

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. Individualized instruction via blended learning platforms allows students to engage in accelerated learning opportunities in addition to grade-level aligned instruction. Students will receive daily feedback from their teachers and be able to participate in live extra help during office hours. Our remote learning plan includes credit recovery for any high school student who needs to earn additional credits or re-take a specific course in order to graduate on time. Students are most likely enrolled in credit recovery during the summer, but in specific circumstances, may be enrolled in credit recovery during the school year.

We will also use the Google Classroom platform to record daily attendance. Attendance is taken into consideration for promotion, retention, graduation, discipline, and any other decisions that will reflect the student’s performance in the same way as if instruction was in person. Schools will use existing communication means (DeansList, PowerSchool, direct phone calls, emails and Google Classroom) to communicate with families if a student is not participating in online instruction and/or submitting assignments.

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Our remote learning schedule includes blocks like community meeting and advisory, where students are able to engage in SEL activities. Additionally, we require our staff to contact all families weekly during remote instruction, and during this time, they are able to check in with students and learn more about how they are doing. Our students receive enrichment classes like dance, yoga, and music. Finally, our social workers continue to work with students during remote instruction.

Every staff member engages in grade team meetings and one-on-ones with their managers. These two meeting structures proved key to keeping staff members feeling connected during remote instruction and having a space to discuss how they are doing and what support they need.

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.
- KIPP is committed to ensuring that students and families have equal access to information, regardless of English Language proficiency. This includes the use of staff and Google translate for student facing materials, Lionsbridge for translation services, and ELL teacher communication on at home literacy supports.

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- 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.
- Our school Social Workers and ELL teachers attend ongoing professional development on both trauma informed care and programming and supports for newcomers. These sessions are provided from outside organizations.

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)	Magnetic Reading Foundations
45	Independent Reading + Writing About Reading	RAZ-Kids & Written Response
60	Math	Illustrative Math Lesson and Google Classroom exit ticket.
45	Intervention Block	iReady
30	Read Aloud	T&L provided videos (leveraging APs too)
30	Enrichment	Teachers provide resources

Grades 2-4		
Mins	Topic	Resource

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30	Morning Message	Uploaded videos onto Google Classroom using Google Drive / Screencastify
45	Comprehension	NewsELA, ReadWorks, Commonlit Passages & Aligned Questions on Google Classroom
45	Independent Reading + Writing About Reading	RAZ-Kids & Craft Question on Google Classroom
60	Math	Illustrative Math Lesson and Google Classroom exit ticket.
30	Read Aloud	T&L provided videos (leveraging APs)
45	Intervention	iReady. Personalized instruction & small groups.
30	Enrichment	Teachers provide resources

Sample student schedule for middle school:

Grades 5-8		
Mins	Topic	Resource
30	Social Emotional Learning	Uploaded videos onto Google Classroom using Google Drive / Screencastify
60	ELA	Google Classroom. T&L provides lesson scope
60	Math	Desmos & Google Classroom exit ticket. T&L provides lesson scope
60	Science	Amplify & Google Classroom. T&L lesson provided
60	Social Studies	Discovery & Google Classroom. T&L lesson provided
45	Intervention	iReady Personalized instruction and small groups.

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30	Enrichment	Teachers provide resources
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Sample schedule for high school:

Grades 9-12		
Mins	Topic	Resource
50	Science (Biology, chemistry, physics, etc)	Regular class will be run on zoom or via simulcast using our full curriculum.
50	History (World, US, etc)	
50	Math (Algebra, Geometry, Pre-calc, et)	
50	English	
50	Spanish	
50	Physical Education and Health activity	

Sample schedule for self-contained students:

Self Contained (K-8)		
Mins	Topic	Resource
30	Morning Message	Uploaded videos
30	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	Life Skills Activity	ABC Mouse assigned activity (puzzles, games, world around us)

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30	Speech Activity	SLPs are uploading activities and resources to support communication
30	Math	Zearn or Moby Max and Google Classroom exit ticket (could be uploaded EQUALS worksheet)
30	Intervention	Individualized learning platform
30	Read Aloud	Uploaded videos
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
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

<p>Speech-Language Pathologists</p>	<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
<p>Social Workers and School Psychologists</p>	<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
<p>Behavior Analysts</p>	<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 ● 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
<p>Occupational Therapists</p>	<ul style="list-style-type: none"> ● Conduct bi-weekly student/family touchpoints ● Log touchpoints in tracker

	<ul style="list-style-type: none"> 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.

- Set up two sites (BOLD/THRIVE Academy at 229 18th Ave., Newark, and at NCA- 129 Littleton Ave., Newark) for food distribution from the hours of 10:30AM to 1:30PM.
- 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 staffing the distribution point ask the students if they have any allergies. 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.

Essential Employees and Facilities

We maintain a list of essential employees should the district have to transition to remote or virtual instruction. School Facilities Managers are considered essential employees and will report to assigned buildings on a modified schedule to ensure that the buildings are being maintained and repaired. In addition, we work with a number of external vendors that we expect to continue providing services such as cleaning and preventative maintenance through any extended closures.

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Transportation

Bus transportation is only provided to students whose IEP includes the service. We will follow District guidance during a long-term closure.

Community Programming

We maintain relationships with a number of community organizations. We will continue to partner with organizations and find ways to continue providing services virtually during an extended closure.