



Berkeley Heights Public Schools
Emergency Virtual/Remote Instruction Plan
22-23 School Year

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 closing so that Local Education Agencies (LEAs) can use virtual or remote instruction to satisfy the 180-Day requirement pursuant to N.J.S.A. 18A:7F-9. This plan is developed to ensure that all students continue to receive high-quality, standards-based virtual and/or remote instruction in the event of a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or office to institute a public health-related closure.

Our overall objective is to ensure that remote learning is accessible to all learners and provides continuity of instruction during district closures lasting more than three consecutive school days. We highly value the relationships our students have with their classroom teachers and service providers. As such, classroom teachers and service providers remain your child’s direct point of contact and remain accessible through email, office hours, and digital platforms. Additionally, our building and district administrators remain accessible and available to answer questions that you may have as they arise. Our administrative team will provide updated communication and continue to work hard behind the scenes to provide our students, staff, and families with any necessary support, training, and or/resources to be successful during extended school closures.

Equitable Access and Opportunity to Instruction

For the 2022-2023 school year, the district will be open for full days of in-person instruction. If a class, grade, school or the district must transition to hybrid or remote instruction based on directives from the appropriate authority noted above, the daily schedule for instruction will be provided by the building principals and balance the need for direct instruction with a strong desire to maintain student engagement and collaboration. On days when the district is scheduled to have an early dismissal in accordance with the adopted school calendar or as a result of an emergency closing due to weather, the minimum instructional day shall be at least four hours long. Building and district administrators will ensure that virtual/remote instruction allows for maximum student growth and learning by leveraging both synchronous and asynchronous instruction based on various needs. Remote instruction will only be offered in case of a district emergency.

In a collaborative effort among the district administrative team and instructional staff, we have created the following format for Distance Learning Plan instruction. The expectation is for students to complete the work for each subject as assigned by general education and special education teachers on a given school day. Students must log in and be virtually present for all of their assigned classes. Device cameras must be turned on as directed by the classroom teacher to enable them to observe the student. Students are expected to participate in all virtual classroom meetings and to complete all online assignments as directed by their teacher(s). By attending virtual instruction and actively engaging with the instructor and peers, our district educators and administrators are more fully able to continuously measure student growth and learning in a virtual or remote instruction environment.

Students will complete their lessons from home via teacher prepared learning packets, laptops, smartphones, or other internet-ready devices. We will continuously seek the help of parents or guardians to assist children in completing lessons as we work as a partnership during times of emergency school closings. Additionally, instruction will be provided in Special Content Areas for students, such as Music, Art, World Language, Physical Education, English as a Second Language, and Instructional Intervention (additional Reading, Writing, and Math support as part of our TSS.)

The district remains available to assist with helping to ensure that all students have access to a device that can connect to the internet and district network(s) to complete assignments. All district students in Grades K-12 have been provided with a school-issued device (e.g., Chromebook or iPad). These devices permit a student to log into their class virtually using Google Classroom should it become necessary. Parents should contact the principal's office, as needed, regarding technology, health, and other support services. Additionally, any families who do not have Internet access available in the home during a remote education emergency should contact the Technology Department regarding assistance in obtaining Internet access either through a service provider or through the use of a hot spot device to be provided by the school district.

It remains important for teachers to be accessible should students need help with an assignment or concept; therefore, teachers will be available online during the scheduled hours each day to respond to student emails. In the lower grades, parents will be able to email teachers directly if questions arise about assignments. Teachers may provide longer-range assignments, and some may use emails, virtual meetings, or online collaborative formats as deemed appropriate, for taking attendance, answering student questions, differentiating instruction, and maintaining student engagement, etc.

Students will have the flexibility to complete activities and assignments during the course of the day, since siblings may be sharing devices and younger children may need parental assistance and guidance for some of the learning activities.

Addressing Special Education Needs

We will use our Hybrid Learning model for the provision of appropriate, IEP goal-aligned lessons and activities for your individual child for the special education services they typically receive. Programs and services will be provided to students according to the requirements of

NJAC 6A:14, and student IEPs with modifications that may be unavoidable due to a public health emergency.

IEP driven related services, such as speech, OT, and PT, as well as general education guidance counseling, will be addressed by school personnel through direct communication with parents (i.e. emails, websites). Case managers will be in contact with parents directly to conduct IEP meetings, via teleconference, if necessary. Social workers and guidance counselors will work onsite, to the greatest extent possible.

Parents of students with IEPs who receive special education services will receive information from their child's special education providers, as follows:

- Special Education Teachers (certified staff who provide specialized instruction through the in-class resource, resource replacement, or special class instruction) will provide daily emails that provide a child's Specialized Instruction for the subjects in which the child's IEP provides that service. Depending on the child's unique individualized education plan and daily schedule, a parent may receive messages from more than one Special Education Teacher.
- While the district may provide remote learning opportunities due to an emergency, students with special education needs may meet in person. Younger students may have different remote learning requirements than our older students.
- Communication from Supplemental Instruction Teachers (staff who provide Multi-sensory Phonics Instruction and/or Visualizing and Verbalizing) will provide individualized information, as appropriate.
- Supplemental Instruction Teachers will provide emails with Supplemental Instruction equal to the amount of Supplemental Instruction that they typically receive in a week as mandated in their IEP. For example, if your child's IEP states supplemental instruction occurs 3 times per week for 15 minutes, the teacher will prepare and share materials that provide virtual learning experiences that will be equal to that time.
- Communication from Related Service Providers will take place (staff who provide Speech and Language Services, Occupational Therapy, Physical Therapy, Counseling, or Social Skills) on an individualized basis, as appropriate.
- Related Service Providers will also provide information via email with materials that equal to the amount of service that students typically receive as outlined in their IEP. Depending on an individual child's needs, they may also reach out to schedule virtual meetings.
- The emails and materials a parent receives will depend upon what services each child typically receives, as outlined in the IEP. A parent or guardian can access a child's IEP through PowerSchool.
- The Child Study Team will continue to remain in communication with staff and families during the Emergency Virtual/Remote Instruction timeframe. Berkeley Heights Public School District intends to continue to hold all evaluation, planning, eligibility and IEP meetings. Each child's Case Manager will be in touch about any upcoming meetings. All meetings will be held virtually through the telephone, Zoom, or Google Meet. For students undergoing evaluations, timelines may be impacted due to extended school closures because evaluations can only be conducted under standardized conditions including face-to-face contact with students. Child Study

Team members will contact parents in writing if school closures or health concerns preclude our ability to conduct or complete evaluations on time. We will make every effort to complete evaluations as promptly as possible.

- Case Managers will remain available via email and other appropriate online platforms, to support the management of their caseload.

Addressing English Language Learners

In order to continue to provide equitable access and opportunity to instruction for all learners, English Language Learners (ELLs) will continue to receive general and specialized instruction based on their individual linguistic and academic needs as per State and Federal requirements. District staff will continue to provide information to families in English and language(s) other than English, as appropriate. Individualized and differentiated instructional approaches will be provided by the classroom teacher and ELL teacher to ensure consistency of program delivery. Some approaches include, but are not limited to, differentiation, sheltered instruction, high-intensity courses, and universal design for learning. All staff members have been provided with professional learning opportunities that address: culturally responsive teaching and learning; socio-emotional learning (SEL); and trauma-informed teaching. Teachers of ELLs collaborate with classroom and subject area teachers to ensure that they have the tools to support students affected by forced migration and those with interrupted/limited formal education, as appropriate.

Attendance for Remote Learning

Students are marked present when they are visible (cameras on) in Google Meet or on Zoom. Teachers and nurses maintain contact with families and maintain documentation of student attendance and will reach out via phone or email should there be attendance issues for a student during emergency virtual/remote instruction. All local policies for attendance remain in effect regarding promotion, retention, graduation, discipline, and other topics noted in regulations.

The district is still required to keep attendance records during remote instruction; therefore, if a child is sick and unable to perform the distance learning assignments, parents must leave a voicemail message with the school or send the office secretary an email. This is the same protocol that the district follows if a child is sick/absent during in-person instruction.

Meals/Food Services

BHPS will coordinate with Pomptonian Food Services to ensure the provisions of meals for students. Parents will be informed how, what time, and where “grab and go” meals will be located.

Facilities Plan

Each plan has been designed to maximize district resources to provide the highest quality instruction possible while layering as many of the risk mitigating factors as possible to keep our students safe. These plans are built on the premise that, although we can not completely eliminate risk, coordinated efforts that employ as many interventions as practicable in a school environment can allow for a safe return to instruction.

Recommendations for Curriculum/Instruction/Intervention & Scheduling:

In-person A/B Hybrid Schedule Option:

In the event that NJ data/DOE guidance suggests that a hybrid plan that only permits partial attendance of students to attend school in person, it is the recommendation that the district schools operate on an alternating week plan with approximately 50% student attendance each week. The district will follow the same four hour ½ day schedule to allow for the best risk mitigation factors, particularly the elimination of lunch. Students who are on the home rotation will be provided with instruction using remote tools. All students will have access to instructors virtually during the afternoon session. Previously, it had been determined that this selection best serves the needs of the students with regards to cleaning, risk mitigation factors, and the need for families to plan for child care.

- This hybrid in-person plan allows for classroom teachers and instructors to make personal classroom connections and establish expectations and routines that will facilitate teaching and learning at the start of a new school year. Additionally in-person learning allows for training of students on the technology tools that will be used in the home to support classroom instruction and to facilitate a transition to remote learning, if necessary.
- Hybrid in-person instruction includes multiple interventions to support the mitigation of risk for in-person classrooms, such as:
 - Elimination of lunch period and close student interactions without masks
 - Social distancing measures inside of classrooms
 - Use of masks by students and staff
 - Reduction/elimination of outside visitors in the schools
 - Frequent cleaning (during and after school)
 - “Push In” related arts instruction to reduce student transitions and hallway interactions
 - Physical Education (PE) outside as frequently as weather permitting, activities adjusted for social distancing and to limit contact
 - Grade 5 rotation-Teachers will move, students will stay in their homerooms
 - Reduces cross contamination risk, while maintaining instruction by subject area ‘experts’
- K-2 School Day
 - Grades K, 1, and 2

- Communication of these populations will be coordinated to align with families who have students at multiple buildings (Schedules and class rosters may need to be adjusted to facilitate these changes).
- Rotation calendars will need to be adjusted and communicated based on if/when this plan is implemented.

If Berkeley Heights Public Schools is required to implement the Hybrid Learning Plan based on guidance from the state/CDC, in-person hybrid instruction would include multiple interventions to support the mitigation of risk for in-person classrooms:

- Elimination of lunch period and close student interactions without masks
- Social distancing measures inside of classrooms
- Use of masks by students and staff
- Reduction of outside visitors in the schools
- Frequent cleaning (during and after school)
- “Push In” related arts instruction to reduce student transitions and hallway interactions
- PE outside as frequently as weather permitting, activities adjusted for social distancing and to limit contact
- Grade 5 rotation-Teachers will move, students will stay in their homerooms - Reduces cross contamination risk, while maintaining instruction by subject area ‘experts’
- Plastic partitions in classrooms and in lunch rooms to support social distancing.

Full Remote Learning Option:

In the event that NJ data/DOE guidance requires schools to provide remote learning, the committee recommends that the district enhance the schedule that was implemented during the Spring of 2020. Available district technology combined with a schedule focused upon maintaining routine and consistency allowed for an effective and efficient transition into a remote learning environment. If circumstances force the district into remote learning once again, students and staff will follow the established in-person schedule shared above combined with improvements that are the result of our experiences and reflection upon feedback provided by district families.

- Schedule: ½ day schedule of direct instruction using online conferencing tools
 - Video conferencing tools will be used by all classroom teachers to promote connection to teacher and classmates on a daily basis
 - Best practices for virtual learning will be implemented to provide:
 - Community building to start each day
 - Whole group discussion, collaboration and sharing
 - Small group instruction and feedback
 - Individualized instruction, remediation, and feedback

- **NOTE:** Direct, whole-class, full-period, instruction (lecture) using conferencing tools is not generally accepted as a best practice. It has proven to be more effective to provide direct instruction in short mini-lessons or through taped presentations (flipped classrooms) and to implement conferencing tools to work with small groups and/or provide direct feedback to students.
- Afternoon sessions will remain as shared for in-person learning with direct access to classroom teachers via conferencing tools
- Interventions and support will be scheduled and communicated as necessary and appropriate throughout the school day to provide student access to classroom teachers and district intervention specialists.

Additional Planning

Curriculum/Instruction/Remediation Preparations

- Scheduling for each scenario must address the needs for maximizing contact with classroom instructors in a variety of formats and using all available resources.
- Expectations for direct interaction whole class must be communicated
 - Best practices for video conferencing interactions are included in scheduling modeling and require additional teacher training for teachers
- Improve delivery of interventions and supports based upon student needs, gap analysis and direct teacher interactions
 - Establish scheduling that allows for group and individualized instruction using all available instructional/interventionist staffing and resources
- Special Area/Related Arts instruction will be adjusted to provide improved experiences for students. This work will be completed through collaboration with district supervisors and principals to maximize the effectiveness of virtual tools.
- Creation of student/parent communication that establishes keys for student success and expectations for student behavior in a virtual or blended school environment.
- Develop and communicate consistency of expectations for student work/screen time outside of instructional time appropriate for each student age group.
- Develop and communicate a plan for learning gap analysis to start the school year. Creation of data tracking and progress monitoring for students at all grade levels.
- Administrative collaboration with teaching staff to develop appropriate curricular adjustments to scope and sequence by content area and grade level
 - Progress monitoring through benchmarking, grading and check for student understanding
- Develop and communicate expectations for assessments, grading and student feedback

- In K-5 buildings, provide Additional/Related Services: RS, IR, ESL, Speech, OT, PT, Adaptive PE, Music Lessons
 - Intensive Reading taught in the late morning coordinated with the reading period.
 - Strategic Reading in the afternoon
 - IR Math and IR Writing-small group by grade level in the as push-in the morning and small group in the afternoon
 - OT, Speech, PT, Adaptive PE scheduled throughout the day including during the the afternoon sessions, offered virtually
 - Music Instrumental/Chorus lessons-in the afternoon, virtually
 - ESL-based on the teacher’s assignment and the student’s specific ELL needs it can be scheduled during the student day or in the afternoon
 - Parents will be notified of the services in order to know which days of the week the services will occur

Other Considerations

- Accelerated learning opportunities include: iReady adaptive individualized learning platforms (both during the school day, outside the school day, and during the summer in both ELA and Math); use of ESSER funds for “beyond the school day” learning opportunities; BHPS HEIGHTS Program (Having Each Individual Gain Higher Level Thinking Skills); BHPS Summer School; Extended School Year; General opportunities to prioritize content and learning by focusing on depth of instruction.
- Gap analysis and targeted instruction via NJTSS will remain a main area of focus. We will continue to use data that includes iReady, LinkIt, state assessment data, and internal benchmarks to support student achievement and accelerate learning opportunities.
- Social and Emotional health of staff and students will remain at the forefront of all decisions that will be made should this Emergency Virtual/Remote Instruction Plan need to be implemented. All staff members received training in mental health first aid for youth during the 2022-2023 school year.
- School counselors remain available in each of our district schools: K-2, 3-5, 6-8, and 9-12. School counselors are available to assist with individualized topics including, but not limited to: extended learning programs, 21st century community learning center programs, credit recovery, transportation, extra-curricular programs, childcare, and community programming. Please do not hesitate to reach out to your child’s school counselor, teacher, or building administrator for questions or concerns should this emergency virtual/remote instruction plan be necessary.

Essential Employees

Berkeley Heights Public Schools maintains a list of essential employees and will forward the list to the New Jersey Department of Education should this Emergency Virtual / Remote Instruction Plan be implemented.

345 Plainfield Ave.
 Berkeley Heights, NJ 07922
 P: (908) 464-1718

Employee	Title	Ext.
Melissa Varley	Superintendent	1080
David Greer	Assistant Superintendent and Affirmative Action Officer	1070
Marybeth Kopacz	Assistant Superintendent	1065
Julie Kot	Business Administrator, Board Secretary	1480
Michele Gardner	Director of Student Services	1870
Ann Clifton	Director of Athletics	2540
Ashley Janosko	Director of Counseling	2716
Steve Hopkins	Director of Special Projects	1750
Rob Nixon - Governor Livingston High School Paul Kobliska - Columbia Middle School Jon Morisseau - Mountain Park Elementary Jessica Nardi - Thomas P. Hughes Elementary Ann Corley-Hand - Mary Kay McMillan Early Childhood Center Brenda Marley - William Woodruff Early Childhood Center	School Principals	2510 1610 4510 3510 6510 5510
Richard Romano	Supervisor of Building and Grounds	1470
Crissy Figueroa	Food Services	1920
Kelly Sheehan	Transportation	1910

Mike Skara	Technology Coordinator	1050
Ann Clifton - Health and Physical Education Laurie Scott - English, Music, Media Centers, TV Production, and Drama James Finley - Science, Art, and Computers Drew Ziobro - Mathematics and Practical Arts Steve Hopkins - Social Studies, World Language, and ESL Kevin Morra - Special Education	Content Area Supervisors	2540 1740 1720 1710 1750 1865
Jon Morisseau K-5 Madison Rowholt 6-12	Anti-bullying Coordinators	4510 2713
Tara Oliveria	Homeless Liaison	2500