

**03-4600 - RUTHERFORD PUBLIC SCHOOLS – 06-30-25  
EMERGENCY REMOTE INSTRUCTION PLAN**

Jack Hurley, Superintendent of Schools



This plan is to be used if the district is forced to pivot to remote instruction for three days or more due to a declared emergency under P.L.2020.c27 pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2.

**Demographic Profile**

The overall demographic profile includes a district enrollment of 2,683 students, including 62 in out-of-district placements. A total of 15 students are homeless, 76/2.83% students are enrolled in English as a Second Language classes, and 390 students/14.54% are classified Students with Disabilities and in classes within the district. The district percentage for students with Free & Reduced Lunch is 5.67%. The district does not have state funded preschool students.

**Elementary Health Related Closure Plan**

Students will be logged on from 8:18am - 12:35pm. Students will follow the shortened day schedule shared by the homeroom teacher. Elementary office hours are from 2:15pm-3:00pm

Learning Center (MD Class), LLD, K-3 Students will receive instruction from 8:30am-12:30pm.  
PreK 3 students will receive instruction from 8:30am - 10:30am.  
PreK 4 students will receive instruction from 10:30am - 12:30pm.

Lesson plans will be submitted as normal in Google Drive. The plans are reviewed and approved by the immediate supervisor/administrator.

Teachers will follow the curriculum pacing guides for each content area, offering elementary students instruction that emphasizes support of the learning they have acquired while also carefully introducing new topics.

Teachers will monitor student progress through live, synchronous instruction via Google Meet; through assignments/pictures submitted through Google Classroom; and by live interaction with students' writing in Google Docs.

Teachers will offer extra help in Google Meet office hours or by remaining in Google Meet class meetings to answer questions from students and parents after class ends.

**The Parent Academy** will integrate community programming to host virtual workshops for parents on digital literacy, supporting learning at home, or accessing public assistance.

**Bulldog Care** will be limited or suspended to reduce risk of virus transmission. While RPS will not provide child care, there is potential for the district to partner with: Local YMCAs or Boys & Girls Club and Rutherford Recreation Department.

**Attendance:** Parents should email the homeroom teacher if their child is not participating for the day. If a student is absent or has not joined a class, the parent will be contacted, either by email or phone. Administration and guidance counselors will monitor attendance to ensure student contact. Students on home instruction will be contacted by the instructor for remote sessions equal to their allotted hours of instruction.

Lessons will be conducted in the following subjects:

- Reading
- Writing
- Phonics/ Word Work
- Math
- Science/ Social Studies
- Specialist (Enrichment, Media Center/Library, Physical Education, Art, Music, Science, Spanish)

Students will bring home materials: Math workbooks, reading books, writing journals, etc.

The classroom community will make use of Google Classroom for the following reasons:

- Slides - Interactive Presentation
- Collaborative project/research based assignments
- Flipped Classroom videos
- Forms - Assessment
- Articles/Worksheets
- Google Meet

Web-Based Applications (i.e. Reading A to Z; RAZZ Kids; Think Central; Tumblebooks; BrainPop; IXL; Storyworks):

- Skill based
- Accountable - time spent on programs/data
- Individualized instruction

Web Resources:

- National Geographic Kids
- GoNoodle
- Time for Kids

Special Education Students:

- Collaborative Class - Co-teachers will plan, grade, and monitor co-teaching classes effectively together.
- Learning Center/ MD Program - Lessons will be synchronous, but the teacher may communicate supplementary directions with parents/guardians. Teachers will put together a simple user-friendly description of how to run the trials and how to score items as correct or incorrect. Teachers will pick up to 10 programs that are currently on maintenance (something the students have mastered). Teachers will write down the program information including procedural steps and the behaviorist will create a step by step form.

- Preschool ABA - For some of the students that do have pre-academic skills, teachers will create small packets to practice skills.
- OOD students will continue to be bused depending on the emergency closure of the out of district schools.

#### Specialists:

- Nurse - Will be available online and continually updating the webpage; will answer parental/teacher questions/ensure 504 compliance
- SAC - Will check in on students via email; be a resource to both parents and staff
- CST Members - Will work on reports and documentations; will respond to parent emails; will handle meeting requests/rescheduling
- Speech - Will complete reports; email parents with some suggested activities to maintain skills; conduct Google Meet sessions

#### Enrichment Classes

- Enrichment classes, such as Gifted & Talented, will continue via Google Meet and digital experiences.
- Title I supplementary after-school instruction in ELA and math will continue for qualifying students via Google Meet after the regular school-day hours. Attendance and lesson plans will be documented for each session.
- Teachers will hold Office Hours for students (and parents) to ask questions and receive additional support. Child Study Team members and teacher assistants will also attend Google Meet classes where applicable.
- RPS will leverage 21st CCLC funding to offer virtual academic support during remote instruction. Examples of 21st CCLC virtual classes in subjects like language arts and math, along with enrichment activities such as coding, robotics, and physical fitness.

#### Assessments

- Reading specialists, teachers, or their designees will conduct Progress Monitoring by sharing screen
- Report cards and progress reports will be submitted following the previously determined schedule
- Students' understanding will continue to be assessed through work submission, oral responses and shared worked during Google Meet sessions
- Students will continue with yoga and mindfulness work via Google Meet, videos and special SEL focused days
- Students will receive specific feedback regarding submitted work. (Daily work sample submitted.)
- Teachers may use Lalilo to monitor progress with phonics
- Teachers may use Reading A-Z to monitor reading

#### Interventions

- ESL teachers will collaborate with specialists and homeroom teachers.
- Will provide interpreting services to Spanish-speaking families.
- Title 1 tutoring will occur for identified students.

- RTI Tier 3 meetings will continue to be conducted with goal setting and progress updates.
- Classroom aides will attend on-line classes to hold small group break-out sessions.
- RTI plans will be followed.
- RTI will remain available through teacher recommendation.
- Direct communication with parents from teachers and/or supervisors will continue as needed.
- Extended time and modified assignments will continue for eligible students as needed.
- Online training related to cultural responsive teaching is available to faculty and staff.

### **Rutherford School District Health Related Closure Plan Grades 4-12**

1. Students and teachers will be logged into Google Classroom during the times below:

#### Grades 4-6

Homeroom	8:00 - 8:15
Period 1	8:17 - 8:45
Period 2	8:47 - 9:15
Period 3	9:17 - 9:45
Period 4	9:47 - 10:15
Period 5	10:17 - 10:45
Period 6	10:47 - 11:15
Period 7	11:17 - 11:45
Period 8	11:47 - 12:15
Faculty/Staff Lunch	12:15 - 1:15
Office Hours	1:15 - 2:30

#### Grades 7-12 (Normal rotation of A, B, C, D, E days will be followed)

Homeroom	7:55 - 8:00
Block 1	8:03 - 8:50
Block 2	8:53 - 9:40
Block 3	9:43 - 10:30
Block 5	10:33 - 11:20
Block 6	11:23 - 12:10
Block 7	12:13 - 1:00
Faculty/Staff Lunch	1:00 - 2:00
Office Hours	2:00 - 2:30

2. Students in grades 4-12 will bring home their school-issued devices. Chromebook repairs/substitutions will be managed continually through the office in conjunction with the IT Department. There are four staff members who provide teacher and family support and serve as tech liaisons between the school and the district IT Office.
3. Attendance: If a student is absent or has not joined a class, the parent will be contacted, either by email or phone. Administration and guidance counselors will monitor attendance to

ensure student contact. Wellness checks by Rutherford PD may be requested when students are absent and there is difficulty getting in contact with a parent/guardian. Students on home instruction will be contacted by the instructor for remote sessions equal to their allotted hours of instruction.

4. Teacher lesson plans will continue to be submitted as normal on Google. The plans will be reviewed and approved by the immediate supervisor/administrator.
5. Teachers will continue to follow the curriculum pacing guides for each content area.
6. Teachers will continue to monitor student progress through live, synchronous instruction via Google Meet; through assignments/pictures submitted through Google Classroom; and by live interaction with students' writing in Google Docs.
7. Teachers will offer extra help during Office Hours.
8. Personalized instruction includes ESL/ML, special education, at-risk, on grade level and gifted and talented students and will continue.
9. Child Study Team members and teacher assistants will attend Google Meet classes where applicable.
10. Use of Google Classroom for the following reasons:
  - Doc-Sign In/Discussion for attendance purposes
  - Slides - Interactive Presentation
  - Collaborative project/research based assignments
  - Flipped Classroom videos
  - Forms - Assessment
  - Articles/Worksheets
  - Google Classroom Question - digital discussion forum
  - Google Meet
11. Web-Based Applications- IXL/Newsela/ActivelyLearn/Quizlet/Linkit!, etc.
  - Skill based
  - Accountable - time spent on programs/data
  - Individualized instruction
12. Special Education Students:
  - Collaborative Class - Co-teachers will plan, grade, monitor co-teaching classes effectively together.
  - MD Program - Teacher will communicate directly with parent/guardian for instructions.
  - Related services such as OT/PT/Speech will be synchronous.
13. Assessments
  - Formative assessments - web-based applications that provide real time data
  - Google Forms - used as exit tickets

- During Google Meet teachers will use higher level questions to assess understanding
- Google Forms will be used to create summative assessments
- Assignments will be submitted via Google Classroom

#### 14. Interventions

- Teachers have office hours that allow students to log in for extra help
- When students are working on independent assignments, teachers may hold small group lesson for students that need it
- In co-teaching classes - teachers can divide the roster and offer small group instruction
- Co-teachers can meet individually with struggling students.
- Guidance counselors and teachers will work collaboratively on a plan for struggling students.
- Teachers may run small group tutoring sessions during office hours.
- RTI teachers push into class sessions to provide assistance
- RTI teachers offer small group and individual remediation sessions (teacher assistants are present to maintain the rule of three)
- CST will assist with IEP students who require additional supports
- Guidance counselor meets with student via Google Meet to assist with academic support/organizational strategies.
- RPS will leverage funds to offer 21st CCLC virtual academic support during remote instruction. Examples of 21st CCLC virtual classes in subjects like language arts and math, along with enrichment activities such as coding, robotics, and physical fitness.

15. Credit Recovery (if Needed) will be done through Educere, an online service.

16. Extra-curricular program advisors at schools will contact students via Google Meet.

17. Online Training related to cultural teaching is available to faculty and staff.

18. **The Parent Academy** will integrate community programming to host virtual workshops for parents on digital literacy, supporting learning at home, or accessing public assistance.

#### **Non-instructional Certificated and Non- Certificated Staff – PK-12**

- Guidance Counselors - will monitor student attendance, grades, and emails throughout the length of the virtual instructional period. They and the appropriate staff (teacher, assistant principal, principal, CST, or SAC) will contact parents via phone, email or Google Meet for discussion and intervention.
- Nurse - Will answer parental/teacher questions, complete 504 Direct responsibilities, monitor plans of 504 students.
- SAC - Will check in on students via email and Google Meet; be a resource for parents/staff
- Non-Instructional Media Specialists - Will post activities on Classroom/Webpage; support teachers with needed resources.

- CST Members - Will monitor student IEPs, attendance, grades, and emails; work on reports and documentations; respond to parent emails, hold meetings with parents and teachers via Google Meet.
- Speech - Will complete reports; email parents with some suggested activities to maintain skills, conduct sessions via Google Meet.
- RTI and ScIP Committee meetings will be held via Google Meet.
- Department, Grade Level, Faculty and Administrative Council meetings will be held via Google Meet.
- Club advisors, band, choir, and play directors, and athletic coaches will hold meetings and activities to allow for continued connection of students via online platforms.
- Secretaries and clerical assistants will be in constant communication with their immediate supervisor. They will perform their normal duties including attendance reports, requisitions, and correspondence.
- Teacher Assistants will perform duties as assigned and participate in Google Meet classes.
- Custodial, Maintenance and Transportation staff will be under the direction of the Director of Building and Grounds.
- Before and After Care Programs will be assessed based on local and county, state guidance as to in-person gathering and will be resumed as soon as possible.
- Community Programs will be assessed based on local and county, state guidance as to in-person gathering and will be resumed as soon as possible.

### **Special Education**

There are adaptive materials and assignments. The assignments are modified according to a student's IEP as would have been in a live classroom setting. Teachers follow the goals and objectives outlined in the IEPs. For collaborative classes, the co-teachers plan, grade, and monitor co-teaching classes together. For the younger students, parents will be logging on through Google Classroom and receive activities for the day that include reading, phonics, math, etc. These activities will be modified accordingly, based on the individual education plan for the student. All students will have assignments every day through Google Classroom.

IEP teams will continue reporting on student progress toward IEP goals during periods of remote instruction. This includes utilizing online assessments, virtual observations, and curriculum-based assessments to monitor and document progress. Students with disabilities will receive accommodations and modifications as documented in their IEPs, which may include adjustments to instruction and assessments to ensure equitable access to the curriculum. IEP meetings will be conducted virtually or via phone, with all standard practices for documentation, including meeting notes and sign-in sheets, continuing to be followed. CST will complete evaluations and reevaluations within the timelines set forth by law and regulations, even if the district is delivering solely remote instruction.

For ABA/MD classrooms, teachers will communicate directly with parents and guardians. The BCBA has developed templates and plans in a user-friendly manner with all efforts on skills students have already mastered. Each child's packet is individualized for their own programs. There are about 5 maintenance programs with mastered targets to practice so students do not lose these skills during the time at home. Our parents have communicated with us to send home as

much as we can since these families are very familiar with ABA trials. The materials that will be sent home will have an explanation on how to run the program. Teachers will include resources such as songs and videos that are used in the classroom during technology time, including how to do morning circle. The morning circle binders in the Preschool ABA class will be sent home. Teachers will ask parents to send pictures of the datasheets and we will evaluate to see how students are progressing. Parents who have questions can always contact the BCBA for clarification on any of the programs or ABA questions in general. The teacher assistants will continue to play a major role in those classes.

Depending on the grade level of the special education students, a variety of learning interventions will be utilized during this virtual environment for our students in co-teaching and self-contained settings. For instance:

Preschool –Google Meet lessons will be utilized to reteach lessons and address IEP goals. Modifications will be implemented to students with IEPs, such as extended time to finish activities. Teachers will utilize classroom aides to help reteach a lesson to a group for students who may need extra help. Student progress will be assessed by virtual Google Meet classes, with parents submitting work. There will also be small group assessments.

Elementary School – Co-teachers will use Google Meet for whole class instruction. Special education teachers will make themselves available to students for extra help on a daily basis and they also create small group and individual virtual meetings daily to work on individual IEP goals. This is especially helpful when students are having difficulty reaching their goal in the whole class virtual meeting. Teachers will track progress and use modifications based on student output. Some examples include: reading text aloud, by either creating a video and reading for the student to listen to or send an audio version of the required texts.

Middle School/High School – Teachers will use a variety of techniques to help deliver modifications at this level. If an IEP calls for frequent redirection and prompting, then prompting and reminders will be provided through messages to students on Dyknow, private messaging during Google Meet and during instruction. If a student requires extended time, it will be extended to receive full credit for class work. The co-teaching teachers are ready to provide opportunities for small group instructions and individual check-ins. Progress on goals will be monitored and reported quarterly on report cards.

Related Services – The related service providers will continue to be tracking services, and keeping teachers updated on student progress. Students will attend small group or individual speech and language therapy through Google Meet to address speech goals. The service providers will contact the parents and students to set up times that will work for both parties to provide services. The BCBA is available to meet with parents/students via Google Meet as necessary. Behavior interventions and strategies will be recommended on a case-by-case basis to help support students and their parents during school closures. Parent training and guidance on how to implement these strategies will be provided when necessary.



Case managers will join in during classroom meetings in both the co-teaching and LLD classrooms. They also will attend the small group Google Meet meetings to confirm that accommodations and modifications are meeting student needs.

The case managers will check in with all of their students. They will keep a Google Doc log that keeps track of phone calls, emails, and IEP Google Meet meetings. Parents are not hesitant in reaching out to the case managers at all hours for help. Virtual IEP meetings will be conducted through Google Meet. This has been very successful in the past and most of our parents have participated. Some parents may opt out of virtual meetings and prefer to wait until we are back together.

The CST will keep track as to where testing left off. They will resume testing this summer if restrictions lessen.

Communication will be sent from the out-of-district schools directly to the parents of students who attend these schools. This communication will include how their student would continue learning via distance learning. Case managers will also communicate with parents to ensure they have all the necessary information from online learning to other pertinent information regarding their student.

All related services set forth in students' IEPs, including school nursing services, will be delivered electronically, virtually and remotely. For our OT/PT/ and Speech services, we are providing distance learning. Our therapists will be contacting the families during session days and guiding parents through the learning materials that were sent home.

Our plan includes two transportation entities. Our own district's transportation department will remain in contact with other schools and the students' families that attend those schools to ensure everyone is aware of any changes.

### **Multilingual Learners**

Multilingual Learners will continue their learning with daily Google Meet lessons from certified ESL teachers. One of the teachers is fluent in Spanish and the teachers have used Google translate when needed. Each student has a bilingual word-to-word dictionary or access to a digital one. All students have access to the necessary technology, including RAZKids and Google Classroom. ESL and content teachers collaborate in lesson planning and instruction to integrate language and content learning. They will tailor lessons to students' WIDA ACCESS scores or language levels (Entering, Emerging, Developing, etc.) The district will provide ongoing training for mainstream and ESL teachers on SIOP, UDL, culturally responsive teaching, and trauma-informed care. Teachers will maintain contact with parents by emailing them and by meeting with them via Google Meet after a class to answer questions. Teachers also will meet via Google Meet with students and parents for extra help. Teachers will be synchronous with students and interact with their writing through Google docs. RPS will communicate effectively with ELL families during remote instruction by; translating key documents, provide interpreters for real-time communication, simplifying messages using multiple communication channels and employing bilingual staff or liaisons.

## **Technology for Students and Staff**

Every teacher in the district has a district-issued laptop. Classroom and one-to-one aides have a district-issued Chromebook.

Students in grades 3-12 have a district-issued Chromebook that they bring from home to school each day. Students in grades Pre-K through grade 2 have an assigned Chromebook that remains in their classroom. Should virtual learning be necessary, Pre-K through grade 2 students could bring their assigned device home. The district has an ample supply of loaner devices should a device need repair. There are four staff members who provide teacher and family support and act as tech liaisons between the school to the district IT Office. If the district were to go remote unexpectedly, a plan would be established to distribute chromebooks as necessary to Pre-K - 2 students.

The majority of our students have Internet access at home. The District has earmarked funds for the purchase of hotspots. In addition, the District has worked in partnership with the Rutherford Public Library to loan hotspots for Rutherford families.

Chromebook repairs/substitutions are managed daily through the main office at each school and via the IT Department.

We plan to have someone onsite almost every day making Chromebook repairs and delivering repaired devices to each school.

## **Free and Reduced Lunch**

The Rutherford School District provides lunch for students in grades K-8 who qualify for Free or Reduced lunches. There is no lunch program at the High School.

Lunches are prepared by Pomptonian and delivered to Lincoln School. Students who qualify for free and reduced lunch may pick-up "to go lunches" Monday- Friday between 12:30pm - 1:30pm. The lunches will be distributed outside by the gym doors on Vreeland Avenue. Lunches will be in bags on tables near the gym doors.

In order to keep everyone safe, the CDC guidelines for social distancing and food handling will be followed.

Parents with special circumstances will be notified to contact their building principal if lunch pick up procedures do not accommodate a family's needs.

## **Roles and Responsibilities for All Employees During Remote School Day**

The following essential staff will perform the following duties:

- Superintendent of Schools – will oversee and manage the operation of the District and will coordinate with borough, county and state officials.
- Business Administrator – will ensure that all business operations of the District are completed.
- Central Office Staff – will work with the superintendent and the business administrator to ensure the smooth operation of the District.
- Building Administrators/Supervisors – will ensure the management of the operation of Distance Learning.
- Custodial and Maintenance Staff - will work in their assigned buildings to sanitize buildings and complete required maintenance and safety checks.

## **Facilities Plan**

RPS will identify essential staff responsible for maintaining school facilities during closures. Upon notification of a building closure, custodial departments implement heightened cleaning procedures. Maintenance staff continue to monitor and service critical building systems. As schools prepare to reopen:

- Buildings are thoroughly cleaned and disinfected.
- Systems are fully operational.
- Safety measures are in place to facilitate a smooth transition back to in-person learning.