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## **DISTANCE LEARNING PLAN**

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## COMPONENT 1 – EQUITABLE ACCESS TO INSTRUCTION

### OVERVIEW

Distance Learning is a virtual school day where students and staff have an opportunity to explore and engage in meaningful learning experiences that are: (a) aligned to the curriculum, (b) connected to standards, and (c) relevant to the current instructional sequence. The Commissioner of Education explained that “home instruction can include, but is not limited to, remote, online, asynchronous, digital, and old/school pen and paper and assessment packets” and “will count towards the 180 day requirement”. These days are not intended to supplant regular school day instruction, rather their intent is to continue to afford students with meaningful learning experiences while connected with teachers in the event of an emergency. Nothing replaces the genuine human interactions that happen authentically in the classroom between students and teachers.

### SCHEDULE FOR AT HOME LEARNING

All core subjects will be covered daily in all grades. One related arts subject per day per grade will also be covered.

- Core Subjects PreK – 4: Reading, Writing, Math
- Core Subjects 5<sup>th</sup>- 8<sup>th</sup>: LA, Math, Science, Social Studies, Spanish
- Special Subjects: Art, Music, PE, Health, Technology, Library (PreK-3 only)

### EXPECTATIONS FOR INSTRUCTION

1. See Appendix, “Distance Learning - Master Subject Schedule”
2. Teachers will post to their main learning platform a checklist that contains lessons that are expected to be completed for the day or for the short-term future (i.e., a 3-day assignment)
3. Lessons will also capitalize on the home environment and reduce screen time as this is a good practice depending upon age of students
4. Teachers will track and grade assignments in the Genesis SIS.
5. Feedback to students will be given to students on all assignments (i.e., thumbs up or more extensive comments. Video/voice feedback, if appropriate/possible)
6. In grades PK-2, parents/students will be provided with feedback on assignments.
7. Students who are enrolled in APEX Algebra or Geometry should continue with their programming while school is closed.
8. Most expeditious platforms available will be used for meetings/instruction.

### PLATFORMS FOR INSTRUCTION

- Textbooks/Workbooks
- Online (Google Classroom)
- Online programs (Raz Kids, Study Island, Measuring Up Live, etc.,)
- Apex Learning
- Email
- Access website with daily instruction, assignments, printable resources

**DISTRICT DEMOGRAPHIC PROFILE**

	%		%
Female	48.4	White	87.5
Male	51.6	Hispanic	3.2
Students with Disabilities	19.3	Black or African American	2.0
English Language Learners	0.0	Asian	5.1
Migrant LSE	0.0	Native Hawaiian or Pacific Islander	0.0
Homeless Students	0.0	American Indian or Alaska Native	0.0
Students in State Funded Preschool	0.0	Two or more races	2.2

**COMMUNICATION**

- Teams of teachers (by grade or grade range) determine a consistent method for collaboration and communication and include administration.
- Teachers email parents/guardians of their students a general update at least once per week.
- Administration provide parents with the learning schedule and any general instructions needed. The administration will provide regular updates to parents as to the duration of the closure, changes in the instruction schedule, etc.
- Administration will communicate daily with teachers to check in on progress and any problems that may occur.

**STUDENT ACCESS TO TECHNOLOGY**

March 12, 2020 survey results:

Is internet access available in your home?

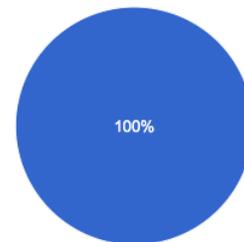
188 responses



● Yes  
● No

Can wireless devices connect to the internet in your home (WiFi)?

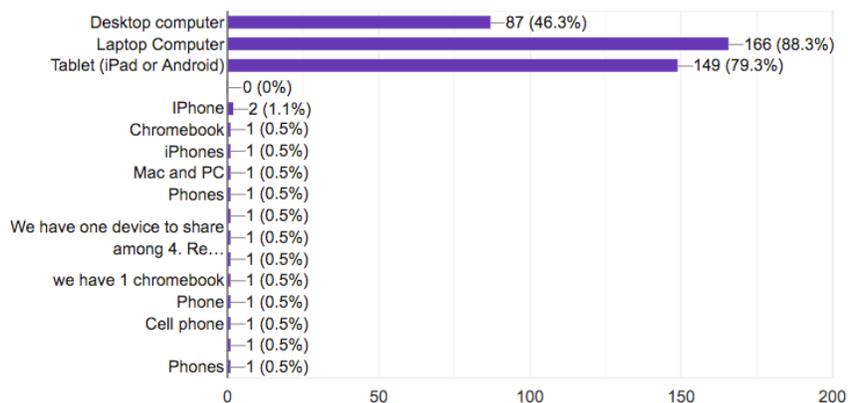
188 responses



● Yes  
● No

Why types of devices are available for you and your children to use at home? (Check all that apply.)

188 responses



Parents were surveyed regarding the availability of devices and internet connectivity in their homes. All students have internet access and, in addition, all parents were advised of the free internet access currently being offered by well-known providers. Students without an appropriate device for distance learning were provided with laptops from the school.

## COMPONENT 2 – SPECIAL EDUCATION NEEDS PLAN

***Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.***

**Speech/Language Therapy:** The individual virtual speech and language sessions using zoom, individualized weekly assignments, follow-up electronic communication (email) with parents, and including parents during sessions with preschool aged children are used in implementing student IEPs to the greatest extent possible during this time.

**Counseling:** For children who are recommended to receive counseling services, parents receive a weekly checking-in email and a fun, educational activity for their child. For students who require additional support, the school psychologist and parents have also met remotely to discuss supplementary methods to further support students' needs.

**Occupational Therapy:** Rockaway Valley School OT lesson plans are created by a licensed occupational therapist remotely.

1. OT lesson plans are sent to parents weekly via email.
2. Therapy activities are added to a "Document Repository" via Google drive that parents have access to.
3. Worksheets, videos and curriculum items are attached to the emails or uploaded into the repository.
4. Free online resources are also provided, especially from the Learning Without Tears curriculum which offers many open source materials for student learning.

5. Parents are offered a live Zoom meeting with the occupational therapist every other week.
6. During Zoom meetings parents are asked how things are going and s/he has a chance to express any concerns or questions to the therapist.
7. Materials provided relate to:
  - a. Goal areas that supports relevant classwork being sent home through remote learning
  - b. Additional materials outside of the general classroom instruction that meet the student's goals and/or are a progression of their current functional status
8. OT emails are copied to the director of special services and the students' teachers so they are aware of communication and service provision.
9. OT communicates with teachers via email, text and phone calls as needed for curriculum input, sharing of resources and implementation of services.
10. OT references teacher websites, teacher emails to parents and/or Class Dojo to see what the general class work is for each week.

**Pre-K:** The parents of each student are sent lesson plans each Sunday that cover the entire week. Each morning throughout the week, the parents are sent a reminder with the lesson for the day along with a video message reviewing the assignment. Links are embedded to take

them directly to materials. Video meetings with parents and students are scheduled during the week.

**Special Education (grades K-4):** The teacher has been delivering remote/virtual instruction using various materials and platforms, such as Zoom (Live class) for Orton Gillingham instruction on Mondays for 1st and 2nd-grade groups and Tuesdays for 3rd and 4th-grade groups. The teacher has been using Zoom (Live class) for reviewing and instructing new math on Wednesdays for 1st and 2nd-grade groups and Thursdays for 3rd and 4th-grade groups. If a student misses the Live session, the teacher will record the lesson and email the link to the parent for their child to view when they can. The teacher reserves Fridays for meetings with students for Pull Out Support class. All parents are emailed daily before 8am with the daily Zoom schedule and links to their child's websites using Google Sites. All websites are updated daily before 8am with appropriate modified reading and math curriculum for special education students. The teacher has been using documents in my Google Drive to share important worksheets for the students to complete.

**Special Education (grades 5-6):** For both math and language arts, the main platform used has been google classroom. The teacher has posted lessons daily including video lessons and virtual practice of skills. The teacher has had weekly zoom meetings to discuss progress, skills currently being worked on, a social/emotional check-in, and overall academic check-in. Email check-ins with parents and students are being sent out frequently. Emails with parents and other teachers to monitor student work and progress have been saved. Students have extended time to hand in work, are encouraged to ask questions either through the comments in google classroom or through email, and lessons are broken down into smaller chunks than if the class was meeting in person. Students have also been offered individual zoom meetings for extra help with assignments.

In 5th and 6th grade language arts, students are practicing skills using their texts which they brought home and sending pictures of their work to the teacher when completed. Students are also using either a regular print novel or learning ally to access an independent novel and then responding to questions posted.

In 6th grade math, students are using their workbook/textbook they brought home and watching posted videos for notes and demonstration of skills. Students are encouraged to use a calculator and watch the tutorial videos in addition to the ones posted by the teacher. Multiple days are given for repetition and practicing each skill. Students submit their work by sending a picture or completing an online assignment that reports their progress to the teacher. After submitting their work to the teacher, an answer key with explanations is posted for them to also check their work.

**Special Education (grades 7-8):** SUPPORT: The platform being used is Google Classroom. Teachers meet with support students weekly through ZOOM meetings, taking notes on what points were discussed. Each week, students choose a timeframe that suits their needs through the use of a shared doc in Google Classroom; often these times are after the required school day of 8 am -2 pm. Reminders are sent throughout the week to ensure participation. The case manager and counselor are made aware of these times and are free to join if warranted.

Documentation of students' assignments for each day is made available through the use of Google Slides. The Special Education teachers wait for the General Education teachers to post their daily assignments and then transfer that information to the Google Slide. Included in this daily slide (separate postings for grades 5-7) are the following: links for individual teachers' Google Classrooms, specific assignments - both long and short term, due dates and times, assignments for all content and special area classes. The Google Slide presentation is so that the assignments are listed as bulleted items and students can easily identify and check off items as completed. Students should be filling out a support documentation log to help keep track of assignments; however, some parents have requested that not be done as it adds to the already overwhelming workload. The classroom aide is available during all content ZOOM calls, including optional ones, and assists the Special Education teacher and General Education teacher as appropriate, including such items as taking attendance, editing assignments, and making recommendations for students as needed in conjunction with the teacher.

Parental contact via email, phone conversation, or ZOOM has occurred to discuss progression during Distance Learning. Based on parent and student input, various accommodations have been modified or included to assist in the Distance Learning module, documented by email to individual teachers and the case manager. In addition, separate ZOOM calls were conducted for one-on-one reteaching of skills and concepts for various content areas including, Science, Spanish, Language Arts, and Math. Specific modifications of assignments have been made to address student access to digital copies vs. being completed via paper/pencil.

Furthermore, the case managers, and classroom paraprofessionals have been invited to teachers' Google Classrooms and are encouraged to participate in daily activities, as appropriate. Administrators have also been invited to teachers' Google Classrooms.

MATH: The platform being used is Google Classroom. In addition, ZOOM meetings for lessons as appropriate using whiteboard, notes, online tutorials (Khan Academy, SchoolTube, etc.) and manipulatives are being utilized. Assignments include screencasts of notes & SMART Board technology, Google Slides interactive notes and Discovery Labs, Practice problems (Teacher-made and pre-made) worksheets and answer keys with explanations, practice using Pearson, IXL, and

Quizizz modules, and optional ZOOM times for individual Math support. Assessments include paper/pencil quizzes, Google Forms, and choice of two teacher-made projects.

***Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.***

**Speech/Language Therapy:** Daily log notes are completed for each student documenting IEP goals and objectives targeted during individual telepractice sessions and outcome, therapist observations or impressions during sessions, therapist recommendations of IEPs goals/objectives to target during the next session, parent phone/email conversations, email of weekly assignments to parents, total length of session and if a student misses a session. An attendance sheet is also maintained documenting individual speech and language telepractice sessions, student absence and weekly assignments emailed through distance learning.

**Counseling:** In response to the school psychologist's checking-in emails, parents and teachers share periodic progress updates. All children receive their specific IEP accommodations and modifications. Due to the nature of remote/virtual instruction, and the additional challenges this style of learning presents to many children with an IEP, student progress is consistently updated. The collaborative efforts have been successful in motivating children to complete academic tasks.

**Occupational Therapy:** Student progress is being documented by a:

- Service log "Monthly service roster" documenting dates and method of service (e.g. EM = Email, Z = Zoom meeting, RL = remote learning provided, R = report etc.)
- OT treatment log - short note by date of functional status and work provided including any accommodations or modifications.
- Emails are copied to the teacher, director of special services and archived by OT for future reference. These serve as a detailed record of materials provided and feedback returned by parents.
- Progress reports will be completed as usual as per the typical school schedule.

**Pre-K:** Documentation is in the form of anecdotal notes, email, submission of assignments through Class Dojo or photos/video taken by the parent then emailed to the teacher. Students who need lesson modification are sent separate emails with plans appropriate for that student.

**Special Education (grades K-4):** The teacher has been writing the students' scores down on a Google Doc that also has all the instruction that has been taught since March 16. The teacher has been using various websites (IXL, MobyMax, Raz-Kids, and Teach Your Monster to Read) to keep track of progress. All work has been modified for the students. Students have access to ThinkCentral (reading) to complete the weekly reading tests. They are taking a weekly test on the story every Thursday/Friday. All assessments are modified. All scores are imported into Genesis. Students have access to PearsonRealize (math) to complete the end of topic assessments. All assessments are modified. All scores are imported into Genesis.

**Special Education (grades 5-6):** IEP documentation for accommodations and modifications is via individual posts in google classroom and emailed assignments to students and parents. Frequent contact via email or ZOOM with General Education teachers to discuss specific students' needs and/or upcoming lessons/assignments/projects/assessments is noted. Student progress is noted by

grades on specific assignments, discussions conducted with individual students through ZOOM calls, and teacher notes.

**Special Education (grades 7-8):** IEP documentation for alternate assignments/alternate methods of delivery is via individual postings in various teachers' individual Google Classrooms. Frequent contact with General Education teachers via email/ZOOM to discuss specific students' needs, progress, and/or upcoming lessons/assignments/projects/assessments are noted. Student progress is noted by grades on specific assignments, discussions conducted with individual students through ZOOM calls, and teacher notes.

***Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.***

The case manager maintains consistent email and telephone contact with parents, as needed. The case manager works in collaboration with special education teachers and parents. In turn, parents and teachers have provided the case manager with updates and concerns regarding students' remote/virtual instruction experience. Consistent communication between members of the child study team, the school social worker, LDT-C, and the child's teachers help to ensure that academic services and related services *are implemented in accordance with IEPs to the greatest extent possible.*

**Speech/Language Therapy:** As a case manager and current therapist for students with IEPs for Eligible for Speech Language Services (ESLS), follow-up with families is through electronic communication or email, phone conversation if needed and carrying out the goals and objectives in student IEPs through telepractice using zoom and email of individualized weekly assignments.

***Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities***

Virtual IEP meetings have been held in accordance with federal law. Members of the child study team, parents and service providers, participate in the meeting virtually. For initial evaluations, or for children with disabilities who require standardized evaluations, the district conducts a virtual social history with the child's parent/guardian.

For students who require additional standardized testing, or for children who have already been identified as having a disability, the district will wait for further direction from the NJDOE regarding the status of face-to-face standardized testing (evaluations and reevaluations).

**Speech/Language Therapy:** Annual review meetings for students with the classification of Eligible for Speech Language Services (ESLS) are conducted using virtual platforms such as Google Meet and zoom including all members of the IEP team, parents, teachers and therapist.

**Occupational Therapy:**

- Evaluation and/or re-evaluation is determined on a case by case basis.
- Teachers can email OT if they identify a student they have concerns about and resources can be provided as is typical when school is meeting in-person. The need for evaluation would be brought to the attention of the director of special services and evaluation needs would be determined on a case by case basis.

- There are no standardized assessments being administered remotely. For students that are in need of in-person assessment, the parents are informed and they will be administered when in-person school resumes.
- OT discusses any evaluation situations during parent Zoom meetings or via email as needed.
- OT can do a functional assessment based on
  - a. Past in person experience with a student
  - b. Video/photo/written input from a parent
- Progress reporting will be done as per the regular school scheduled based on video/photo/written feedback from parents on OT goal areas.

### **COMPONENT 3 – ELL AND BILINGUAL NEEDS**

N/A – The Boonton Township School District has no EL or bilingual learners.

### **COMPONENT 4 – DELIVERY OF MEALS**

Rockaway Valley School, the sole school in the Boonton Township School District, does not have a cafeteria or a school lunch program. Parents may opt to sign up for the convenience of catered lunches for students through the Home and School Association, a modest fund-raiser for the group. The school does, however, provide milk for families who would like students to have milk at lunchtime. Fewer than 2% of students qualify for free or reduced lunch (milk) and those families have been given advice about where to receive vouchers.

### **COMPONENT 5 – REMOTE INSTRUCTION DAY PLAN**

Please refer to Components 1 and 2 and Appendix, Master Schedule.

### **COMPONENT 6 – ATTENDANCE PLAN**

1. Teachers will be expected to be available from 8:00 AM - 2:00 PM with the remaining time reserved for prep, grading, parent/student communication, and planning.
2. Teachers will be available via email during these hours with the exception of 12:00 PM - 1:00 PM which will be identified as teacher lunch.
3. Students who do not participate in planned activities are considered absent for those class(es) and should be reported as absent by parents (emailing the attendance office) just as if they were not present for an on-campus class.

**COMPONENT 7 – FACILITIES PLAN**

This section needs to be written.

**COMPONENT 8 – SUMMER PROGRAMMING**

This section needs to be written.

## APPENDIX 1 – ROCKAWAY VALLEY SCHOOL MASTER DISTANCE LEARNING SCHEDULE

Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FLEXIBLE FRIDAY
PK	Reading Writing Math Art	Reading Writing Math Library	Reading Writing Math Tech Ed, Music	Reading Writing Math PE	<p>Time for catching up!</p> <p style="text-align: center;">OR</p> <p>See your teachers' webpages for enrichment opportunities, choice games and/or supplemental activities.</p> <p style="text-align: center;">OR</p> <p>Read!</p> <p style="text-align: center;">OR</p> <p>Get some exercise and fresh air.</p> <p>Teachers are still available via email between 8 AM &amp; 2 PM.</p> <p style="text-align: center;">(8<sup>th</sup> grade band members: you still have lessons today.)</p>
K	Reading Writing Math Mus	Reading Writing Math Art	Reading Writing Math Library, PE	Reading Writing Math Tech Ed	
1	Reading Writing Math PE	Reading Writing Math Music	Reading Writing Math Art	Reading Writing Math Library, Tech Ed	
2	Reading Writing Math Tech Ed	Reading Writing Math PE	Reading Writing Math Music, Library	Reading Writing Math Art	
3	Reading Writing Math Library	Reading Writing Math Tech Ed, Art	Reading Writing Math PE	Reading Writing Math Music	
4	Reading Writing Math Tech Ed Band	Reading Writing Math Science/Social Studies/Health	Reading Writing Math PE, Music	Reading Writing Math Art	
5	LA Math Science Social Studies Spanish PE, Tech Ed	LA Math Science Social Studies Spanish Music, Band	LA Math Science Social Studies Spanish Art	LA Math Science Social Studies Spanish Health	
6	LA Math Science Social Studies Spanish Health, Art	LA Math Science Social Studies Spanish Tech Ed	LA Math Science Social Studies Spanish PE	LA Math Science Social Studies Spanish Music, Band	
7	LA Math Science Social Studies Spanish Music	LA Math Science Social Studies Spanish Art, PE	LA Math Science Social Studies Spanish Health, Band	LA Math Science Social Studies Spanish Tech Ed	
8	LA Math Science Social Studies Spanish Art	LA Math Science Social Studies Spanish Health	LA Math Science Social Studies Spanish Tech Ed	LA Math Science Social Studies Spanish PE, Music	
					Band

## APPENDIX 2 - ESSENTIAL PERSONNEL

	Name	Role	Duties	No.
Admin	Dr. Christian Angelillo	Superintendent/Principal	CSA	1
	Dr. Lia Lendis	Assistant Principal	Teacher contact; curriculum questions; student attendance; testing coordinator	1
	Christy Voorhees	Director, Special Services	Teacher contact; curriculum questions, instruction modification; continuing CST function; remote IEP and AR	1
	John Murray	BS/BA	Regular business functions; board meetings; buildings and grounds	1
		Admin Assistants	Support admin; communication; data tracking; public relations; social media; state reporting; trouble shooting	3
	Glen Johnson	IT	Tech Support	1
Instruct		Teachers	Instruction	45
		CST/Related Services	Teleconferencing; providing on-line services	4
		Paraprofessionals	Completing assigned on-line professional development	10
B&G		Custodians	Deep cleaning; routine maintenance; trouble shooting	5