Perth Amboy Public Schools District Emergency Virtual or Remote Instruction Plan 2025-2026

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Equitable Access and Opportunity to Instruction

Students (Pre-K-12)
In the event that the district transitions to all remote, all students will have access to Wi-Fi and a device. The bullets below denote the system in place to support the aforementioned statement.

- The Perth Amboy Public Schools District has implemented a 1:1 technology initiative in grades 1-12 as of April 2020.
- The district has at least 100 available MiFis for students in need of hotspots. This number is based upon historical data from previous pivots to remote. The district will activate hotspot service for students in need.
- All students have a District-issued G-Suite account and password and access to all required applications and platforms.
- All students/guardians have completed a device loaner agreement – this form is signed yearly in Infinite Campus to build awareness of processes and procedures.
- The Technology Department is accessible to students, parents, or guardians remotely to troubleshoot and resolve issues with learning platforms/software.

Staff
All teachers have access to District-owned devices. All new teachers have received a computer during New Staff Orientation, the first day of school, or starting employment.

- Accordingly, the Perth Amboy Schools District is prepared to ensure the continuation of learning for any class or students that may have to shift to remote learning. In order to prepare for the continuation of learning via remote instruction, the district has taken the following steps to ensure it can pivot to all remote at any point in time:
  - Google Classrooms for all teachers will be automatically set up, due to the integration with Clever. Teachers are expected to approve their classrooms and generate their Google Meet links by the end of the first full week of school.
    - All administrators now have access to a Google feature that allows them to 'visit classes' virtually. By simply searching for a staff member's name, administrators can join and observe live classroom sessions as if they were a student or participant in the class. This feature enables them to monitor lessons, view student interactions, and gain real-time insights into classroom dynamics without needing to be physically present. It is a valuable tool designed to help administrators effectively oversee and evaluate classroom activities, offering a more flexible and efficient way to conduct observations. Each administrator has been provided with detailed, step-by-step instructions to ensure they are fully equipped to use this feature to its full potential.
  - All other certified staff will generate a Google Meet link using their Google Calendar (i.e., counselors, social workers, school psychologists, LDT-Cs, non-traditional school psychologists, speech therapists, Occupational Therapists, Physical Therapists, and Board-Certified Behavior Analysts).
- Staff are encouraged to contact their technology support specialist and/or submit a KACE ticket for assistance with any technology tools and matters related to technology troubleshooting. In the event that users cannot access their device, they can contact their building Principal and/or the Director of Technology for assistance. The Technology Department is accessible to staff remotely to troubleshoot and resolve issues with learning platforms/software.
- All staff are required to attend 60 and 75-minute after-school meetings as scheduled.
  - During these professional development sessions, staff members will learn about best practices in instruction, meeting the needs of all learners, strategies related to culturally responsive teaching, socio-emotional learning, and trauma-informed teaching, among other topics.

Parents/Guardians
- All students, parents, or guardians have completed a 1:1 Technology Agreement form.
- If the District transitions to remote, a Google Form will be posted on the district website for students, parents, or guardians to complete if they have issues with their devices. Our technology department will check this data daily to ensure all students have a working device.
- The Information Technology Department will be accessible to students, parents, or guardians remotely to troubleshoot and resolve district-provided hardware issues. The Office of Curriculum and Instructional will provide support for learning platforms/software.
- All communications sent by the District to parents or guardians will continue to be available in English and Spanish.

Perth Amboy Public Schools is committed to providing several online programs and resources for students and staff. The instructional staff are encouraged to utilize them when delivering instruction and when assigning meaningful, differentiated, and rigorous work tasks. Click the link below for a list of the District-approved online resources and programs.

25-26 Online Resources

Teacher Virtual/Remote Learning Guidelines (all teachers Pre-K-12)
During remote instruction, staff are expected to:
- Submit weekly lesson plans according to due dates aligned with the NJ Student Learning Standards and District pacing guides.
- Log in via staff attendance form each day at their contractually obligated time.
- Host synchronous (live) learning sessions daily by the daily schedule.
- Post assignments daily in Google Classroom.
- Implement 504 plans. All plans are maintained and updated in Frontline 504. Counselors can provide additional information as needed for teachers and staff on all 504 plans.
- Implement individualized Education Programs (IEPs). All IEPs can be found on Infinite Campus under individual student profiles.
- Follow building protocols for addressing student academic concerns and submit student intervention form(s) promptly, as requested by the school administration pertaining to student academic progress, social and emotional concerns, and attendance.
- Contact school administration upon any inappropriate interaction with a parent or student.

Progress Monitoring
During remote instruction, staff are expected to:
- Provide feedback and grade students' work and input grades in a timely manner.
- Adhere to the District Grading Policy.
- Continue to administer assessments in accordance with the State and District Assessment Calendars to continuously measure and monitor student growth and inform classroom instruction.
- Continue to reach out to students and work with academic departments and the Departments of School Counseling and Related Services and Special Services to engage students in remote learning.

Addressing Students with Disabilities

Special Education: Teachers Assigned to In-Class Resource Programs (ICR) *(in addition to "Teacher Virtual/Remote Learning Guidelines")*
During remote instruction, special education teachers assigned to ICR programs are expected to:
- Follow the expectations above outlined for "All Teachers."
- Co-teach with the general education teacher when delivering synchronous instruction and continue to utilize the models of co-teaching using breakout rooms. Those small groups should be a mix of students with and without disabilities.
- Review the work provided by the general education teacher and provide the appropriate scaffolding to the assignments and strategies for the special education students.
- Review daily lessons and provide supporting resources for students with Individualized Education Programs (IEPs). Teachers should continue to individualize and modify general education lessons in accordance with students' IEPs. *The assignments may look different for each learner.*
- Team with a general education teacher to work with the parent and the student to teach the student how to use provided accommodation(s) (i.e., text-to-speech, speech-to-text, audiobooks, graphic organizers, etc.).
- Consider the inclusion of rubrics to accompany a lesson that guides the student to self-assess his/her work and guides the student regarding executive functioning skills such as organization management, time management, and self-reflection.
- Ensure that accommodations and other support in accordance with a student's IEP are implemented prior to grading a student's work. Student work should not be scored if the required accommodation is not provided.
- Complete IEP progress reports in accordance with the District marking period timelines.
- Attend IEP meetings and contribute to the IEP using the Department's Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations.

Special Education: Teachers Assigned to Pull Out Resource (POR) and Self-Contained Programs *(in addition to "Teacher Virtual/Remote Learning Guidelines")*
During remote instruction, special education teachers assigned to POR and self-contained programs are expected to:
- Follow the expectations above outlined for "All Teachers."
- Continue to develop lessons that are individualized and modified and in accordance with students' IEPs. *The assignments may look different for each learner.*
- Coordinate with classroom or 1:1 paraprofessional, where applicable, to assist with material preparation and time for joining any on-line face to face sessions.
- Continue to support parents with teaching the parent/students how to access or provide an accommodation in accordance with the student's IEPs (i.e., logging on to a device, text-to-speech, speech-to-text, Learning Ally: audio books, etc.).
- Complete IEP progress reports in accordance with the District marking period timelines.
- Attend IEP meetings and contribute to the IEP using the Department's Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations.

Additional for Teachers Assigned to Self-Contained Programs:
- Implement all departmental instructional programs (i.e., discrete trial instruction, Direct Instruction, Reading Mastery, Corrective Reading, Connecting Math Concepts, Unique Learning Systems, Ori Learning).
- Collect, graph, and analyze data on all student learning and performance behaviors.
- Implement behavior intervention plans in accordance with IEP.

Board Certified Behavior Analysts (BCBAs)
During remote instruction, BCBAs are expected to:
- Provide support to all students on his/her assigned caseload as per the school day schedule.
- Conduct parent training sessions.
- Collect, graph, and analyze data on all student learning and performance behaviors and support staff implementing this task.
- Support staff with the implementation of instructional programs (i.e. discrete trial instruction, Direct Instruction, Reading Mastery, Corrective Reading, Connecting Math Concepts) and assist teachers in modifications as appropriate for remote learning.
- Support staff with the implementation of behavior intervention plans and modify them with consent as appropriate for remote learning.
- Plan professional development as directed by the Department of Special Services.

Related Service Providers
During remote instruction, related service providers are expected to:
- Provide therapies in accordance with IEPs and hold tele practice therapy sessions in Google Meet and maintain a service delivery/contact log.
- Log all sessions for the Special Education Medicaid Initiative (SEMI).
- Conduct in-person evaluations pending District and state approval; if not approved staff should monitor evaluations that must be conducted upon our return to in-person instruction.
- Speech therapist case managers: conduct remote IEP meetings via Google Meet, Zoom, or Miscro (face-to-face meetings are preferred), develop and finalize legally defensible speech-only IEPs in accordance with all state and federal mandates.
- Attend IEP meetings, as needed, and contribute to the student IEPs using the Department's Present Level Summary Guidance Document, generate goals and objectives, and provide input on modification and accommodations. As a reminder, only the accommodations used in the classroom on a regular basis can be included in the IEP.

Child Study Team (CST)
During remote instruction, CST staff are expected to:
- Contact parents of students on caseload to check in with any immediate concerns or needs. Relay any concerns to the Department of Special Services.
- Conduct remote IEP meetings via Google Meet (face-to-face meetings are preferred), develop IEPs that are legally defensible, and finalize IEPs in accordance with all state and federal mandates.
- Continue to monitor and make changes as necessary to student rosters for the school year, Extended School Year (ESY), and Dynamic Learning Maps (DLM), as needed.
- Conduct in-person evaluations pending District and State approval; if not approved staff should monitor evaluations that must be conducted upon our return to in-person instruction. Social history assessments must be completed in accordance with mandated timelines, as these assessments may be conducted remotely.
- Provide counseling services in accordance with IEPs and hold tele practice therapy sessions in Google Meet and maintain a service delivery/contact log in IEP Direct and Infinite Campus.
- LDT-Cs - provide classroom consultation to assist with the transition to remote learning.
- Log all sessions for the Special Education Medicaid Initiative (SEMI).

Addressing Multilingual Learner (ML) Needs

- During remote instruction, Bilingual Education, English as a Second Language, Dual Language, and World Language staff are expected to:

  - Follow the expectations above outlined for "All Teachers."
  - Continue to provide instruction in Language 1 (L1) as students transition to Language 2 (L2) to meet the needs of MLs (Transitional Bilingual Education program).
  - Support the transition of L1 to L2 by providing Level 1 to Level 3 to meet the needs of MLs (Transitional Bilingual Education program).
  - Deliver Level 1 lessons in Spanish with 1 daily period of ESL.
  - Deliver Level 2 lessons in Spanish in the beginning of the year and transition to English with teacher support in Spanish if necessary; students receive 1 daily period of ESL.
  - Deliver Level 3 lessons in English with minimal primary language support, when needed, and 1 daily period of ESL.
  - Teach 1 week in English and 1 week in Spanish. The teachers will continue to add one additional language switch period during English Language Arts (ELA) every day (Dual Language classrooms).
  - Plan and work with the grade level teachers and students they are assigned to in the Transitional Bilingual Education program (ESL teachers).
  - Provide support for MLs and former MLs with their specific needs (sheltered instruction).
  - Support student learning using district platforms available to all students; MLs also have access to instructional resources such as Achieve3000 and My Perspectives at the secondary level.
  - Assist students in accessing individualized counseling services at each school, as needed.

- Professional development on culturally responsive teaching was provided to all staff in April 2023, April 2024 and April 2025. There were also ongoing events and activities surrounding culturally responsive teaching in the 2024-2025 school year.

- Initial, continuing and exit correspondence regarding Bilingual Program placements will continue to be sent the first 14 days once identified during the school year. Communications sent by the District to parents/guardians will be made available in English and in the student's primary language.

Attendance Plan

A day of virtual or remote instruction if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education and as per the District Attendance Policy. Teachers will record students' attendance daily in the student information system. All contacts made by teachers with students, parents, and guardians will be logged into the student information system.

If the Local Education Agency (LEA) has concerns about a student's participation, it should first contact the parent/guardian. Attempt two (2) would come from the student's school counselor and attempt three (3) would include the building administrator. All three attempts would be made via phone or email to the parent/guardian. The LEA, counselor, and building administrator would collaborate to ensure the student's wellness and support the improvement of participation.

The minimum hours of instruction for a virtual or remote day are 4 hours excluding lunch and recess in accordance with 6A:32-8.3 Day in Session:

A day in session shall be a day on which the school is scheduled to provide instruction, and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers' institutes or inclement weather, not under conditions set forth at N.J.A.C. 6A:32-13 shall not be considered a day in session.

All our district schools adhere to state requirements. Please see the schedules below.

Schedules
Preschool Sample Schedule for the 2025-2026 School Year
(in the event of a school-wide closure; length of school day may be modified depending on NJDOE most recent guidelines)

Time	Remote Daily Schedule
8:45-9:00 am	Morning Meeting/Question of the Day Tier 1 - Whole group instruction
9:00-9:10 am	Attendance/Fine Motor - Journal Entry (vocabulary writing) Tier 1 - Whole group instruction (writing at the tables initial instruction, students write at home with adult & submit assignment online)
9:10-10:00 am	Literacy (integrated language/literacy) Tier 2 - Small groups/Centers (free choice centers, support staff intervention) Tier 3 - Support staff intervention/online resources
10:00-10:20 am	Social Emotional (reading/activity) Tier 1 - Whole group instruction (shared reading with use of props)
10:20-11:10 am	Math (integrated math/cognitive) Tier 2 - Small groups/Centers (Support staff intervention/online resource) Tier 3 - Support staff intervention/online resources
11:10-11:25 am	Creative Arts Tier 1 - Whole group instruction (activity at the tables/home)
11:25-12:00 pm	Science (Experiments/Recipes/iSTEM/Activities) Tier 2 - Small Group/Individual Instruction (small groups, free choice centers, support staff intervention) Tier 3 - Support staff intervention/online resources
12:00-12:15 pm	Shared Reading Tier 1 - Whole group instruction (Big Book Shared Reading) Remote Students: Students read story with adult & submit assignment online
12:15-12:45 pm	Gross Motor: Indoors Tier 1 - Whole group and Tier 3 - Support staff intervention/online resources
12:45-1:30 pm	Student and Staff Lunch
1:30-2:15 pm	Student Rest Teacher Prep (phone calls to parents, assessments, lesson planning, PLC meetings)
2:15-2:35 pm	Music & Movement (rhythm, rhyme, finger plays, dance) Tier 1- Whole Group (music in the classroom), digital videos & songs
2:35-2:50 pm	Afternoon Meeting/Goodbye Circle (student/teacher reflections) Tier 1 - Whole group (afternoon meeting)
2:50-3:00 pm	Dismissal

K-5 Elementary (K-6 Dual) School Sample Schedule for the 2025-2026 School Year
(in the event of a school wide closure)

Period	Start Time	End Time
Staff Join Google Meet	8:25 a.m.	8:35 a.m.
AM / H.R. Morning Meeting	8:35 a.m.	8:50 a.m.
1	8:50 a.m.	9:35 a.m.
2	9:35 a.m.	10:20 a.m.
3	10:20 a.m.	11:05 a.m.
4	11:05 a.m.	11:50 a.m.
5	11:50 a.m.	12:35 p.m.
6	12:35 p.m.	1:20 p.m.
7	1:20 p.m.	2:05 p.m.
8	2:05 p.m.	2:50 p.m.

Middle School Sample Schedule for the 2025-2026 School Year
McGinnis & Shull Middle Schools
(in the event of a school-wide closure)

Period	Start Time	End Time
Staff Join Google Meet	7:51 a.m.	8:01 a.m.
Homeroom	8:01 a.m.	8:14 a.m.
1	8:17 a.m.	8:38 a.m.
2	8:38 a.m.	8:59 a.m.
3	9:02 a.m.	9:23 a.m.
4	9:23 a.m.	9:44 a.m.
5	9:47 a.m.	10:08 a.m.
6	10:08 a.m.	10:29 a.m.
7	10:32 a.m.	10:53 a.m.
8	10:53 a.m.	11:14 a.m.
9	11:17 a.m.	11:38 a.m.
10	11:38 a.m.	11:59 a.m.
11	12:02 p.m.	12:23 p.m.
12	12:23 p.m.	12:44 p.m.
13	12:47 p.m.	1:08 p.m.
14	1:11 p.m.	1:32 p.m.
15	1:32 p.m.	1:53 p.m.
16	1:56 p.m.	2:17 p.m.
17	2:17 p.m.	2:38 p.m.

High School Sample Schedule for the 2025-2026 School Year
(in the event of a school-wide closure)

Period	Start Time	End Time
Staff Join Google Meet	7:51 am	8:00 am
1	8:00 am	8:42 am
2	8:46 am	9:28 am
Homeroom	9:28 am	9:39 am
3	9:43 am	10:25 am
4	10:29 am	11:11 am
5	11:15 am	11:57 am
6	12:01 pm	12:43 pm
7	12:47 pm	1:29 pm
8	1:33 pm	2:15 pm
9	2:19 pm	3:01 pm

High School Sample Schedule for the 2025-2026 School Year
PLP
(in the event of a school-wide closure)

Period	Start Time	End Time
Staff Join Google Meet	7:51 am	8:00 am
Homeroom/1	8:00 am	8:58 am
2	9:01 am	9:59 am
3	10:02 am	11:00 am
4	11:03 am	12:01 pm
5	12:03 pm	1:01 pm
6	1:03 pm	2:01 pm
7	2:03 pm	3:01 pm

Safe Delivery of Meals Plan

The District will ensure that meals (breakfast & lunch) are made available for pick up by a designated person, not quarantining, following the schedule below at their respective child's school. If a family has children in multiple schools, meals may be picked up at 1 location for all children.

- Every school day, from 10:30 a.m.-1:30 p.m.
- Available at all schools

Facilities Plan

Custodians will follow the directives provided by the building/District administration to help ensure the cleanliness and safety of our school facilities.

Other Considerations

- ➢ Accelerated Learning Opportunities
    - ○ Gifted and Talented, Advanced, Honors and Advanced Proficiency (AP) classes will continue to operate remotely.
- ➢ Social emotional health of students and staff, during remote learning, school counselors are expected to:
    - ○ Maintain contact with students who are in jeopardy of failing, including the continued implementation of the Check and Connect program for seniors.
    - ○ Assist in contacting students who have not been engaged in online learning as evidenced through reports generated by the school administration.
    - ○ Support the social emotional learning (SEL) initiatives and the school climate.
    - ○ Counsel students, especially when a crisis arises, and conduct risk assessments as needed.
    - ○ Work on scheduling students for the summer school and the next school year as directed by the school administration.
    - ○ Work in conjunction with school administration as needed to support students' needs.
    - ○ Provide resources to staff as needed.
    - ○ Provide school-wide resources for community, students, and faculty.
    - ○ Hold virtual 504 meetings as needed with staff, parents, students, or additional members
    - ○ Support staff will hold Threat Assessment Team Meetings.
    - ○ Support staff will continue Student Support Team Meetings with appropriate stakeholders.
- ➢ Title I and Title III Extended Learning Programs:
    - ○ All BOE-approved after-school learning programs will continue to operate remotely.
- ➢ 21st Century Community Learning Center Programs
    - ○ The District will continue to partner with Middlesex County Vocational Schools and provide transportation for students enrolled, as needed.
    - ○ Students with disabilities enrolled in the Transition Skills program will cease from participating in Work Based Learning in person until the District resumes in person. Students will be provided with online platforms to support learning in this area (i.e. Virtual Job Shadow, Oneder, and NJCAN.
    - ○ The District currently does not have any CTE programs in operation.
- ➢ Credit Recovery
    - ○ All BOE-approved credit recovery procedures will continue to be accessible to students with online learning and virtual support.

➢ Other student extended learning opportunities
  ○ All BOE-approved after-school learning programs will continue to operate remotely.
➢ Transportation
  ○ Staff will continue to work in person as needed to assist in the delivery of learning materials and/or meals to students/families who are unable to pick them up at a school.
➢ Extracurricular programs
  ○ All BOE-approved after-school extracurricular programs may continue to operate remotely.
➢ Childcare
  ○ The District will continue to partner with local organizations that provide before and after-school care. The District will continue to make this information available to parents and guardians.
➢ Community programming
  ○ The District will continue to partner with community agencies, including mental health facilities and juvenile centers, to ensure that students receive home instruction in accordance with the NJDOE Administrative Code.

Essential Employees

1. Administration
2. Food Service staff
3. Buildings and Grounds staff
4. Transportation staff
5. Security staff
6. Information Technology Staff
7. Nursing staff
8. Child Study Team staff who may only evaluate students in person (school psychologists, LDT-Cs, speech therapists, physical therapists, and occupational therapists)