

**Bridgeton Public Schools Emergency  
Virtual or Remote Instruction Plan  
(Submitted October 29, 2021)**

As a result of the district's closure due to the COVID19 pandemic, this Plan has been prepared to meet the educational, nutritional, and related-service's needs, to the extent possible, of the students attending the Bridgeton Public Schools. Implementation of the Plan has been monitored and adjustments have been made continually since its initial implementation. All components of this Plan will be modified as the situation evolves. This revised Plan will be posted on the district's website.

**Plan Development**

This Plan was developed in response to the August 18, 2021 NJDOE Broadcast, Guidance Regarding -Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 school year. The guidance requires boards of education to develop a plan to provide 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 All components of this Plan will be modified as the situation evolves.

**Instructional Plan**

District Overall Demographics

Hispanic: 4,616

Other: 27

Black: 1,216

Mixed Race: 123

White: 174

Grade/Program Distribution

PreK 3yo program: 288

PreK 4yo program: 241

K-8: 3920

High School (9-12): 1,655

Homeless: 95

Migrant: 99

Students with Disabilities: 507

English Language Learners: 1,887

The Bridgeton Public Schools is committed to providing multiple pathways for the attainment of the New Jersey Student Learning Standards. The Plan in place is prepared to deliver organized, standards-based instruction in both digital and print formats to meet the instructional needs of all students. Instruction will be provided through the following pathways:

- Digital Content Delivery- Students in grades PK-12 will have access to digital content and instructional material through the Clever portal. Virtual classrooms will be conducted through Microsoft Teams and lessons both, live and recorded, provided through WebEx and ClassDojo. The digital content will be aligned to the condensed curriculums that have been provided and are available on the district website. Assignments will be accessed via PDFs and Microsoft Forms.
- Online Learning- When available students will continue learning through the current adaptive learning programs provided by the district. These online learning programs include Imagine Math, Imagine Learning, Achieve 3000, Think Central (Go Math), Risas Y Sonrisas, and Avancemos, STMath, Generations Genius, Gizmos (Science), IXL.

- In addition, there are two software programs designed to address the specific needs of our large English Learner population. The district is using iStation and LAS Links to measure the comprehension and phonemic awareness of our Bilingual students, in English and/or Spanish, based on the students' language proficiency. The software programs assess and provide supplemental lessons to increase the academic and language proficiency of the students in grades K-12.
- Printed Content Delivery- Students in Preschool will have access to content through printed materials (Learning Packets). Instructional support will be provided via phone conference. The Learning Packets have been aligned to the curriculums that have been provided and available on the district website.

Upon district wide closure of schools, the district will revert to the 5 hour school day which resembled the following:

Each Grade band has a specific schedule for students to meet with teachers to work through assignments, lessons, and other materials. Teachers work with students during the instructional periods to ensure that students continue to learn new lessons that adhere to the standards. The following is a synopsis of each grade band:

- Preschool: Start time for students 9am through 2 pm with a 75 minute remote block beginning at 3pm to 4:15pm designated for student group instruction and parent feedback.
- Grades K-4: Start time 8:30am through 1:30pm with a 75 minute remote block beginning at 2:30-3:45 designated for small group instruction and student questions
- Grades 5-8: Start time 8am through 1pm with a 75 minute remote block beginning at 2pm -3:15pm designated for small group instruction and student questions.
- Grades 9-12: Start time 7:30am-12:30pm with a 75 minute remote block beginning at 1:30pm-2:45pm designated for office hours for student questions and small group instruction.
- Students will utilize the condensed school schedule where classes will be rotated so that students are able to continue to receive consistent and high quality instruction.
- High School: Students rotate on a daily schedule. Student schedules will consist of various high school courses as seen in specific student schedules.

As a result of the school closure of 2020-2021, all PK through 12 students have access to either a laptop or iPad device. Of the 11% students who in 2020 reported that they did not have the internet the district has secured 500 hotspots for family use. As a result, all students will have access to both a device and internet usage.

If in the event of a districtwide school closure, extended day programs will be offered virtually/ remotely until the district is reopened. The programs will begin at their regularly scheduled time afterschool.

### **Part Two: Nutrition & Food Services Plan**

- In the event the District should be fully remote, we will implement meal distribution in compliance with existing waivers to operate through the Seamless Summer operations. Meals will comply with the requirements of the United States Department of Agriculture.
- Meals will be prepared in and distributed from the Broad Street Elementary School kitchen, Bridgeton High School kitchen, Buckshutem Road Elementary School, and the Quarter Mile Lane Elementary School. Bridgeton Food Services Department staff members will prepare a four-week cycle menu. The district's packing machine will be used to wrap food items for re heating and safety.
- Distribution will occur on Monday and Thursday of each week. On Monday, breakfast and lunch will be distributed to last three days. On Thursday, breakfasts and lunches will be

- served to last two days (if a waiver permits, we will revise to provide meals for four days to include the weekend). Two district refrigerated trucks with drivers are used to deliver the meals to our four distribution sites throughout the community as indicated below:

Site	Time
Broad Street Elementary School	4:00 PM - 6:00 PM
Buckshutem Road Elementary School	4:00 PM - 6:00 PM
Indian Avenue Elementary School	4:00 PM - 6:00 PM
The Excel Program, Pearl Street	4:00 PM - 6:00 PM

- Each meal package will contain a variety of entree items based on the four-week cycle menu, fresh or canned fruit, a vegetable, and milk. In addition to the lunch component, cereal and milk will be provided to students for breakfast the next day.
- Meals will be "grab and go" only. Two staff members will be present at each location to distribute the bags to all students aged 18 and younger. In addition, a security officer will be present at each site.
- Parents will be permitted to pick up meals for their students. Signs will display only one bag per student per day.
- Meals may be obtained from the distribution site closest to the student's home. The Student Data Base generated by Genesis provides that information to the district for food distribution purposes.
- Students who have allergen-specific meals are identified and will be personally notified of the location to pick-up their meals.
- All food items are prepared and either refrigerated or frozen immediately after preparation. Meals are delivered in refrigerated trucks where available.
- In the event of a single school closure, the same process as a district closure will be followed for that location except that the Broad Street School will be the site location for meal distribution.

### **Part Three: Student Support Services Plan**

This Plan considered concerns regarding related services and has created a student support services plan outlining procedures in the areas of Attendance, Special Education, and Bilingual Education.

#### **Attendance:**

- Student attendance is monitored through the submission of assignments and participation in online class sessions during each school week. Teachers keep attendance records for each student and submit grades for all work assigned. Through the submission of work and activities, students are demonstrating their attendance and fulfilling the requirements as per the district's attendance policies.
- Student attendance, as tracked via submission of assignments and participation in online class sessions, is necessary for advancement to the next grade level and may lead to retention in certain circumstances if a student refuses to submit assignments. However, before any type of retention is considered, the district will adhere to its Promotion/Retention Policy and exhaust all necessary measures to attempt to promote the student to the next grade level.

Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.

- Community and Parent Involvement Specialists (CPIS), Parent Liaisons, Principals, and Assistant Principals have been tasked to call, email, and make home visits to students that are struggling to submit work and/or have not submitted work.
- Principals provide CPIS and Parent Liaisons lists of students that have yet to submit assignments or participate in class sessions so that they can reach out and determine any issues those families/students have regarding the submission of assignments.
- Depending on the issue causing student assignments not to be submitted, the district will provide resources to the family/student to assist in the delivery of instruction and assignments in order to promote the student academically and to the next grade level.
- Teachers are required to make weekly contact with families of students receiving packets in order to support instruction. When/if Teachers are unable to make contact they are to notify their school Principal and Community/Parent Involvement Specialist.

### **Students with Disabilities:**

- Students with disabilities will use the same online platforms as general education students: ClassDojo, WebEx, and Microsoft Team.
- Special Education (2) Teachers will utilize the same online schedules as general education students with flexibility in adjusting instructional activities to meet the individual student needs as prescribed in their IEPs.
- Special Education Teachers in Grades PreK-8 will utilize virtual instruction using Imagine Learning Literacy, Imagine Math, and Achieve 3000 with their students in addition to the General Education curriculum.
- (4) The teacher will continue to implement goals and objectives in their students' IEPs and will monitor progress by assessing students using district benchmarks and formative assessments.
- The Special Education Director will conduct virtual walkthroughs to ensure that instruction is being delivered timely and appropriately.
- (6) High School students with disabilities will complete two graded assignments each week. One of these assignments will be for a teacher-chosen Achieve 3000 5-step lesson.
- Each lesson will have some type of direct instruction. Teachers will avoid assignments, where students log in and complete a random Achieve 3000 article without first receiving some direct instruction.
- In addition to the weekly Achieve 3000 article and depending on students' abilities, special education teachers may modify the literature assignment from their grade level PLC.
- The teacher will provide instructional materials in the form of videos, PowerPoints, and the like in advance of assignments. If needed, the teacher will give the students their passwords for all online programs.
- The Assistant Superintendent of Special Education will monitor the delivery of instruction and related services to ensure services continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- Students with Disabilities also will receive tele-therapies in Speech, Occupational and Physical Therapies.
- Bridgeton Special Education Department has developed procedures to address the return to school for medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- The Child Study Team will make phone calls to the homes of medically fragile students by obtaining medical information from parents and medical practitioners about instructing the students using the medical plan prescribed by the medical providers such as Wright Choice.
- Appropriate registered, or licensed practitioners would be secured and be consulted about safer instructional practices and transportation to and from home.

- IEP teams will review student data and student progress to determine whether critical skills have been lost during the period in which remote instruction is being provided to students and determine the need for additional services to address learning loss.
- The BPS Special Education Department will continue to review students' data and progress reporting to identify students who may have regressed during virtual instructions to determine and identify students that will benefit from after-school programs to meet the needs of individual students.
- IEP teams will develop procedures to complete overdue and or incomplete evaluations to determine eligibility for special education services.
- BPS will continue to comply with State and Federal guidelines, by reviewing all data during and all IEPs, as appropriate.
- Guidance counselors and Child Study Team personnel to identify students whose post secondary plans may have been adversely affected by the COVID-19 pandemic and provide support. (21) Resources and assistance will be provided, which may include facilitating connections to community organizations, scholarship programs, or County, State, and Federal opportunities to access support.
- The BPS Special Education department will continue to refer students to appropriate job centers and appropriate agencies to ensure students are receiving services through appropriate agencies as stipulated in students' exit reports.
- The BPS Special Education department will continue to provide clear communication to the parents of the procedures for student referrals and evaluations to determine students' eligibility for special education and related services, as required by Federal and State law.
- The Child Study Teams and related services providers will continue to reach out to parents via telephone, Class Dojo, Webex, emails, and written correspondence to answer any questions.
- The Child Study Team will also conduct parent surveys in English and Spanish to obtain input about school reopening and special education programming across the district.
- For students with special needs, accommodations according to their instructional program shall be addressed as appropriate for each student and as written in their IEPs.
- Some students prefer to work on packets rather than receive instruction remotely; therefore, special education students are provided the flexibility of completing packets and or remote instruction with in-person opportunities two times a week during phase one of the district's reopening plan and four times during phase two of the reopening plan.
- Teachers will check in weekly with parents to ensure that all parents' and students' questions are answered.
- Our Instructional Aides and 1:1 Aides will continue to support teachers and students by reinforcing skills during instructional classes.
- Bridgeton Public Schools District will infuse social and emotional competencies in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL) once our students resume schools in-person or remotely. (30) Teachers will be trained on how to navigate the system provided by the district. Our related services practitioners (Guidance and Counselors, Crisis Intervention Specialists and Trainers, School Psychologists, School Social Workers, Board Certified Behavior Analyst, Behavior Specialists, and Pediatric Psychiatrists) will be working closely with teachers to ensure appropriate and intentional social and emotional skills are acquired. Wraparound support services will be provided to our students and parents.
- Our Special Education Departments will develop procedures to complete past due and/or incomplete evaluations to determine eligibility for special education services. There are no past due evaluations at this time. All evaluations have been completed promptly.
- Additional resources will be made available to students with disabilities such as • Orton Gillingham: <https://www.orton-gillingham.com> • Brain Spring: Orton Gillingham Multisensory Tool. • Review Videos • Learning Ally: 16,000 audiobooks available to Bridgeton Students.
- Bridgeton Special Education Department uses IEP Direct to monitor the implementation of our students' IEPs. IEP Audit reports will be run weekly to ensure that all teachers are

reviewing and implementing their students' IEPs, which include understanding the Present Level of Academic Achievement (PLAAFP), goals and objectives, accommodations and modifications, and progress monitoring of skills learned

- During the weekly audit, any teachers found not to be accessing IEPs and reviewing the IEPs are reminded to log in and review their students' IEPs.
- Child Study Teams are directed to check in weekly with teachers to determine if there are any problems and to report the problems to the Assistant Superintendent of Special Education immediately. The Assistant Superintendent resolves issues, questions, and concerns immediately.
- The Compliance Specialist also monitors the services of related services providers through the Special Education Medicaid Initiative (SEMI) logs and the schedules submitted to the Director of Special Education. providing teletherapy as prescribed in students' IEPs via ClassDojo, WebEx, and Microsoft Teams.
- Tele-Psychiatry is also available for our students with disabilities. Counseling is also being provided by School Psychologists, School Social Workers, and School Counselors to address students' social skills and or mental health issues.

## **English Language Learners**

Describe the provision of ESL and bilingual education to meet the needs of Ells.

- Our Director of Bilingual/ESL/WL Education collaborates with all departments to ensure that our English Learners receive the same rigorous and quality education received by mainstream students. The curriculum has been compacted to include the most essential aspects within each content area, addressing the academic and language needs of all our English Learners.
- It is important to point out that our Bilingual and ESL teachers are highly qualified to meet the needs of our English Learners. It is also important to point out that our mainstream teachers have received training on the implementation of our Blended Instruction Model to ensure teachers have the tools and strategies to meet the needs of our English Learners placed in mainstream classes. The implementation of sheltered instruction strategies ensures comprehension and engagement, and consequently, academic and language proficiency.
- English Learners (ELs) will use the same online platforms as mainstream students: ClassDojo, WebEx, and Microsoft Team. In addition, our ELs will continue learning through the adaptive learning programs provided by the district: Imagine Learning (Including Imagine Espanol), Reading A-Z (Including Bilingual component), Imagine Math (English and Spanish), Achieve 3000 (English and Spanish), Risas Y Sonrisas, and Avancemos.
- Our large EL population will receive academic and language services in self-contained Bilingual classes, as well as in mainstream classes in alignment with N.J.A.C. 6A:15. Furthermore, to be sure that all student needs are met, instructional packets are available in English and Spanish. ELs will receive packets based on the language proficiency of the students, grade level and type of program/language, and teacher recommendations.

Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

- The Bilingual/ESL Department will continue its efforts to provide multiple pathways to ensure the academic and language success of all our English Learners (ELs). Consequently, to meet the needs of our ELs placed in self-contained Bilingual classes (Full-Time Bilingual, Dual Language, and Port-of-Entry), our certified Bilingual and ESL staff will provide differentiated instruction based on language and academic proficiency.
- Furthermore, our ESL teachers will provide language and academic differentiated instruction to our ELs placed in mainstream classes (Transitional Bilingual, High-Intensity ESL, ESL Only, and ESL Sheltered Instruction). ESL teachers, Transitional Bilingual

teachers, and paraprofessionals will also collaborate with Bilingual and mainstream teachers to strategize on how to meet the needs of our English Learners during this period of remote learning instruction.

- The Instruction will be provided using one-on-one and small group instruction via ClassDojo, Webex, and Microsoft Teams.
- In addition, there are two software programs designed to address the specific needs of our large English Learner population. The district is using iStation and LAS Links to measure the comprehension and phonemic awareness of our Bilingual students, in English and/or Spanish, based on the students' language proficiency. The software programs assess and provide supplemental lessons to increase the academic and language proficiency of the students in grades K-12.
- Finally, it is important to point out that the departments of Special Education and Bilingual/ESL are in constant communication and collaboration to ensure that our EIs with special needs receive the appropriate services provided by both departments. Depending on their IEPs, students are placed in self-contained special education classes, Full-Time Bilingual classes, or mainstream classes. Bilingual-In-Class Supplementary support is provided by the Department of Special Services.

*Describe how the district communicates with ELL families, including the translation of materials and directions.*

- All robocalls and letters addressed to parents are made in English and Spanish. In addition, the learning packets are available in English and Spanish. The Curriculum and Instruction team is aware that many of our Latino parents need to receive directions in Spanish, and therefore, student materials for mainstream English students are also sent with directions in Spanish.
- In addition, all materials and learning programs provided by the district are available in English and Spanish. Furthermore, teachers and parents utilize features of the various programs and apps utilized by the district, such as Microsoft Teams and ClassDojo, to translate and send translated messages.