

# WOODLAND PARK PUBLIC SCHOOLS

Woodland Park Board of Education  
853 McBride Ave, Woodland Park, New Jersey 07424

Dr. Michele Pillari  
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Superintendent of Schools  
973-317-7711

## Remote Learning Plan

2021-2022

### Student Learning Expectations

*Be available for learning during regular school hours between the hours of 8:00-3:30. Students and staff will follow their regular schedules.*

- Log onto [www.wpschools.org](http://www.wpschools.org) and click on REALTIME ATTENDANCE to report being present.
- Participate in synchronous instruction - This means when a teacher is teaching live through Google Meet. If for some reason the student is unable to participate, the student/parent must inform the teacher.
- Dedicate appropriate time to learning, in a comfortable and quiet place, while allowing time for physical movement and breaks. .
- Check appropriate online platforms for information on classes, assignments, and resources as appropriate.
  - Teachers and students will use Google Classroom as a forum for posting assignments and resources that support student learning.
- Engage in all activities with academic integrity.
- Submit all assignments within the assigned timeline(s).
- Communicate with the teacher. Teachers of primary grade students will communicate directly with parents on the child's behalf. Teachers of middle school students will communicate with both the students and parents as needed and appropriate.

### Parents' Role and Responsibilities:

Parents/caregivers who can, should support their child/ren in their learning by:

- Check Realtime and/or Google Classroom for information on classes, assignments, and resources daily.
- Establish routines to support learning at home, ie. normal bedtime routines, periodic breaks.
- Providing an environment conducive to learning (access to technology, safe and quiet space to work) to the best of their ability.
- Engage in conversations on posted materials, assignments.
- Monitor time spent engaging in online and offline learning.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Communicate with the classroom teacher regarding resources, assignments, and/or issues.
- Communicate with the nurse and building Principal regarding health issues that impact their child/ren's learning.

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- ESL teachers will continue to collaborate with content area teachers and modify. They will create groups and schedule “Meets” daily.
- Self-Contained Special Education Classes and BSI teachers will create groups and “meet” with students daily.
- Inclusion teachers will collaborate with general education teachers, offer modifications and co-teach in live streaming or pre-recorded lessons.

**Instructional Expectations:** *Woodland Park School District provides all students in grades Pre-K through eight with devices. If families are in need of additional support in a virtual setting, the district will work with these individuals to ensure students have full access to learning.*

- Teachers will assign student work via Google Classroom.
- Delivery of instruction will be implemented in two ways:
  - Two-way communication and interaction via video, live conferencing, etc.
  - One-way communication via feedback provided by the teacher after student work is completed.
- Teachers are responsible for scheduling live “Meet” sessions with whole class, small group and individual students
  - Clear expectations for daily live “Meets” will be in place and addressed by the building principals and staff so that live streaming is available to students in remote settings.
- Utilize differentiated instruction, assessment, and tools to meet the diverse learning styles of the students.
- All lessons will be uploaded into Google Classroom.
- IEPs and 504s will be used to modify all instruction and assignments to meet the diverse needs of the students in each classroom. These assignments will be posted prior to the start of the lesson.
- Assigned activities/tasks will be aligned to standards, curriculum, and relevant to current and prior instructional learning goals.
- Assignments/work will be created that allows students to practice and develop skills for understanding of new material.
- Assignments will not exceed the typical class period during a minimum day unless specified as a long term task that can be completed throughout the week.
- Tasks will be completed online.
- Work that is required for submission will be graded.
- Teachers and co-teachers will provide guidance and feedback to students regarding completed work.
- Teachers and co-teachers will communicate with parents if students are not completing assignments.

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- Assessments/grades will assess student mastery and be tracked through Google Classroom and other online forms as necessary and appropriate.
- Teachers will continue to update GradeBook accordingly on RealTime as appropriate. (Look into linking the two on Realtime)
- ESL teachers will continue to collaborate with content area teachers and modify. They will create groups and schedule “Meets” daily.
- Self-Contained Special Education Classes and BSI teachers will create groups and “meet” with students daily.
- Inclusion teachers will collaborate with general education teachers, offer modifications and co-teach in live streaming or pre-recorded lessons.
- Any issues/concerns regarding a students’ completion of activities, tasks, and/or projects will be communicated to the building principal.

## General Points

- Set “Meet” schedules for daily meetings and “live” teaching for in-person learning and virtual learning.
- The curriculum and pacing will be adjusted as determined by data.
- All special area classes will occur in a remote setting unless otherwise noted in the schedule
- Physical Education - students will record activities and send to teachers to track participation,

## Special Education Program and Related Services

- Special Education Teachers and therapists (speech, OT, PT, counseling) will create activities that reflect individual student needs.
- Special Education Teachers of students in grades Prek - 2nd will assign student work via Teacher Pages.
- Special Education Teachers in grades 3-8 assigned as a co-teacher for In-Class Support will modify and assign student work as a co-teacher in the google classroom.
- Special Education Teachers in grades 3-8 assigned as a pull-out resource room or self-contained teacher will assign student work via their own google classroom.
- Special Education Teachers will contact families twice a week, or more frequently, to discuss instruction and outcomes and record the details of the discussion (use Contact Log).
- IEP mandated Aides (1:1, shared, classroom) will be assigned to the appropriate virtual classroom and assist the student(s) as determined by the teacher (i.e. links in assigned activities that allow for personalized support).
- Related service providers will deliver IEP mandated services via teletherapy/virtual sessions.
- Related Service Plans will include as appropriate, but not be limited to, activities and schedules to address the students’ current IEP goals and objectives.

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- Activities should be planned that can be supported by material typically found in a home or by school provided materials such as consumables/copies (worksheets etc.), file folders, task analysis, links to online programs accessible outside of school, apps, etc.
- Special Education Teachers will contact families daily to discuss instruction and outcomes and record the details of the discussion (use Contact Log).
- Therapists will contact family at a frequency commensurate with the child's session frequency and record the details of the discussions (use Contact Log).
- Notes will be maintained in the teacher or therapist Contact Log, which will be created and updated in Google Drive; these Contact Logs are accessible to administrators for review.

## Behavioral Supports

- Behavior specialists will ensure that current home behavior plans are updated as needed.
- Behavior specialists will contact each family minimally once a week.
- Behavior specialists will complete a Contact Log for each contact.

## IEP Meetings, Evaluations, CST, ESY, and Assessment of Learning Loss

- **Meetings:**  
All Initial Planning Meetings, Annual Reviews, Re-evaluation Planning meetings, and Eligibility/IEP meetings will be held by conference call between staff and parents. If there is a need to schedule CST meetings for any other reason, please contact the Director of Special Services, who will coordinate a conference call.
- **Evaluations:**  
Evaluations that do not require face-to-face contact (functional assessment, checklists, questionnaires, therapist and teacher progress reports, work samples) will be conducted within the mandated timelines.
- Evaluations that require face-to-face contact are being addressed on a case by case basis with the parent as part of the IEP team.
- If eligibility requirements can be met with assessments completed, the team will proceed with the eligibility and IEP meetings within the mandated timelines. Other assessments in the evaluation plan will be completed as soon as possible, once permitted, and the services in the IEP amended, if necessary.  
If eligibility requirements cannot be met with assessments completed, the evaluations in the plan that require contact will be completed as soon as possible, once permitted.
- **CST:**  
Case managers meet weekly with related service providers at department meetings and teachers at grade level meetings; these meetings ensure services, accommodations,

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modifications and instruction are implemented in accordance with IEPs to the greatest extent possible.

- **ESY:**

If virtual, ESY will be provided through the same Alternative Learning Program Plan as the traditional school year. The Extended School Year calendar and hours of instruction

per day will remain as stated in the student's IEP, regardless of the format.

The ESY calendar, schedule and hours will not be impacted by the mode of delivery.

- **Assessment of Learning Loss for Students with Disabilities:**

In an effort to be proactive, discussions regarding learning loss are on-going between case managers, teachers, related service providers and parents. Related service providers (OT, PT, Speech, Counseling) and ABA teachers are noting any regression or lack of progress in their weekly progress notes. Therapists are providing parent training and lesson/therapy plans that can be used in the home environment to reinforce skills. Compensatory services will be discussed and addressed at IEP meetings within 30 school days of reopening.

## **CST and IEP Meetings**

All Annual Reviews, Re-evaluation Planning meetings, and Eligibility/IEP meetings will be held as scheduled by conference call between staff and parents. If there is a need to schedule CST meetings for any other reason, please contact the Director of Special Services, who will coordinate a conference call.

## **Secretaries**

- Check in with supervising administrator each day.

## **Nurses**

- Communicate with families as needed as it pertains to illness concerns.
- Communicate with the building principal regarding student and/or staff medical issues.
- Enhance webpage with various resources parents can use at home.

## **School Counselors**

- Check in with parents of students that are in a counseling program and determine the best way to support these students.
- Provide parents with information on how to talk to their child(ren) regarding the school shut down.
- Enhance webpage with mental health instructional resources.
- Maintain weekly individual counseling schedule via teletherapy/virtual meetings.
- Establish office hours for staff, students and/or parents to communicate with them

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## **Communication:**

- Modes of communication include: Google Meet, Google Classroom, email, classroom, phone call, and/or Realtime
- Provide clear ongoing communication as it pertains to:
  - Content-related information; check student progress and understanding.
  - Planning of tasks, ie. due dates, progress markers for projects, organization tips/tools, working with others, etc.
  - Social support, ie. provide opportunities for peer interaction, phone calls, live conferencing, positive messages, interactive games, etc.
- Maintain ongoing communication with students, parents, colleagues, and administration.
- Daily interaction with students either through assignment posts (chats), messaging, small/large group meetings, email, or phone call.
- Please remember phone calls, meetings, and laptop screens should be considered confidential to protect sensitive information being shared.

## **Learning Management Platforms: Realtime and Google Classroom**

- **Instruction:** Combination of synchronous and asynchronous is best - the proportion will vary depending on the course, the learning target, and the students.
  - Synchronous: teacher offers a lesson to the class at the same time.
  - Asynchronous: students are provided with the tools to complete the assignment(s) on their own time; seek out the teacher for assistance as needed.
- The duration of the live meetings will vary and be dependent on the age group and the content that is being taught.
- Consider presenting content in multiple ways, ie. virtual field trip, recorded lesson, video clip, discussion board, interactive docs, padlet, etc.
- Include formative assessment and feedback. Examples of feedback include commenting on student work, participating in discussion posts or blog chats, and graded assignments.
- If students are working on a long term project, teachers will give guidance on the timeline and expectations in small group settings to monitor progress and provide feedback.
- Check in with students/parents regarding the amount of time they are spending on remote assignments. Make adjustments accordingly to reduce/increase how much students are expected to complete based on students' social, emotional and/or academic needs.
- Provide students with accommodations/modifications as stated in their IEP/504 when applicable.
- When not engaged in synchronous instruction, communicate your office hours to students/parents and be available to answer questions, etc.
- If support staff works with your students, ie. paraprofessional, In-Class Resource Support, Guided Study, Speech, etc., notify them of "live" sessions to avoid conflicts as

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well as to invite them to join if applicable.

## Meal Program

- Grab and Go breakfasts and lunches will be served daily to be consumed at home.
- Lunches will be delivered to classrooms using large insulated lunch bags.
- Students will remain in seats while lunch aides pass out lunches to limit movement in the classroom.
- Students will be provided hand sanitizer to clean hands before and after lunch.
- Bathroom schedules will be developed in each school for students to use the bathroom and wash hands before/after lunch.