



Cliffside Park School District

Cliffside Park's Emergency Remote Plan **2021-2022**

PreK – 12 Plan for Remote Learning

Goal of Program

From as early as pre-kindergarten, the remote learning plan is designed to maximize student learning and growth in meeting grade level benchmarks. Differentiated assignments will be posted on teacher websites and Google Classroom or assigned in digital programs (IXL, Pearson Realize, Raz-Kids). Teachers will monitor performance through submitted work and analyze data from student performance reports and plan for future instruction accordingly. Through the use of Google Meets, teachers will organize small group instruction based on student needs. Support teachers such as ESL, Title I, and resource will collaborate closely with the classroom teacher. They will assist in small group instruction, continue with modifications and accommodations outlined in action plans and IEPs, and also schedule video-conferencing on a routine basis. Service providers such as OT, PT, speech will meet with students for therapy sessions and coach parents on how to support students at home.

All teachers (including ESL, Title I, Resource Room, Special Subjects) will create and maintain Google Classrooms/Sites/Meet for the continuation of education and adherence to curriculum during the remote learning process. Teachers will achieve these goals through the following instructional practices and guidance. Students in all demographic profiles will have equal access to materials, supplies and technology devices providing for remoting learning for all students.

Digital Access

Cliffside Park has ensured that all students in grades PreK-12 have access to a computer at home. Students and Parents were asked to complete a survey during the summer indicating their access at home to a computer device and Internet access. The results of the survey indicated that 100% of our student body had access to both. The district will send notifications to parents through Google Classrooms, Email, CP App, SwiftReach, School Digital Signs and a posting to our website that parents in need of a computer could make arrangements with their school principal to receive a Chrome Book or hotspot device. The district also provided information for parents regarding the purchase of Internet access through local providers.

School principals and teachers communicate to parents that computer help or repairs are available daily by calling our technology department and scheduling an appointment.

Cliffside Park Student Demographics

White	Black	Hispanic	Amer Ind/Alaska	Asian Native	Hawaiian/Pac Isl	Multi	Total
934	54	1874	1	132	4	27	3026
	School 3	School 4	School 5	School 6	MS	HS	TOTAL
ELL	60	78	43	20	40	185	426
Spec Education	80	92	71	75	71	191	580
PreK Reg			59				
PreK H			54				
Homeless	*						
Econ Disad	270	258	192	207	208	671	1806

Remote Plan PreK-6

Grades Pre-K through Sixth General Education/ELL/Title One and Special Education

All students in grades PreK-6 (ELL, Title One, Special Ed) will continue practicing the skills, strategies and differentiated learning experiences in their grade level curriculum through digital resources. Classroom teachers will add ELL, Title I, Special Subjects, and Resource Room teachers into their Google Meets to allow for in-class support for students in need. All students will have access to either a school issued Chrome Book or a home computer. Google Meet invites are posted daily to a teacher's Google Classroom.

In addition, instruction for all students in grades PreK-3 will be structured/delivered using Google Classrooms/Meets in both large and small group instruction; an example is a small Guided Reading group or individualized extra-help.

- ELA:
 - Reader's Workshop: listening to read alouds on YouTube with follow-up activities in journals, on handouts
 - Writer's Workshop: assignments posted daily on teacher's Google Site and completed in: Writer's Notebook, Google Docs
 - Independent Reading: Students will be assigned books to read through Raz-Kids, Epic, Newsela, Common Lit., IXL, Storyworks, Read Works
 - Foundations: Videos aligned to topics will be assigned from YouTube. Additional practice will be assigned on a daily basis
 - Teacher-made videos for sight word practice
 - Flocabulary

- Math:
 - Students will be assigned topics and practice through Pearson Realize platform.
 - Additional paper/pencil practice in pre-assigned packets
 - Assignments on IXL, xtramath
 - Flocabulary
- Science/Health:
 - Videos will be assigned according to current curriculum topics
 - Books on Raz-Kids will be assigned
 - Additional paper/pencil practice in pre-assigned packets
 - Flocabulary
- Social Studies:
 - Students will be assigned topics and practice through Pearson Realize platform.
 - Videos will be assigned according to current curriculum topics
 - Books on Raz-Kids will be assigned
 - Additional paper/pencil practice in pre-assigned packets
 - Flocabulary
- ESL:
 - Additional activities will be assigned through ESL Brainpop, Raz-Kids, Epic
- Special Subjects:
 - Special subject teachers will maintain a Google Site to provide assignments and activities.
 - Special subject teachers will be invited to classroom Google Meets.

Communication: Teachers will communicate with students and parents through email, Class Dojo and Google Classroom/Meets/Sites/Voice. Daily assignments and announcements will be posted to Google Classroom/Sites.

Attendance: Attendance will be recorded using the Realtime Student Administration System and by students logging into Google Classroom and taking part in Google Meet. A student's demonstration of learning should be evident in the assignment posted to the calendar. The school's administration and guidance department will call, email and send registered letters to the parents of students who are chronically absent or who are not taking part in the daily lessons on a consistent basis. A student's failure to take part in daily instruction and/or complete assignments may result in a failure of a course or retention.

Support: Guidance counselors will provide support to individual students or provide group counseling using Google Meet and Google Voice.

Student Expectations PreK-6: All students will have access to a school issued Chrome Book which will allow them to take part in all virtual academic and co-curricular programs. Students will be required to submit all assignments and complete quizzes and tests in a timely manner. Students will be assessed using the current grading tool. Standards Based Evaluations will be issued as per the schedule posted on our website. Students who fail to meet class requirements may receive a failing grade in a course and/or may be retained if skills are not mastered. Summer school may be required.

Staff Expectations PreK-6: All teachers will create differentiated classrooms for each section they are currently teaching. Collaborative co-teaching (CCT) environments should share teacher roles with ELL, Special Ed, Title One and Special Subject staff. A teacher's Google Site will have multiple pages including at least one page for each subject/section taught so parents can navigate.

Staff is expected to log into their class at the designated time determined by administration. Staff members are to record student work, grades and assignments as they would if school were in session.

Grades PreK-5 Instructional Time Schedule: Monday-Friday

8:30 – 12:30	Instruction: Google Meets/Google Classroom with Classroom Teachers, Special Subject, ELL, Title One and Resource Room teachers.
1:15 – 3:00	Independent/Individualized Instruction/Extra-Help/Special Subject

Remote Plan Grades 7-12

Grades Seven through Twelve General Education/ELL/Title One and Special Education

All students in grades 7-12 (ELL and Special Ed) will continue practicing the skills, strategies and differentiated learning experiences in their grade level curriculum through digital resources. Classroom teachers will add ELL and Resource Room teachers into their Google Meets to allow for in-class support for students in need. All students will have access to either a school issued Chrome Book or a home computer.

Students in grades 6-12, will follow a "virtual school day" schedule which will provide for a full day schedule of differentiated instruction plus an additional extra-help and extra-curricular period. Each class will "meet" for 40 minutes with 3 minutes between periods. The expectation for students is that they are doing the work for each subject during the regular period times. Teachers and students will go through the regular day, periods 1-9. All teachers will be available during their regular teaching periods to answer questions on-line. Student attendance will be tracked electronically through Realtime and on-line assignment completion. Our goal is to keep the teaching and learning moving forward.

Communication: Teachers will communicate with students and parents through email and Google Classroom/Meets/Sites/Voice. Daily assignments and announcements will be posted to Google Classroom/Sites.

Attendance: Attendance will be recorded using the Realtime Student Administration System and by students logging into Google Classroom and taking part in Google Meet. A student's demonstration of learning should be evident in the assignment posted to the calendar. The school's administration and guidance department will call, email and send registered letters to the parents of students who are chronically absent or who are not taking part in the daily lessons on a consistent basis. A student's failure to take part in daily instruction and/or complete assignments may result in a failure of a course or retention.

Support: Guidance counselors will provide support to individual students or provide group counseling using Google Meet and Google Voice.

Student Expectations 7 -12: All students will have access to a school issued Chrome Book which will allow them to take part in all virtual academic, co-curricular and athletic programs. Students will be required to submit all assignments and complete quizzes and tests in a timely manner. Students will be assessed using the current grading tool. Progress reports and report cards will be issued as per the schedule posted on our website. Students who fail to meet class requirements may receive a failing grade in a course and/or may be retained if the required number of

courses/credits are not attained as per board policy. Summer school or a credit recovery class may be required.

Staff Expectations 6-12: All teachers will create classrooms for each section they are currently teaching. Collaborative co-teaching (CCT) environments should share teacher roles. Google classrooms should indicate subject and period at a minimum, i.e. World History P1. A teacher's Google Site will have multiple pages including at least one page for each subject/section taught so parents can navigate. Staff is expected to log into their class at the designated time determined by administration. Staff are to record student work, grades and assignments as they would if school were in session.

Grades 6-12 Time Schedule

1	8:10-8:50	6	11:45-12:25
2	8:53-9:33	7	12:28-1:08
3	9:36-10:16	8	1:11-1:51
4	10:19-10:59	9	1:54-2:34
5	11:02-11:42	10	2:34 – 3:00 Extra-Help/Extra Curricular

Students with Disabilities PreK-12

Students with IEPs will receive remote instruction that addresses each student’s IEP goals and objectives, including educational and related service programming at the same frequency as indicated in IEPs whenever possible. All students will be provided with devices or hotspots if they were in need to ensure equal access. Additionally, individualized materials are accessible on teacher websites or in Google Classroom, depending on the grade level. Educator created videos demonstrating strategies or providing instruction are sent to parents as well. Parent consultation is provided by specialists addressing the need for structure, explaining strategies, and giving advice as needed. Translators are available to facilitate communication between educators and families. The platforms allow for accessibility features, such as text to speech, speech to text, magnification, and AAC. Additionally, assignments are very flexible regarding due dates and methods of completion or materials used to accommodate all situations.

If ESY cannot be held in the school buildings, it will be provided using these same virtual platforms and at the same frequency/duration as outlined in student IEPs, in order to minimize regression that potentially could cause a child to fail to re-gain those skills within a reasonable time-frame upon return to instruction. Instruction and services will continue to be differentiated based on student need, per IEP goals and objectives, as well as accommodations and modifications.

Educators will log sessions to track provision of services and completing SEMI logs. Anecdotal records, progress notes, graded material, observation, exit tickets, and question/answer interactions allow for progress monitoring. All educators maintain electronic access to IEPs and continue to adhere to all elements of the IEP to the greatest extent possible, including putting accommodations and modifications in place. Differentiated assignments for students at varied reading and math levels, for example, continue to be assigned and instructed virtually in small learning groups via Google Meet, similar to a classroom situation.

Case managers will contact parents and teachers, for both in district and out of district students, to ensure that services are being provided remotely with integrity, aligned to the greatest extent possible with the IEPs. When concerns arise about a student's performance or attendance, communication is attempted via Google Voice phone calls, emails, Google texts, and certified letters, as well as arranging videoconferences to determine how to ameliorate the situation, or even wellness checks for unreachable families. The team of course understands that the pandemic may cause health, financial, and emotional challenges that impact student learning. Whenever possible, the case manager attempts to seek assistance or resources for families in need, which may impact availability for learning.

Virtual IEP, ID, and re-evaluation planning meetings will continue to be held via Google Meet video- and tele-conferencing. All available information is reviewed, and observation is offered in order to help determine student need and allow for consideration of services to be provided virtually, with formal in-person evaluations to be conducted when schools reopen. Re-evaluations include a review of student progress and may not require additional testing in determining continued eligibility.

ELL Population PreK-12

The needs of our ELL population will be met by addressing remote learning capability in their homes. We provide chrome books for all English Language Learners in the district who need them. We assist families if they need internet access. Once our ELL students have access to our remote learning, our Bilingual and ESL teachers provide daily WIDA Standards aligned lessons to our students using google classroom. Additionally, we provide online program enhancements that promote English language acquisition such as "ESL Brainpop" and "RAZ Kids ELL Enhancements". These programs, among others, monitor student progress and personalize lessons based on the children's needs. These diverse methods of instruction allow for differentiated delivery of grammar and vocabulary teaching. When students are not attending classes consistently, they receive calls home from staff members who speak their native language. All written communication regarding remote learning has been translated into Spanish, our district's largest language spoken at home other than English. Also, given that the students are on the internet, they have been directed to use the google translate feature to help them communicate and the teachers translate the tasks into multiple languages easily with the aid of the computer. Lastly, if any students have access challenges, they are directed to contact the school who has a technology support specialist on site to assist. Our English Language Learners are having their needs met in a manner commensurate to their monolingual counterparts in our district.

Delivery of Meals for Students who qualify for Free/Reduced Breakfast/Lunch

A Grab and Go breakfast/lunch will be provided on a daily basis during the hours of 12:45pm – 1:45pm., M-F. Distribution takes place at School #3 located at 397 Palisade Avenue.

Parent Expectations

In order for the remote learning program to be successful it requires a successful partnership between teacher and parent. Parents are expected to ensure that their children have a working device, log in each morning and are completing assignments in a timely manner. Parents can contact administrators or teachers by email or by the phone numbers posted on Google Sites.

Communication with Parents

The Superintendent will post a district-wide ‘Virtual Learning Daily Update’ to the CP website. In addition, notifications are sent to the CP APP at 5pm daily. SwiftReach calls in English and Spanish are sent out to the district parents on a weekly basis. In addition, each school posts school related information to the Principal’s site on a daily basis.

Principals in each building send out notices to parents by way of their site or Google Classroom to parents in both English and Spanish.

Summer Programs

Cliffside Park will offer an ESY, Remedial and Enrichment Summer Program using both local and 21st Century Learning Grant funds for students in regular and special education programs. Programs will be offered in a virtual setting as described above with the addition of GradPoint Credit Recovery program for students in grades 7-12 who are need of credits in specific courses. Classroom teachers (PreK-6) with principals, will recommend students for summer school based on the following criteria:

1. Student’s past performance on the NJSLA/Start Strong, if available.
2. Student’s performance from September – March.
3. Student’s overall performance during remote learning.
4. Student’s attendance during remote learning.
5. Student’s completion and accuracy of assignments during remote learning.

The district will provide summer school to all students in need despite their participation in Title 1 and/or 21st Century Programs. The district will use local funds, if necessary, to supplement the program.

Classroom teachers (7-12) with principals, will recommend students for summer school based on the following criteria:

1. Student past performance on the NJSLA, if available.
2. Student’s grades during marking periods 1-3.
3. Student’s attendance during remote learning.
4. Student’s overall performance during remote learning including grades for MP 4 and final grade for the year.
5. All students who fail a course may be required to attend summer school.

Essential Staff

Administrators, tech, cafeteria and custodians are considered essential staff. Administrators will have the option of working from home while tech, cafeteria and custodians will work on-site each day with limited hours. Cafeteria staff will prepare and provide a Grab and Go breakfast/lunch on a daily basis, tech staff will provide support for all remote learning needs and custodians will provide for the daily sanitizing and maintenance of classrooms and buildings.

Facilities

School facilities will be maintained daily by our custodial staff who follow a schedule for the cleaning and sanitizing of all classrooms and offices.