check-ins and/or counseling sessions are entered on the student's tab on OneNote (this applies for mandated and non-mandated) • SEMI logging will not be required on EasyIEP – instead check-ins and counseling sessions will be documented on OneNote • SWKs should be aware that teachers will be engaging in outreach to every family to check in on how things are going at least once per week. Concerns about families may be flagged to SWKs as needed. • For students who are linked with community providers, SWKs will connect with the provider for weekly or bi-weekly check-ins and updates. The community provider check-in will be documented on the student's tab on OneNote
Behavior Analysts	<ul style="list-style-type: none"> • Students currently on BIPs will receive a weekly check-in call from their BCBA. • Log touchpoints in tracker • Parent Training and resources will be offered to parents, if parents opt into this level of service it will be provided by phone or internet if this is an option for the family. A note indicating verbal consent will be documented on the student's tab on OneNote

	<ul style="list-style-type: none"> • Notes, goals, and any data for these check-ins and/or parent training sessions are entered on the student's folders on Drive. • Set up parent or staff interviews for any work in progress assessments for which consent has been obtained, complete any in progress assessments that can be completed, and ensure all graphing is up to date for all cases. • Complete Resource Guide for families to be uploaded on the KIPP NJ Remote Learning website
Occupational Therapists	<ul style="list-style-type: none"> • Conduct bi-weekly student/family touchpoints • Log touchpoints in tracker • Complete Resource Guide for families to be uploaded on the KIPP NJ/Miami Remote Learning website
Physical Therapists	<ul style="list-style-type: none"> • Conduct bi-weekly student/family touchpoints • Log touchpoints in tracker • Complete Resource Guide for families to be uploaded on the KIPP NJ Remote Learning website
Paraprofessionals	<ul style="list-style-type: none"> • Conduct and log student and family touchpoints as per school protocol

Meal Service Plan

Meal distribution will be offered on the first day following the school closure, if possible. The procedure will be similar to other times we were closed due to COVID.

- KCNA will serve breakfast and lunch between 10-11:30am on Mondays and Wednesdays and will provide enough breakfast and lunch to cover gap days (Tuesdays, Thursdays, and Fridays). On Wednesdays we also provide produce bags using the FFVP grant guidance provided by the State.
- Our Food Service Management Company, Aramark, will employ the same procedures used during a regular school day. This includes temperature controls on all food, proper storing, and proper handwashing/handling. FSMC staff at distribution point ask the students if they have any allergies. And if so, Aramark has a limited supply of alternatives available. Meals are pre-packaged with breakfast and lunch with a grain, a fruit, and milk for breakfast. For lunch, we would pre-package a sandwich that contains a protein and grain with fresh fruit and juice. We are counting meals as they are provided to students since students are receiving breakfast and lunch at the same time so it's the same count.