

**Clifton Public Schools**  
**Chapter 27 Emergency Virtual or Remote Instruction Programs**  
**2023-2024 School Year**

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which in part requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities, hereinafter referred to as Local Educational Agencies (LEA), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9(c). The plan herein describes the Clifton Public Schools instructional and wraparound services plan in order for the district to transition to virtual or remote instruction in the event of an emergency closing situation lasting more than three days pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2.

In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours. All schedules for virtual or remote instruction follow a similar format to the students’ regular in-person schedules to allow for seamless transition to and from in-person and remote instruction. Opportunities for Social Emotional Learning activities and wrap around supports are built in to the instructional program and embedded in content area classes. This plan builds upon the lessons learned during remote and hybrid instruction during the COVID -19 pandemic and as a result of extensive technology improvements and integration since that time, through the 2022-2023 school year. The plan addresses the following areas:

- Academic, Social, Behavioral and Nutritional Supports
- Educational Program
- Preschool Emergency Virtual Remote Instruction
- Elementary Emergency Virtual Remote Instruction
- Middle School Emergency Virtual Remote Instruction
- High School Emergency Virtual Remote Instruction
- Roles and Responsibilities of Faculty and Staff for Remote Learning Environments

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA’s transition to remote or virtual instruction.

## **Academic, Social, Behavioral and Nutritional Supports:**

This school district will continue to provide Academic, Social, and Behavioral during emergency virtual or remote instruction:

### **A. Social Emotional Learning (SEL) and School Culture and Climate**

#### **1. Student Well-Being and Social Emotional Learning**

a. The Clifton Public School District incorporates Social & Emotional Learning (SEL) within their instruction and school wide expectations.

b. The five SEL components the district focuses on are self-awareness, self-management, relationship skills, social awareness, and responsible decision making skills. These five areas will be integrated through character education lessons provided by the Counseling Department as well as the Second-Step program for kindergarten and first grade students.

c. The Positive Behavior Supports in School (PBSIS) program has established district-wide universal behavioral, health and safety expectations to help support the school culture and climate upon return.

d. Counselors will create programs based on students' social and emotional needs. The district will consider the impact of social isolation on both students and staff. Students and staff who are at-risk will receive additional support in the school setting as well as resources for outside services.

e. Physical Education, Art and Music courses will provide opportunities for student social emotional expression, and teachers will implement social emotional lessons and skill development activities.

#### **2. Educator Well-Being and Social Emotional Learning**

a. The Clifton Public School District has prioritized professional development offerings for staff in the areas of trauma informed instruction, mindfulness and social emotional learning.

b. Professional Development opportunities will continue to be made available to strengthen teacher connection and understanding of social emotional needs..

### **B. Multi-Tiered Systems of Support (MTSS)**

1. The Clifton Public School District utilizes Intervention and Referral Services (I&RS) to provide additional support to students in need.

2. Each school has their own I&RS committee which includes the school counselor, school nurse, administrator, referring teacher, and parent/guardian(s) of the referred student.
3. Students in need of additional supports are first identified by a staff member. Common local assessments, standardized assessments, in class performance, and school based behaviors are addressed first in the classroom and utilized as multiple measures for requests for intervention.
4. The I&RS committee then develops interventions and modifications which are applied to the student's learning plan. The student's progress is monitored by the I&RS committee every 4-6 weeks to evaluate current interventions and help determine the student's academic and social progress.
5. Teachers will use local and standardized tests and assessments to determine if a pupil should be categorized as at risk of not meeting the proficiencies of the New Jersey Student Learning Standards.
6. Students who are at risk may be placed in small group instruction settings to address each student's needs. These small groups continue in a virtual format.
7. Supplemental instruction and related interventions responsive to identified deficiencies are designed to meet the academic, social, economic, and environmental needs of pupils.
8. Evaluation of the progress towards proficiency occurs throughout the year and student placement will be addressed accordingly.
9. Parent/guardian(s) will be notified of the student's needs for supplemental instruction and parent/guardian(s) will be apprised of their child(ren)'s progress.
10. These programs will be offered during the day and conducted virtually.
11. Requests for Support Forms to report academic, health and safety concerns or need for interventions are available at all grade spans and an online system is available for the immediate reporting of any concerns and request for assistance both during in person and online instruction.
12. Clifton's Positive Behavior Supports in School (PBSIS) program integrates with I&RS to support district-wide behavioral, academic, health and safety expectations.
13. Universal Tier Expectations are set across school and classrooms and apply to all students. School based Universal Teams drive this primary tier.

14. Secondary Tier intervention takes place through school based teams, the I&RS process, counseling groups and small group interventions. Basic Skills teachers, Counselors and other interventionists may provide additional support.

15. Tertiary Tier interventions include counseling, social worker intervention and other individualized supports.

#### C. Wraparound Supports

1. The Clifton Public School District offers a comprehensive approach to address the academic, behavioral, and social-emotional needs of all students and staff.

2. All staff members will be provided professional development on the topics of Trauma Informed Compassionate Classrooms and Ways to Integrate Social & Emotional Learning techniques.

3. Mental Health Supports and methods to access such services will be shared through the Counseling Department. A process request for support will be available.

4. Training for a culturally responsive approach to student engagement and support will be implemented.

5. Continue and develop efforts to provide Social and Emotional Learning (SEL) programming district wide.

6. All Clifton staff members, students and their families will be provided with resources for mental health supports, food/housing information and crisis hotline phone numbers.

7. The Clifton Public School District's Counseling Department along with the Positive Behavior Support in School (PBSIS) program will provide both staff and students with everyday mindfulness strategies and techniques.

8. Extended day, week and year programs including Title 1, ESY and 21<sup>st</sup> Century Learning Center among others will be provided after hours, on Saturday's and in the summer following the same remote guidelines described herein

#### D. Food Service and Distribution

1. During emergency virtual or remote instruction, the Clifton Public School District will continue to provide breakfast and lunch in a "grab-and-go" meal service format at designated locations during specified times. Specific locations and times will be advertised via Blackboard, on the district website and through social media. Transportation staff is re-tasked to deliver meals to families with transportation concerns.

E. Quality Child Care

1. The Boys and Girls Club of Clifton may have limited slots for parents to register their child in emergency school-day childcare in grades K-8. Students are selected on a first come first served basis and provided a location for virtual instruction for students whose families are not able to provide supervision during the day.

2. School 4, 12 and 17 will continue to provide the 21<sup>st</sup> Century Learning Center Minds in Motion wrap around program for students in grades 3 to 5 via the virtual platform using Chromebooks and providing classes through Google Meets and Google Classroom.

## **Educational Program**

1. Communication: Surveys and communication about district developed educational plans, program updates and changes necessitated due to updated guidance from the Department of Health and the New Jersey Department of Education will be communicated through Blackboard, via email, and on social media.
2. Attendance: Parents will continue to report an absence regardless of whether a student attends school virtually or in person. Teachers will take attendance daily for both in-person and virtual programs.
3. Access to Technology and Addressing the Digital Divide: The Clifton Public Schools District has implemented a one to one technology initiative; each student in grades K to 12 has been issued a Chromebook. Families have once again been surveyed to confirm online access in homes. For students with internet accessibility issues, a hot spot will be provided. Tech Team provides parental support with connectivity as needed.
4. Professional Development: Extensive professional development on technology topics and addressing social emotional needs has been provided. Drop in support during preparation periods and PD day Workshops are available to keep all staff abreast of online programs, virtual expectations and appropriate technology use.
5. Feedback Loops: Surveys have been and will continue to be conducted to allow teachers, students, and parents to provide feedback on instruction, mental health, and overall concerns.
6. Contingency Planning: The academic plans enclosed here-in allow transition to and from in-person and fully remote learning options. Plans are in place to allow students to move between in-person and fully remote on an as needed, case by case basis, at specified intervals. If a closure is sudden, a process for distribution of Chromebooks and materials left at school will be initiated.
7. School Personnel: All school personnel are expected to log in from home on a daily basis following the schedule format to which they are assigned. All instructional, administrative and support staff have Chromebooks and internet access as surveyed this year. Custodial and Maintenance staff continue to maintain buildings during closure following health and safety guidelines. Transportation staff are reassigned to other tasks when not needed to shuttle supplies or meals to families. Transportation will be provided as indicated by the current emergency guidelines as provided by NJDOE/NJDOH and the local health department.
8. Access to Supports and Accommodations: Students in Special Education will continue to have access to academic support, counselors, Child Study Team members and therapies. Virtual meetings with case managers and related service providers will be scheduled as needed and as required by the IEP. All required evaluation, re-evaluation and periodic meetings will be held according to the same schedule as in-person meetings. In-person options will be offered if allowed dependent upon the emergency protocols. Remote options will prioritize the needs of Special Education, ELL and At-Risk and Title 1 students through enhanced access to course, program, academic and social emotional supports. BSI, At-Risk, Title 1 Small group instruction

and individualized learning will be offered as needed both online and hybrid or in-person if the emergency protocol allows. All Bilingual and ESL, BSI and Title 1 services will align with the remote schedule and be provided virtually. Regardless of program, individualized supports that meet the requirements of a student's IEP or 504 Plan will be implemented. Bilingual and High Intensity ESL programs for ELLs will be provided virtually. Gifted and Talented pull-out programs will be provided virtually with in class accommodations as needed. Accelerated, Honors and AP classes will continue to be provided online.

9. The district will strive to increase a pool of regular substitutes to continue instruction in cases of staff illness. Substitutes are trained in Google Classroom and Google Meets to be able to continue to provide instruction remotely. Chromebooks are provided to substitutes in the event of emergency remote or virtual instruction.

### **Preschool Emergency Virtual Remote Instruction:**

Remote or virtual instruction for preschool takes into account the developmental needs of and recommendation for limiting screen time for preschool students. The fully remote option offers the similar instruction and pacing as the in-person option. Students will follow a period schedule from 9:10 to 1:10 with chats with the classroom teachers 5 days per week. The division of Early Childhood recommends up to 1 hour of online instruction each day for preschoolers. Asynchronous and independent activities will be assigned.

<b>Sample Remote Pre-K Schedule</b>	
<b>(Google Classroom Login Provided to Families/Caregivers)</b>	
<b>Times</b>	<b>High Scope Daily Routine</b>
9:10-9:20	Morning Routine - prepare for at-home learning (dress appropriately, set up work area and device with camera, and supplies)
20 minutes	Greeting Time, Message Board
80-90 minutes	Planning, work, cleanup, recall
15 minutes	Snack
15-20 minutes	Small Group
30 minutes	Gross Motor
10-15 minutes	Read Aloud
10-15 minutes	Large Group
10-15 minutes	Closing Circle
1:20	Grab and Go Lunch Pick Up Available for Families
1:20 to 3:50: Teacher P/C, Staff Meetings, Parent Outreach, District Professional Development, and Lunch	



## Elementary Emergency Virtual Remote Instruction:

All in-person classes utilize Goggle Classroom to manage student work and assignments. This platform allows for the seamless transition between in-person and remote instruction in case of emergency long term closure. Students are familiar with login and format of the Google Suite and use this platform daily with the Chromebooks to which they are assigned all year. Remote instruction and pacing follows the same format as in-person instruction. Schedules are similar. Students will follow a period schedule from 8:50 to 3:10, logged in with classroom teachers 5 days per week. Asynchronous lessons, assignments and online programs may be assigned at various times throughout the week across content areas. All students in grades K-5 are assigned a district provided Chromebook.

<b>Sample Remote Elementary Schedule (courses will vary by grade by class and grade) Google Classroom Login Same as In-Person</b>		
Student Login to Class	8:50	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
Period Flex/HR	9:05-9:30	Morning Meeting and Cross Curricular Student Choice Stations
Period 1	9:30-10:05	Fundations ELA (K-3)
Period 2	10:05-10:40	Writing
Period 3	10:40-11:15	Reading
Period 4	11:15-11:30	STEAM Stations
	11:30-11:50	RECESS
	11:55 - 12:25	Grab and Go Lunch Pick Up Available for Families
	12:25-1:25	Math
Period 5	1:25-2:00	Science
Period 6	2:00-2:35	<i>Art/Music/World Language/Media/Physical Education (rotate daily)</i>
Period 7	2:35-3:10	Social Studies
Closing	3:10-3:20	Closing Activities

### **Middle School Emergency Virtual Remote Instruction:**

All in-person classes utilize Goggle Classroom to manage student work and assignments. This platform allows for the seamless transition between in-person and remote instruction in case of emergency long term closure. Students are familiar with login and format of the Google Suite and use this platform daily with the Chromebooks to which they are assigned all year. Remote instruction and pacing follows the same format as in-person instruction. Schedules are similar. Students will follow a period schedule from 7:45 to 2:40, logged in with classroom teachers 5 days per week. Asynchronous lessons, assignments and online programs may be assigned at various times throughout the week across content areas. All students in grades 6-8 are assigned a district provided Chromebook.

<b>Sample Middle School Schedule (courses will vary by grade by class and grade) Google Classroom Login Same as In-Person</b>		
Student Login to Class	7:40	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
Homeroom	7:45 - 7:54	Homeroom Google Meet
Period 1	7:57 - 8:52	Math
Period 2	8:55 - 9:50	Social Studies
Period 3	9:53 - 10:48	Physical Education
Period 4A	10:51 - 11:17	Study/Special Support
Period 4B	11:20 - 11:46	Grab and Go Lunch Pick Up Available for Families
Period 5A	11:49 - 12:15	ELA
Period 5B	12:18 - 12:44	
Period 6A	12:47 - 1:13	Science
Period 6B	1:16 - 1:42	
Period 7	1:45 - 2:40	Art
Student Dismissal 2:40		

### High School Emergency Virtual Remote Instruction:

All in-person classes utilize Goggle Classroom to manage student work and assignments. This platform allows for the seamless transition between in-person and remote instruction in case of emergency long term closure. Students are familiar with login and format of the Google Suite and use this platform daily with the Chromebooks to which they are assigned all year. Remote instruction and pacing follows the same format as in-person instruction. Schedules are similar. Students will follow a period schedule from 7:30 to 2:00, logged in with classroom teachers 5 days per week. Asynchronous lessons, assignments and online programs may be assigned at various times throughout the week across content areas. All students in grades 9-12 are assigned a district provided Chromebook. Guidance Counselor support and interventions for academic, SEL and credit recovery needs are provided virtually during school hours and after school.

<b>Sample High School Schedule (courses will vary by grade by class and grade) Google Classroom Login Same as In-Person</b>		
Student Log in	7:20	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
Homeroom	7:30-7:40	Homeroom Google Meet
1	7:40-8:24	ELA
2	8:28-9:12	Math
3	9:16-10:00	Physical Science
4	10:04-10:48	World History
5	10:52-11:36	Personal Financial Literacy
6	11:40-12:24	Grab and Go Lunch Pick Up Available for Families
7	12:28-1:12	Spanish
8	1:16-2:00	Physical Education
Student Dismissal 2:00		

## **Roles and Responsibilities of Faculty and Staff for Remote Learning Environments:**

1. To ensure continuity of learning and leverage existing resources and personnel to maximize student success

a. School Administrators shall:

Provide a safe and secure virtual climate that is conducive to teaching and learning.

Support teachers and counselors to meet the needs of all students and be highly visible to instill calm and confidence across digital and virtual workspaces.

Provide time for staff collaboration and planning

Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

Define and provide examples of high-quality instruction given context and resources available.

Assess teacher, student, and parent needs regularly.

Ensure students and parents receive necessary supports to ensure access to instruction.

Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

Collaborate in determining expectations for differentiated instruction and rigor in remote learning models

Provide to staff virtual opportunities to complete all mandatory professional development requirements including but not limited to:

- AchieveNJ, TeachNJ, SGO development, Data Analysis, NJSLA unpacking
- Technology, 21st Century Life and Career Education, Affirmative Action, History and Contributions of LGBT/Pw/Disability and Holocaust/ Genocide/ Amistad/ Civics and Personal Financial Literacy are infused across the curriculum in a culturally responsive manner.
- Implement [Modifications for Special Education and 504, English Language Learners, Gifted and Talented and At-Risk Students.docx](#) [MODIFICATIONS FOR AT RISK STUDENTS.docx](#)

b. Teachers shall:

Develop lessons that are engaging and meet the ongoing needs of students to include skill gaps of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments

Use data to inform lesson design.

Be mindful in of revisions to district pacing which may take place depending upon the duration of emergency remote or virtual instruction.

Support embedding of SEL, mindfulness and PBSIS into lessons to address student needs.

Become familiar with district online protocols and platforms including the use of the Google suite, online district resources and other instructional platforms.

Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

Provide regular feedback to students and families on expectations and progress.

Set clear expectations for remote instruction and reinforce expectations through PBSIS

Assess student progress early and often and adjust instruction and/or methodology accordingly.

Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

Instruct and maintain good practice in digital citizenship for all students and staff.

Participate in all required professional development as described above

c. Instructional Coaches shall:

Support teachers through class collaboration, and professional development.

Support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

d. Mentor Teachers shall:

Follow the Clifton Public Schools mentoring plan that will be modified in accordance with the schedule.

Expect to consult, collaborate, and guide new staff members through school district policy and procedures.

Plan for virtual contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

Continue to maintain logs of mentoring contact.

e. Paraprofessionals shall:

Support small group instruction in a virtual environment

Provide real-time support during virtual sessions

Support small group instruction

Assist with the implementation of adjusted schedules.

Assist teachers with providing updates to students and families.

f. Substitute Teachers shall:

Login to appropriate school assignments on an as needed basis as assigned via the AESOP program.

Fulfill contingency staffing plans in case of sudden long-term absences and/or vacancies.

Understand roles and responsibilities for substitute teachers in virtual settings.

Maintain flexibility when identifying areas where additional staff may be necessary.

g. Student Teachers shall:

Follow district and college policies, procedures and requirements

Follow district technology guidance for student teachers