



DCF Office of Education – Regional Schools EMERGENCY REMOTE WORK PLAN

Pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, this plan is to enhance elements of to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

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District Contact Information

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| Jennifer Connery | Director 2 School Security Specialist | 50 East State Street Trenton, NJ 08648 | |
| Lizette Murray | Director 2 Curriculum and Instruction | 50 East State Street Trenton, NJ 08648 | |

School Contact Information

| School | Address | Administrator | Phone Contact |
|--|--|---|--------------------------------------|
| OOE Central | 50 East State Street 3rd Floor Trenton, NJ 08648 | Dr. Kelley Michalowski | 609-888-7990 |
| Atlantic Campus | 2562 Tilton Road Egg Harbor Twp, NJ 08234 | Jennifer Connery and Soneia Frazier | 908-331-1508 609-573-3726 |
| Bergen Campus | 374 E. Ridgewood Avenue Paramus, NJ 07652 | Lizette Murray and Lawanda Shorter | 201-261-6230 |
| Burlington Campus | 704 Woodlane Road, Mt. Holly NJ 08060 | Lizette Murray and Rukiah Alwan | 609-267-7595 |
| Cape May Campus | 131 Crest Haven Road, Cape May Court House, NJ 08210 | Lizette Murray and Jennifer Allenbach | 609-463-3578 |
| Capital Campus (Camden) | 1770 Mt. Ephraim Ave, Camden, NJ 08104 | Lizette Murray and Bonnie McClean- Stevens | 609-964-1326 |
| Cherry Hill Campus (Camden) | 30 Evesham Road, West, Cherry Hill NJ 08003 | Jennifer Connery and Miluska Gammara-Yanez | 856-795-0282 |
| Cumberland Campus | 928 Sherman Avenue, Vineland NJ 08360 | Lizette Murray and Megan Webster | 856-839-3242 |
| Essex Campus | 395 North 5th Street, Newark, NJ 07107 | Jennifer Connery and Lisa Corliss | 973-648-4333 |
| Gloucester Campus | 842 Glassboro Road Williamstown, NJ 08094 | Jennifer Connery | 908-331-1508 609-439-5656 |
| Mercer Campus | 1600 Stuyvesant Avenue, Trenton, NJ 08618 | Lizette Murray and Joe Klama | 609-530-3390 |
| Monmouth Campus | 1076 Wayside Road Ocean, NJ 07712 | Lizette Murray and Matt Krason | 732-493-4470 |
| Ocean Campus | 1141 Freehold Road, Toms River, NJ 08753 | Lizette Murray and Kristen Ferrara | 732-505-4180 |
| Passaic Campus | 160 Minnisink Road, Totowa, NJ 07512 | Jennifer Connery and Patricia Fisher | 973-256-3337 |
| Union Campus | 1524 Terrill Road, | Lizette Murray and | 908-322-1641 |

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| | Scotch Plains, NJ 07076 | Renee Freeman | |
| Warren Campus | 540 RT 57E, Port Murray, NJ 07865 | Jennifer Connery and Patricia Fisher | 908-689-4650 |
| DOH Hospitals (Ancora, Ann Klein, Trenton Psychiatric, Greystone) | 50 East State Street, Trenton, NJ 08628 | Lizette Murray and Bonnie McClean- Stevens | 609-888-7990 |

Preparation:

- Administration meets to prioritize Response Teams
- Daily conference for supervisor of education to plan for instruction for students in the event of closure, scenario 1, and scenario 2.
- Plan for equitable access to instruction for all students.
- Teachers begin working to develop web based instructional assignments and Remote learning.
- Staff to be supplied with cleaning supplies and sanitizer in all classes, so staff can wipe surfaces during the day.
- All staff are considered essential employees. Teachers, administrators, aides, and child study team can shift to remote learning.
- All Maintenance staff and drivers will remain in person unless there is specified professional development planned.

Containment – (If Applicable)

This stage would be initiated if/when there is an infectious disease that mutates to person-to-person transmission and arrives on the East Coast of the US.

- Maintenance Workers change cleaning duties to emphasize classroom disinfecting, as well as active areas in the school.
- Staff to do interim surface cleaning during the school day.
- Teachers prepare a developmentally appropriate template for web based instructional units.
- Communicate with staff and provide ongoing training plan for web-based and supplemental telephone instruction as appropriate
- Initiate an outreach plan to evaluate individual needs of families and residential homes via survey monkey regarding on-line and supplemental telephone delivery of instructional and therapeutic services, and devices for students and staff.
- Schools will develop individual plans based upon student needs, staffing ratios and submit to OOE for approval.
 - Scenario 1 – Students will be dismissed, and teachers will provide instruction from the school remotely to the students.

- Scenario 2 – The school will be closed, and the teachers will provide instruction remotely from home. The instructors will plan for technology and paper based instructional plans. (Long-term maintenance of this plan will be detailed in attachments)
- Each school will submit an individual plan based upon the needs of the school and demographics of the area. This is subject to change based upon the Department of Health and CDC recommendation and State of Emergency declared by Executive Administration.

Social Distancing (If applicable)

This stage would be initiated when directed by recommendations from the NJ Department of Health and the NJ Department of Education.

- Begin “Social Distancing”
- Cancel all assemblies, community-based events, community instruction for medically fragile students.
- Schools are remote for students.
- Inform Parents/Guardians, transportation and sending school districts through email and the Remind System.
- When applicable, update parents/guardians of any additional information regarding the health-related closure
- Teachers provide web-based platforms utilizing Google Classroom/ supplemental telephone lessons for their students when internet is not available.
- Chromebooks/ IPADS provided for all students depending on need.
- Hotspots for students who do not have internet access at home.
- Teachers who do not have devices will be provided with Chromebook to utilize at school and at home. Teachers and instructional staff will be provided with devices.
- Deliver work packets for those students whose needs would be best met utilizing.
 - paper/consumable based assignments. (Drivers will deliver to Out of Home Placements (OOHP) or place in mailbox at residence) Implement the provision of school nutrition benefits or services for eligible students.
- IEP, and Annual meetings will take place through tele-conferencing Google Platform, conference calls or any form of communication that benefits all participants.

School Day Lesson Planning and Instruction: The district will ensure equitable access and opportunity to instruction for all students. (Each school has individual plan with schedule)

1. Teachers will prepare lessons that will be adapted to be delivered electronically and two weeks of paper-based work for students who are unable to login due to power outages or

differences in learning. Teachers will follow daily schedule for synchronous learning for students.

2. Certified teachers will post lessons daily throughout the scheduled course to meet the needs of students who follow an asynchronous learning plan.

- Assessments
- Assignments
- Alternative assignments

3. Teachers, Co-teachers, and paraprofessionals will be expected to be available during the scheduled course time on Google Classroom or other format to teleconference and video conference with students according to Title 18A:38-26. Teachers will be available during the universal schedule. Some of the platforms that are available to teachers and students are:

- a. Iready: <https://login.i-ready.com/>
 - b. Nepris: <https://www.nepris.com/account/login/login>
 - c. NJCAN: <https://portal.njcis.intocareers.org/>
 - d. PLATO: <https://login.edmentum.com/>
 - e. Study Island: <https://www.studyisland.com/>
 - f. Power Source: online training for STAFF on PowerSchool
<https://support.powerschool.com/login.action>
 - g. MyNewJersey: https://www7.state.nj.us/NJ_eCATS/
 - h. [Google Classroom](#)
 - i. [Microsoft TEAM](#)
 - j. [ZOOM](#)
4. Students will be assessed and graded on assignments and classwork or projects.
 5. Staff will be available for meetings to work out issues as they occur. Staff are expected to attend meetings on TEAMS or on conference lines each day or as scheduled with building administrators.
 6. Building administrators will set expectations for all staff in the building guided by the DCF work from home policy.
 7. Students should be available for their scheduled class time; attendance will be taken accordingly.
 8. Teachers will be available during scheduled class time via Google Classroom, Zoom, Remind APP, teleconferencing, Google Hangout, email or other specified apps or media the teacher and students agreed upon. The expectation will be communicated to students and parents/ guardians.
 9. Additional apps and software available to the students include Biologycorner.com, abcy.com, I-excel, Exactpath, Khan Academy, Plato, Nepris, Iready, NJCan, BrainPOP, Ever-fi, Littogo and other assorted applications.

10. Teachers and support staff should record 10 -15-minute lessons daily to use in future classes or for emergency purposes when live classes are not available to all students.
11. Students that are not able to login live will be provided with video lessons.

Student Attendance

DCF ensures compliance with the 180-day attendance mandate pursuant to N.J.S.A. 18A:36-1; N.J.S.A. 18A:7F-9; and N.J.A.C. 6A:32-8.3. DCF is open year round and follows a minimum of 220 days of attendance pursuant to N.J.A.C. 6A:17-3.2d

1. Students are required to login to synchronous learning unless indicated in their program plan.
2. Students are considered absent for the day if they miss one entire class period.
3. CST and administrators will contact parents and guardians as per the student attendance policy if the student is absent from school.

Work from Home Duties:

Nurses

1. Nurses may update files and data entry.
2. Complete web based professional development.
3. Well checks and answer questions as necessary for students. Well checks should be recorded, and any concerns reported a school administrator or SCR to ensure the needs of the students are met.
4. Reporting of Infectious Disease to Nursing Coordinator, School Administrator, and the local Department of Health.
5. Track all reporting on Google Document to be submitted to the OOE Nursing Coordinator Monthly.

Aides and Techs

1. Offer support to teachers and assist with student curriculum questions.
2. Complete web-based PD
3. Assist drivers with food and student work runs.
4. Assist SEP with phone calls for food runs.
5. Volunteer for file projects and other out of title work.

Drivers

1. Food runs
2. Gas vehicles
3. Volunteer for other out of title work

Communication- When schools are closed, and staff are working from home.

1. Daily conference and or video calls with instructional staff and supervisors at 8:15 AM. Conference line dedicated to each school for morning call or use of TEAMS. The numbers have been distributed to school leaders to disperse to all staff members.

2. Conference or video call with all Supervisors of Education and OOE administration on Monday, Wednesday, and Friday at 10:30 AM or as scheduled. Dedicated conference line distributed prior closing. **This meeting will take place on TEAMS.**

3. Any formal written communication with parents, providers or school districts must be vetted through the DCF Executive Administration. Parents and guardians were made aware of closure and remote learning through expected dates.

4. Supervisors are asked to collect emails from all parents and guardians to send copies of student assignments and updates when possible. Emails and cell phone numbers of parents and guardians should be entered into PowerSchool.

5. Staff should be signing in to ECATS daily and should check in with supervisors throughout the day using different modes of communication as discussed with supervisor. Specific codes for remote work used in ECATS for all staff.

Professional Development: Web-based can be completed in remote locations.

- Teachers, nurses, and school administrators are required to participate in 20 hours of professional development per school year. All PD will be made available to via TEAMS and Zoom. The PD plan for the district meets all requirements of the NJ DOE and is addresses strategies related to culturally responsive teaching and learning, socio-emotional learning, and a healing centered environment for students.
- Annual report to NJ DOE – Staff required to report Professional Development to building administrator.
- Teachers, paraprofessionals, supervisors were provided with a list of web-based professional development opportunities to fulfill their annual requirement.
- Nursery Staff are required to participate in 12 hours of professional development per school year. Program Support will provide resources to access remotely for training.
- Cooks, Food Service Handlers will be provided with online professional development opportunities by the head cook to fulfill mandated hours.
- Bus Drivers will be provided with online resources for professional development by the Transportation Coordinator, along with Policy 37 review.

Distribution of Devices for Students: Completed by OOE IT staff.

| School | IPAD | Chromebook | Hotspot |
|------------|------|------------|---------|
| Atlantic | 0 | ● 46 | ● 5 |
| Bergen | 21 | ● 40 | ● 0 |
| Burlington | 0 | ● 30 | ● 1 |
| Cape May | 22 | ● 33 | ● 0 |

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|-----------------|----|------|-----|
| Cherry Hill | ● | ● 40 | ● 0 |
| Cumberland | 5 | ● 40 | ● 0 |
| Essex | ● | ● 25 | ● 0 |
| Mercer | 20 | ● 40 | ● 0 |
| Monmouth | ● | ● 30 | ● 1 |
| Ocean | 12 | ● 25 | ● 0 |
| Passaic | ● | ● 30 | ● 0 |
| Union | ● | ● 45 | ● 1 |
| Warren | ● | ● 20 | ● 0 |
| OOE (SEMI) | ● | ● 0 | ● 0 |
| Capital | ● | ● 25 | ● 0 |
| DOH Psychiatric | ● | ● 0 | ● 0 |

Technology NEEDS for OOE to Work from remote location after 1 – 2 weeks:

- Google Classroom –As of 2/10/2021 Teachers and support staff were Google certified.
- Hotspots were made available for all students and staff that responded to the need to them.
- WIFI in schools for teachers to video conference with students on IPADs during class:
- ZOOM will be used to teleconference on IPADs as REMIND and other technology cannot be utilized. Google Classroom on Chromebooks. Chromebooks were distributed to all current students to be able to receive instruction remotely.
- All teachers have been assigned a tablet, all support staff a laptop or Chromebook.
- Kettle bud, translation devices are available for all ELL students, as well as the contracted support staff will continue Google Classroom.
- REMIND App will be translated for all ELL students, as well as any messages and letters will be in multiple languages for students and parents to align with the State and Federal requirements to meet the needs of the ELL population.

OOE working from Remote Locations:

- Staff will be authorized to enter DCF OOE buildings with staggered schedules. Staff will be assigned colors and each day is assigned a color to coordinate with staff assignments. Staff may enter the building on those days **as needed**. Staff are encouraged not to enter the buildings unless their job encourages them to do so when all staff is remote. During staff re-entering, the plan will be to enter the building in cohorts.
- Clerical staff will work with REALTIME and complete data entry into the SIS side of the REALTIME application from the Special Education application.
- Staff will participate in teleconference or team meetings and have their desk phones forwarded to their cell phones or home phones. IT staff forwarded directions to all staff at regionals schools.
- Nursing Coordinator will continue with business as usual, coordinate services for students, and professional development. Professional Development Hours web-based for nurses at Regional Schools.
 - www.nursece-4less.com/
 - www.i3health.com/
 - www.brightpink.org/online-learning

- www.nurse.com

Child Study Team Services

- **Provides case management, behavioral support and/or counseling services for assigned students.**
- **Assures that CST evaluations are completed as needed and writes narrative letters and reports.**
- **Schedules, conducts and/or attends child study team meetings as needed or assigned.**
Schedules and conducts meetings. Completes and processes necessary documentation within established timelines.
- Remotely attends planning meetings, treatment meetings, agency meetings and in-service training sessions. Along with the teacher (s), identifies educational goals and objectives and reviews recommendation will be scheduled through teams and meet all criteria as outlines in 6A and IDEA.
- **Additional responsibilities that could be completed if working remotely:**
 - Update event notes: make phone calls and/or email workers.
 - Review IEPs, finalize documents.
 - Review/ update contacts
 - Transfer contacts to SIS side
 - IEP meetings may be able to be held if a teacher is available. (Will have to be considered on a case-by-case basis)
 - Complete reports for evaluations done for your area of expertise.
 - Online professional development
- CST Manager provided training for RTI, MTSS, FBA. Attended 2-day training for certification.
- Establish protocols and procedures for remote testing, related services etc.
- CST Case Manager will follow-up with families through phone calls or virtual meetings to maintain open and ongoing communication regarding student progress and program implementation. DCF's OOE has implemented systems to track missed related services and provide timely reporting to families.
- ELL materials include specific assignments for students, Child Study Team and program support will ensure the students have assistive technology and support needed.
- Teachers will utilize video conferencing platforms to provide assignments and offer individual and group time to discuss.
- Teachers will be flexible with assignment due dates and give students the option of written or oral response.
- Communication with family of ELL students are maintained through phone conversations, email and the translation vendor.
- Teachers modify and supplement the general education instruction to meet the needs of the ELL population by:
 - Meeting with small groups of ELLs to provide instruction and support.
 - Providing training on best practices that encourage culturally responsive pedagogy.

Food Service

- Cooks and Food Service handlers will prepare boxed or “grab and go” breakfast and lunches for students on free and reduced lunch.
- Meals will be delivered to students’ homes by bus drives and aides 2-3 times per week.
- Aides and drivers will assist the cooks and food service personnel with this task.
- Scheduled to deliver 300 meals per week.
- Food is purchased from Distribution and local supermarket with State funds. We receive monthly reimbursement of State and Federal funds through the Bureau of Child Nutrition for serving breakfast and/or lunch which is based on the counts for free, reduced, and paid breakfasts and lunches.
- OOE obtains foods from the USDA commodities program monthly which is based on an annual allocation of funds (approximately: \$16,000 +/-). The Fiscal Department generally splits these funds up between USDA commodities and the FFAVORS Program (which provides fresh fruit and vegetables) between 5 of the Regional Schools that participate in this program (Atlantic, Burlington, Cape May, Cherry Hill, and Cumberland).
- Food is purchased from Distribution and local supermarket with State funds. OOE receives monthly reimbursement of State and Federal funds through the Bureau of Child Nutrition for serving breakfast and/or lunch which is based on the counts for free, reduced, and paid breakfasts and lunches.

School Cleaning

- Staff Maintenance workers continue to clean with protocol from CDC guidance.
- Maintenance staff will continue with the upkeep of the building and grounds.
- Staff arrive to deliver food after the cooks and food service handlers have left for the day to maximize social distancing. Staff members should not be in the buildings at the same time if possible. Drivers should stagger pickup and delivery times when possible if by 10- 15 minutes.

DCF SCHOOL VIRTUAL LEARNING PLAN.

The DCF Regional School Campus’ developed this online learning contingency plan to provide continuity in learning and instruction throughout an extended school closure. This plan combines traditional activities with virtual educational opportunities. This plan pulls from previous experiences, research and best practices, and recommendations from online learning organizations.

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|------------------------------|--------------------------|
| Instructional Hours: | 4.5 hours per day |
| Teacher Office Hours: | 1.5 hours per day |

| Key Areas & Considerations | | Checklist Items |
|----------------------------|---|---|
| Logistics | Attendance - Teachers and students will confirm their attendance and participation. | <ul style="list-style-type: none"> · School will contact parents via email if student does not participate each day. · Student participation will be monitored and tracked using access to documents, virtual connections, online logins, and activity logs through teleconferencing · Residential programs will communicate with teachers daily regarding individual students · Teacher absences will be coordinated with the supervisor; support staff may be available to continue educational services |
| | Communication Plan - The digital learning day will be announced and/or posted; information from this plan will be shared with staff and parents. This information will help communicate expectations, assignments, and additional guidelines. | <ul style="list-style-type: none"> · Assignments - will be sent out to parents following the announcement of the digital day. · Teachers will adjust their plan to include new learning (videos, screencasts, and prerecorded demo lessons), after Week 1. · Lessons should be 15-30 minutes for each content area, depending on the grade level or a series of mini lessons 5-10 minutes in length. |

Expectations - Staff is responsible for planning learning experiences that provide students continuity for learning.

Instructional Staff - Expected to support students' remote, asynchronous learning. This includes:

- Sending a daily communication to parents & students outlining objectives and expectations for individual assignments.
- Thoughtful planning in preparation for the Digital Learning Day utilizing programs the students are familiar with like PLATO, iREADY, EXACTPATH, etc.
- Responding to questions, providing feedback, promoting additional discussion questions. This may include a Google hangout, Zoom, email, and/or phone calls.
- Teachers can use screen casting and videos to create lessons to share with students.
- Teachers should seek out completed assignments to provide students with meaningful and individualized feedback.

Students are expected to access assessments and work on them throughout the day. They should plan to engage in discussions, submit assignments, and access relevant materials selected by their teacher.

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| Infrastructure/Technology | Internet & Computer Access | <ul style="list-style-type: none"> · Technology survey were completed for staff and students · IPADS were disseminated to those students that school administrators identified · Email addresses, login access to PLATO, etc. was provided to school administration for each student. |
| | Troubleshooting Tech Issues | OOE Regional School Admin Technology Unit |
| | Offline Support - Teachers will develop a plan for students without internet access | <ul style="list-style-type: none"> · Schools provided packets of work for the first week of virtual learning and have begun to increase virtual learning opportunities. (Video of lessons, and additional work assignments delivered by bus drivers on their regular routes) · Bus Drivers are delivering work and picking up when completed during their food deliveries · Provided staff with information about free internet and WIFI providers · Aides/Teachers are reaching out daily to students to troubleshoot as a resource to families · Medically fragile and SLD student populations are using a variety of learning methods from packets, daily living skills with care takers, utilizing Assistive Technology, and incorporating iPad programming |

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| | <p>Platform Experience - All teachers and students have access and prior experience using online platforms (i.e., learning management system) and digital resources for learning.</p> | <ul style="list-style-type: none"> · Teachers will continue to utilize PLATO, iREADY, and EXACTPATH as these are familiar platforms for teachers and students · Teachers have begun to introduce Google Classroom, Google Hangout, Zoom, created YouTube channels, Weebly pages, WebQuests, etc. |
| Instruction | <p>Interaction Plan - Teachers use interactive methods to support students at home learning.</p> | <ul style="list-style-type: none"> · Teacher has available: <ul style="list-style-type: none"> · Google Hangout · Email · Zoom · Phone calls (* 67 to block caller id) · Skype · Screen casting lessons · PLATO chat |
| | <p>Work Measurement –</p> | <ul style="list-style-type: none"> · Students are receiving credit for logging in and participating daily. · Assessments determined by curriculum |

Accommodation Support - All accommodations for instruction will be provided with or have access to those accommodations, per their IEP/504 plan to the greatest extent possible

- CST Case managers will provide additional support as needed
- IEPs will not be amended based on NJDOE recommendation 3/2020

Counselor/CST Expectations ·

Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Hangout/Meet)

- Monitor and respond to student/parent email
- Monitor and respond to voicemail.
- Allow for additional meetings via phone or other real-time communication (Google Hangout/Meet)
- Continue to check in with the students you know will need support during this time.
- Take referrals from teachers about who to follow up with and check in on.
- Make personal connections with classes to let them know they are being supported.
- Focus on Parent Education – what support do our parent's need, what resources can be provided to them? What more can we do and think about to support our parents?
- Assist with the compliance with 504 and IEP
- Perform as many traditional tasks as possible
- School based counseling for students as needed, teleconferencing
- IEP meetings
- Ensure all data in PowerSchool is correct

Administrator Expectations

- **Monitor activities of all school personnel daily**
- Hold daily meetings with staff- may be in departmental meetings scheduled at the same time with participants, so expectations of calling in are clear. Utilize: ATT conference line, ZOOM, Microsoft TEAMS, Google Meet
- Ensure attendance is being taken every day, ensuring communication is maintained
- Identify students that are not adhering to attendance requirements and expectations, contact parents to discuss
- Maintain contact with parents/residential providers, etc. to ensure communication is ongoing and maintained
- Lesson plans should be submitted and reviewed by administration. Lesson plans should incorporate multiple modalities for teachers/learning opportunities.
- Ensure all accommodations outlined in the IEP/IPP are adhered to on lesson plans and implemented in the daily educational opportunities
- Continue to update PowerSchool contacts, gradebooks, attendance, progress reports, and eventually report cards
- Continue to conduct and hold IPP meetings remotely
- Continue to summarize daily activities and send to the supervisor
- Continue to work on Interim ePARS the original due date was April 30th
- Ensure all breakfast/lunch guidelines are adhered to
- Ensure there is a rotating building procedure so that staff can still access the building but in staggered time