

2024-2025 Academic Year
Englewood on the Palisades Charter School
Chapter 27 Emergency Virtual or Remote Instruction Plan

The New Jersey Department of Education requested all local educational LEAs to return to in-person instruction year ending 2022. However, 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 closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would 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 superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of 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, awarding of course credit, and such other matters as determined by the Commissioner of education.

The Englewood on the Palisades Charter School (EPCS), Emergency Virtual or Remote Instructional Plan offers a synopsis of our school's closure preparedness plan. Specifically, this plan addresses all of the required components. It is our goal to provide rigorous and relevant instruction, based on the New Jersey Student Learning Standards, all while providing a safe and healthy environment for all of our students. EPCS began this school year with the understanding that our students are in need of academic support, interventions, and social emotional support.

Special Education and Related Services

Modifications and accommodations will be provided as per each student's IEP. Assistive technology, such as Google screen reader and voice typing can be accessed on Chromebooks that will be sent home with each student.

Through the use of Zoom, Google classroom, and other remote instructional means; teachers will facilitate instruction, give formal and informal assessments and monitor student progress.

All teachers will be in frequent collaboration with families to ensure that our students with disabilities, 504s and our general education students equally have the best appropriate education during virtual or remote learning.

During virtual or remote learning, all remaining related services will be developed prior to the start of our virtual or remote instruction to ensure accurate delivery of remaining services such as Speech and Language and/or Occupational Therapy.

Going forward IEP's have been developed to address the different needs for educating students' with disabilities and required services. When necessary, the IEP team will meet to discuss and review student data and determine whether the student with disabilities need additional accommodations or services or addressing any learning loss or regression while remote learning was being provided.

Addressing English Language Learners Needs

Englewood on the Palisades Charter School English as a Second Language program is aligned with the State and Federal requirements to meet the needs of ELL students.

ESL instruction will continue to be delivered by the ESL teacher using synchronous and asynchronous instruction and using access to the digital tools available as if we were in school. Support to access the mainstream curriculum will also be provided to students at all grade levels. Translation of essential documents will continue to be provided as though school were in session.

Englewood on the Palisades Charter School employs staff members who have expertise in translating materials, are able to interpret meetings with families of ELL's and provide literacy level appropriate information.

Professional development training has and will continue to 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.

Our ESL instructor includes sheltered instruction to integrate language and content instruction. This supports the model of culturally responsive education.

Technology and Connectivity

All students will be provided with a Chromebook for in-person and remote learning.

Englewood on the Palisades Charter School has a no-tolerance policy in regards to cyber bullying. Students, and staff, are expected to follow the guidelines outlined in our Code of Conduct.

Equitable access and opportunity to instruction

Englewood on the Palisades Charter School will use i-Ready, which is an online program that will help determine our student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows our staff to meet our students exactly where they are and provides data to increase your student's learning gains.

Delivery of Virtual and Remote Learning

Returning to full-time remote learning, staff and students will follow the remote academic schedule which makes use of online platforms such as Zoom, Google Meet, etc. We have purchased additional online learning platforms, and adjusted our curriculum, so that material can be accessed online during remote learning. Assistive technology, such as text-to-speech, Voice In typing, and open dyslexic can also be utilized on every chromebook that is provided to each student.

Students learning remotely are expected to complete the daily work posted online, check in with their teacher(s) online using an online video medium for real-time lessons, and question-answer sessions (office hours).

If we must go full remote, as in the past, a survey of our parents will be conducted about the internet accessibility and devices available at home. Any student who does not have internet access will be provided with access through a hotspot.

Teachers will also monitor student attendance during remote learning. If a student is absent, the teacher will contact the parent to determine if a technology issue was the cause of the absence. If so, the problem will be resolved by our technology department.

Google Suite Apps will be used by teachers and students. Additional platforms that were purchased last year will continue to be used to ensure ease of use by students and parents, as well as for the instructional and assessment purposes of teachers.

Our full time remote learning model schedule would include a combination of synchronous (real time virtual) learning and engagement in asynchronous (recorded) learning, which would include having classes with teachers of specials as per the rotation schedule. Using the varied online platforms, students will have access to live and recorded instruction, assignments, courses, homework and the ability to review grades virtually.

All teachers will be required to plan lessons that are standard based and will meet the needs of all students. Their plans will incorporate materials that come from mixed media to reinforce specific skill concepts and engage the student at a different level of instruction. Our remote learning model will allow students to experience both whole class and differentiated learning, while the teacher provides interactions that will help our students to stay engaged in the learning process. This model will also allow our students with disabilities the opportunity to be fully engaged in general education classes, in addition to their special education classes/subjects and activities.

Classroom communities will be built to support the flexibility that is needed by our students and families as they deal with issues that will impact the students ability to learn including; family members that are ill, parents that are working, taking care of siblings etc.

Teachers will also have a vested interest in the social, emotional and academic growth of their students. Teachers will have students participate in daily activities that will “take the pulse” of each student before the beginning of their school day. Students that are demonstrating a level of concern/stress will be referred to the appropriate staff member. This component of our day is important as we have our students begin to re-engage with classmates, and develop school relationships in a different way.

Time is placed in the daily schedule whereby teachers, students and parents can communicate about expectations, concerns, questions about assignments, homework and/or update of student progress. Family communication will include phone calls, individual scheduled Zoom meetings, OnCourse Informational System, Google Classroom, ClassDojo, Seesaw and website to name a few that are used at our school.

School wide attendance will be taken using OnCourse, our Informational System. Attendance will be monitored daily by teachers, parents, school counselors, nurse and administration for multiple absences, change in student performance, and demonstration of anxiety and/or depression during virtual or remote learning.

Students absent from school a total of 20 or more days without a medical excuse will risk being retained for the following school year. Students absent for extended medical reasons will be reviewed on a case-by-case basis.

Google Classroom will also be used for posting daily class assignments, in addition to homework assignments. Teachers will be in the classroom from 7:45am-3:30pm. Lesson plans will be posted on OnCourse bi-weekly. All instruction activities will be aligned to the NJSL. Teachers will be available to assist students with individualized instruction and respond to questions and concerns from students and parents.

Title I Extended Learning Programs

Two school interventionists will provide virtual instruction to support reading and mathematics to extend and reinforce the school curriculum.

EPCS Student Guidelines for Distance Learning with Video Conferencing Tools

While working from home, teachers may provide the opportunity for virtual meetings via Google Meet, Zoom, or other video conferencing tools. Participating in video conferences is a great way to stay connected with your teachers and classmates, but it is important for you to follow these rules and guidelines. NOTE: only teachers can initiate video conferences, and only teachers can video record the meetings. Video recordings may be archived by EPCS.

Students must always follow these guidelines when participating in video conferencing:

1. Remember that you are on camera and live. Your teacher and classmates can see what you are wearing and your facial expression. Find a quiet place in your house. Dress appropriately, following school dress codes.

2. You are not anonymous. Be mindful of your facial expressions, body language, speaking tones, and what you say. Your voice and video are viewed by everyone engaged in the video conference. Other people in your house can hear what you and others in the video conference are saying.
3. Follow the same classroom rules that you would follow if you were in the school building. Listen to your teacher. Be kind and considerate.
4. Take turns speaking. Think before you speak. Stay on topic. Make sure your comments are clear and appropriate to the conversation. Don't say anything you wouldn't say in your actual classroom.
5. Be a good listener and hear what other people are saying. Let others finish speaking before talking.
6. Think before you type. If your teacher enables the Chat feature you may be able to participate by typing into a chat box. Choose your words carefully. Use appropriate spelling and grammar. Stay on topic. Don't use sarcasm or humor that could be misunderstood. Don't type in all caps.
7. Take it slow. Remote learning is probably a new experience for you. Resist the impulse to be silly or to say or type the first thing that comes into your mind.
8. Video conferencing is a privilege. If you cannot use it responsibly and/or fail to follow these guidelines, your access to school managed video conferencing tools will be removed.

School Breakfast and Lunch Program

In accordance with the guidelines established by the New Jersey Department of Education, New Jersey Department of Health, and the New Jersey Department of Agriculture, and in partnership with the EPCS food service vendor, a "grab and go" breakfast and lunch will be available to students during virtual or remote instruction.

Monday through Friday, breakfast and lunch pick-up will be available between the hours of 8:00am to 2:00pm. Bulk pick-up will be available on a specified day. All meal pick-ups will be held at EPCS. A schedule for food pick-up times and dates will be available on the EPCS website.

Facilities Plan

The continued operation of the facilities involves other essential support staff who conduct non-instructional support to either the staff, students, or the building throughout the length of any pandemic related closure. These staff members include: administration, custodians, technology, food service support, and office staff.

Essential Employees

A list of identified essential employees will be provided to the county office at the time of the LEA's transition to remote or virtual instruction.

EPCS Website: www.inglewoodcharterschool.com

Board Approval: Anticipated approval is August 14, 2024