



Emergency Virtual Instruction Plan

As of July 31, 2023

Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs

As per P.L.2020, c.27, or "Chapter 27"), charter schools are required 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.

This plan will be implemented during 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 officer to institute a public health-related closure. 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, awarding of course credit, and such other Virtual matters as determined by the Commissioner of Education.

Virtual Instruction and Assessment Plan

In response to the Governor's executive order which became P.L.2020,c.27 providing for continuity of instruction in the event of a public health related school closure, the school is prepared to shift to 100% remote learning. Measures have been put in place to provide continuity of teaching and learning by taking the following steps:

In order for students to continue receiving high-quality, standard-based instruction, GBCS will initiate the following full day virtual instructional plan in the case of an emergency school closure.

1. Utilize Google Classroom as the schoolwide learning platform.
2. Follow the existing schedule of class meetings which exceeds the minimum requirement of four hours of instruction per day. **K-8:** 8:00 AM - 3:00 PM (Wed. 8:00 AM– 1:35PM).
3. Students will have synchronous lessons and assessments with teachers via Zoom or Google-Meets on a daily basis. Considerations will be made to limit screen time especially for younger students and break them into smaller groups. Some asynchronous work will be included. Examples of synchronous work may be:

- Context to review and digest;
- Pose the problem/task and ask students to solve it on their own
- Opportunities to collaborate with each other in break out sessions
- Feedback to clarify and address a misunderstanding
- Individual conferences for small group instruction between teachers and students

Asynchronous learning - Independent work will be provided to virtual students. Completion of asynchronous work will count as attendance. We communicate with the family when a student is not participating in online instruction and/or submitting assignments through our typical protocols: Our SIS, Oncourse, teacher email or phone call, Assistant Education Director phone call and email, and our Wellness Team.

Examples of independent work may be:

- Google Classroom assignments

- Working on kits provided by the teacher
- Teacher recordings of a lesson
- Time to engage in an online district subscription (i.e., Scholastic Lit Pro, First in Math, Mystery Science, etc.)
- Projects
- Daily reading with log
- Daily physical education activity with log

Virtual Instruction for Grades 1-8

- For core content areas (English Language Arts, Mathematics, Science, and Social Studies), virtual students will engage in synchronous learning and assessment which will allow students to problem-solve collaboratively, make their thinking visible, and reflect metacognitively.
 - For special content areas, virtual students will engage in a combination of synchronous and asynchronous learning dependent upon the curriculum for the elective courses.
 - Virtual Instruction for Kindergarten
 - Virtual students will engage in a **combination of synchronous and asynchronous learning** which will allow students to problem-solve collaboratively, make their thinking visible, and reflect metacognitively.
 - Links will be provided for whole and small group instruction.
 - Students in Kindergarten will be contacted by the school to make arrangements to pick any materials they may need to use at home.
4. Support for students outside of regular classes.
 5. Attendance will be recorded for each class.
 6. Specific learning apps and platforms used universally by the school in order to establish efficiency and consistency for students and parents.

Quarantine: Some students will need to stay home due to demonstrating Covid-19 compatible symptoms, exposure, testing positive for Covid-19. In these cases, students may Zoom or Google-Meets into the regular classes.

Technology in Support of Virtual Instruction

To ensure that we are able to provide a strong, effective and fully accessible program to all students, we have:

- provided ongoing support with technology to students, teachers, and families;
- surveyed teachers and families to determine technology needs/access (considered those that have access, but may be sharing personal devices with others);
- provided one-to-one instructional devices (at designated grade levels - see below) and connectivity.
- provided district email addresses and access to online platforms (usernames/passwords/organizational credentials);
- provided staff training on technology, remote instruction, and our Learning Management System.

Student Technology: 1:1 School-Issued Devices Model

Teachers: Teaching staff may need to teach from home or to teach from school in a separate location from their classroom. We have provided all necessary technology for teachers to provide robust instruction from home and online.

Students: We have 1:1 iPad tablets and Chromebooks in order to ensure that all students will have the needed technology resources at home and school, and that devices will not have to be shared among students. All students have the opportunity to have a device whether the family has a computer at home or not and whether they have a sibling in the school with a device or not.

The school has provided Chromebooks and Tablets as follows:

Grades 2-8	1:1 Take home Chromebook plan
Kindergarten-Grade 1	1:1 iPad touch screen tablets

- Kindergarten and Grade 1 Student Devices
 - All students in Kindergarten, Grade 1 have been using a 1:1 device model in the classroom.
 - All devices have been prepped by the Technology Department.
 - School issued devices are capable of connecting to WIFI including home networks, Optimum WIFI, and hotspots. Classroom teachers have the flexibility to send students home with devices as needed.
 - Students in grades K-1 may take home student's devices along with any additional materials needed for virtual instruction, at any time.
- Students in grades 2-8 may travel to and from school daily with their district issued device. In the case of an emergency school closure, grade 2-8 students will be able to resume instruction upon the first day of virtual instruction. Schools can make arrangements for families to pick up any additional materials needed for virtual instruction.
- Student Device Breakage, Repair, and Replacement
 - GBCS will have a repository of loaner devices that will be housed in the Technology Office or Media Center.
 - The Technology Specialist or other designated Point of Contact (POC) will oversee the IT Support Team in the tracking and exchange of broken/damaged devices and providing loaner devices.
 - The Technology Specialist will track devices and send out for repair, if possible, and manage device inventory. Devices deemed beyond repair are inventoried, and once approved sent out to an approved recycling company.

Continuity of Learning, Equity and Access

Teaching Resources/eLearning Tools

- Teachers must input their class code into our school folder/dashboard for each course in Google Classroom.
- Continuity of instruction will follow the [2022-2023 Curriculum Pacing Guides](#) for Grades K-8.

Delivery of Special Education and Other Support Services to Students

Students qualified for special education services will continue to receive instruction and services as per their plans either live or remotely.

- It will be determined if homebound instruction such as online or virtual instruction, telephone calls, and other curriculum-based instructional activities are appropriate.
- Related services (e.g., Speech, OT, PT, Counseling) will be provided through online or virtual instruction, via the telephone or other curriculum instructional based activities to the extent possible.
- If services can not be provided via virtual instruction, instructional telephone calls or other curriculum-based instructional activities during a closure, the CST team (or appropriate personnel under Section 504) will determine whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.
- We will document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications through our existing Special Education systems and structures, including SEMI documentation. This includes, but is not limited to, logs, timesheets, meeting notes, records of meetings, EdPlan documentation, lesson plans, assessments, observations, and regular Special Education team meetings. Case Managers will regularly follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible. This may be done with the support of our Wellness Team. procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities

Technology-Equity and Access

The school has provided families with devices for each student (Chromebook, iPads) and an internet hotspot as needed in order to ensure the ability to fully participate in the instructional program.

- In order for all students to have access to curriculum during an extended absence, the actions below will be taken for those without access to a technology device and/or an internet connection.
 - The locations and hours of operation will be announced by the school district via the district website, social media, and our school communication system.
 - A limited amount of hard copies (printed assignments with directions) will be available for students through grade 2.
 - District issued devices are capable of connecting to WIFI including home networks, Optimum WIFI, and hotspots. Classroom teachers will have the flexibility to send students home with additional devices as needed.

Nutrition Plan

- In the event of an extended school closure, the School will implement Meal Distribution of Breakfast and Lunch meals for ALL students when allowed.
- GBCS will be open for Meal Distribution to the public when allowed.
- Parents/Guardians/Students are welcome to go to GBCS or any NBPS location when a.

- Each parent/guardian/student will be entitled to 5 days worth of meals per week.
- Whenever possible delivery of meals will be provided by a group of community volunteers for families not able to pick up their food at GBCS.

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School - Climate and Culture

The school will actively and systematically monitor students' health and well-being. All staff will be part of this essential process to ensure *prevention, identification, response* and on-going support for students.

The school will establish systematic wellness check-ins with students and families. These will include:

- The Wellness Team (one on one aides, office support staff, TAs, teachers) will be trained by our K-5 School Social Worker to check in with student groups and lead wellness activities.
- All teachers will be trained to identify and to communicate to the administration any student's concerns.
- We will leverage our strong parent/guardian- school relationships to solicit communication from parents/guardians on student social and emotional well-being.
- All teachers will check in with students regularly. Any students not attending classes will be contacted and administration will follow up with families when patterns of absenteeism arise.
- As is the case when students are present in person, referrals may be made to the school social workers by staff, students or parents. Teachers are encouraged to share their class Zoom or Google-Meets links with the grade level social worker in order to facilitate access to students in their classes.
- Training will be provided for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country or other traumatic event.

Response - The school will initiate a range of responses and on-going support on a case by case, individualized basis as we have in other academic years:

1. Teacher support — Students having difficulty with specific concepts will receive extra coaching/instruction from the subject teacher, in this case, during arranged remote Office Hours.
2. Intervention and Referral Service (I&RS) — If a student has regular difficulty with a number of aspects of a subject or subjects that is impeding progress, the student's teacher or parents may contact a School Social Worker to request an I&RS meeting, the purpose of which is to generate other strategies to support the student. Should the student continue to struggle despite the intervention, the team may refer the student to the Child Study Team for more in-depth evaluation. These meetings will be conducted either remotely via Zoom or Google-Meets or in person following social distancing guidelines.

Special Education Services — If the Child Study Team determines the student qualifies for special education services to assist them in learning, an Individual Education Plan (IEP) will be drafted for them

specifying specific modifications and/or services. Parents/guardians are always a part of the team and the process and may refuse the services if they so wish. Location and type of meeting will be arranged by all members of the team. IEP meetings, evaluations, and other meetings to identify, evaluate and/or reevaluate will be conducted either remotely via Zoom or Google-Meets or in person following social distancing guidelines.

students with disabilities

3. Section 504 Plan of the Rehabilitation Act of 1973 — In some cases students may have a disability that prevents them from being able to fully access instruction either virtually or in-person. These may be short term problems such as a broken arm or on-going, permanent conditions. The school team will meet to understand the limitations and design appropriate accommodations to support the student. These meetings will be held either safely onsite or remotely according to the agreement of the team. Should parents have questions regarding 504 Plans, they will communicate with a School Social Worker.

Addressing English Language Learner (ELL) Plan Needs

English language learners will have uninterrupted instruction during virtual instruction. English Language Learners receiving remote instruction, general education teachers, and the ESL teacher will provide direct differentiated instruction and sheltered instruction via virtual platforms such as Google Meet and Zoom. To further support these students, the ESL and general education teachers will gather and disseminate relevant materials and resources including instructional applications in order to support students in their home setting if needed. Oral translation and materials will be made available to a parent with limited English proficiency. All faculty will continue to be provided with training to learn strategies related to social emotional learning related to English language learners.

COMMUNICATION

- All information is communicated with families through the school website, social media, and other communication tools. The School website, which is translatable to Spanish as well as a variety of other languages will house all information for the community.
- In addition, as major updates are available, parent informational sessions are held both at the school to provide our parents/guardians with opportunities to ask questions. The School makes every effort to provide communications to families in both English and Spanish to the greatest extent possible.

Facilities Plan

In the event of district closure, the school will ensure essential employees are identified and a list will be provided to the county office at the time of the transition to remote or virtual instruction. All school facilities will be properly monitored by district custodial/maintenance staff. The district will continue to use cleaning practices, procedures, and products deemed to meet local health department and EPA requirements to the greatest extent possible. The district will ensure areas of high-frequency interaction (desks, chairs, door handles, phones, electronics) receive enhanced cleaning. The school custodial staff will thoroughly clean the school buildings, including classrooms, restrooms, and hallways.

Other Considerations

- **Accelerated Learning Opportunities**

Accelerated Learning Opportunities will continue to the greatest extent possible virtually through virtual platforms such as Google Meet and Zoom. All students will receive differentiated instruction in line with their regular classroom experiences.

- **Title I Extended Learning Programs**

GBCS will provide extended learning opportunities through an online After School Academy.

- **21st Century Community Learning Center Programs**

The district does not provide 21st Century Community Learning Center Programs.

- **Credit Recovery**

The district does not provide credit recovery for students.

- **Other Extended Learning Opportunities**

Extended learning opportunities such as Enrichment Clusters will be provided to students virtually through Google Meet or Zoom when determined necessary by teachers and administration.

- **Transportation**

The district does not provide transportation services.

- **Extracurricular Programs**

All extracurricular programs will be postponed and rescheduled. Outside community groups will not be permitted to use the school facilities.

- **Childcare**

-The district will not provide childcare services during Emergency Virtual Instruction.

- **Community Programming**

The district will continue to partner with community organizations to support virtual instruction, our families, students, and staff when feasible.

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FEDERAL, STATE AND LOCAL RESOURCES AND GUIDANCE

AGENCY**GUIDANCE/RESOURCE(S)**

Centers for Disease Control and
Prevention
(CDC)

[Considerations for Schools](#)

New Jersey Department of
Health
(NJDOH)

[New Jersey Department of Health \(NJDOH\) published guidance for
childcare facilities and K-12](#)

New Jersey Department of
Education
(NJDOE)

[The Road Back: Restart and Recovery Plan For Education
Checklist for the Re-Opening of School 2020-2021](#)

[Coronavirus Safety Information & Resources](#)