



2022-2023 Virtual or Remote Instruction Plan

The following **Emergency Virtual or Remote Instruction** plan outlines how the district will provide for the continuity of instruction, for all students, in the event of a public health-related district closure. This plan, along with New Jersey Department of Education (NJDOE) approval, allows the District to utilize virtual or remote instruction to satisfy the 180-day requirement. This plan would be implemented during a closure lasting more than three consecutive days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Definition:

- Remote Instruction - live instruction/live streaming through Google Meet. Whole group or small group (with breakout rooms), activities and interaction will also occur through Google Classroom. Students in both schools will receive a minimum of four hours of direct instruction during remote learning.

Attendance During Virtual or Remote Instruction

- All students are expected to be in attendance on any virtual or remote instruction day. Daily attendance will be recorded during the virtual homeroom. Additionally, Markham Place students will have their period attendance recorded. The District's attendance policy and regulation will be enforced (Policy/Regulation 5200).
- Attendance is recorded in Genesis by school staff.
- Staff will contact parents/guardians if a student fails to show for school (class).
- Parents are expected to follow normal call-out procedures if their child is unable to attend school.

Point Road School (Grades PreK to 4)

- All students will use their district issued Chromebook at home and remotely follow the typical school schedule via Google Meet and Google Classroom. Class assignments and projects are submitted through Google Classroom. If the student's Chromebook is in school, arrangements are made for the pickup of the computer and any needed materials either in the Main Office vestibule or outside the front door.
 - Grades 3 & 4
 - Remote instruction follows the daily schedule. (this includes scheduled opportunities for intervention, enrichment, services, etc.).
 - Students are responsible to join each class via Google Meet and Google Classroom.
 - Remote instruction (live instruction/live streaming through Google Meet). Whole group or small group (with breakout rooms), activities and interaction will also occur through Google Classroom.

- Classwork, assignments, and assessments will continue to be deployed to measure the progress of student learning and growth. Feedback will be provided to the students.
 - Grades PreK to 2
 - Class schedule is posted in the Google Classroom. Students are supervised by a guardian or other adult who helps students follow along with their schedule. The schedule includes opportunities for intervention, enrichment, services, etc.
 - As needed, interactive one-on-one or small group instruction will be initiated and scheduled by the teacher and delivered via Google Meet.
 - Classwork, assignments, and assessments will continue to be deployed to measure the progress of student learning and growth. Feedback will be provided to the students (parents/guardians).

Markham Place School (Grade 5 to 8)

- All students will use their district issued Chromebook at home and remotely follow the typical school schedule.
- Markham students travel to and from school daily with their one-to-one district issued Chromebook. If the student's Chromebook is in school, arrangements are made for the pickup of the computer and any needed materials either in the Main Office vestibule or outside the front door.
- Students must attend each class as scheduled (this includes scheduled opportunities for intervention, enrichment, services, etc.).
- Students are responsible to join each period (class) via Google Meet and Google Classroom
- Remote instruction (live instruction/live streaming through Google Meet). Whole group or small group (with breakout rooms), activities and interaction will also occur through Google Classroom.
- Classwork, assignments, and assessments will continue to be deployed to measure the progress of student learning and growth. Feedback will be provided to the students.

Special Education Needs

- As stated above students will receive all classes, programs, and services during virtual or remote instruction, this includes students with Individual Education Plans (IEPs).
- IEPs will be followed to the greatest extent possible. Special Education teachers will ensure that all student accommodations and modifications are being followed with assignments in the Google Classroom and the delivery of instruction through Google Meet.
- During virtual or remote instruction Related Service Providers will be required to schedule sessions with the students on their caseload. Related Service Providers, Case Managers, and Special Education Teachers will continue to monitor students' goals listed in their IEPs and track their progress through progress monitoring.
- Case managers will be required to communicate with parents and students to ensure that their needs are being met. Case managers will continue to serve as the communication liaison between the Child Study Team, Special Education Teachers, Related Service Providers, and parents/students.
- IEP meetings will pivot to virtual meetings, using Google Meet. Initial identification meetings, progress meetings, and annual reviews will all occur virtually, as scheduled. In terms of evaluations and reevaluations, the District would work to accommodate them occurring in person. The use of proper PPE and social distancing would occur to the greatest extent possible.

English Language Learners (ELL) Needs

- Currently, the District has no ELL students on their roll. If an ELL student were to enroll, we would work to meet their individual needs, similar to that of our other special populations.

Lunch Service

- There are currently no families in the district eligible for free and/or reduced lunch, so there is no need to make arrangements for lunch to be delivered to any homes during periods of remote learning. However, if the need arose the district would prepare and transport meals to those students.

Digital Divide

- After surveying the parents of the district no digital divide has been identified. The one-to-one make-up of the district and the network capabilities in our students' homes, ensure access to remote instruction. If a network issue is reported by a family, the district will provide a hotspot. Additional tech support can be requested by students/families at any time.

Facilities Plan

- Custodial and maintenance staff will report to work. Night shift personnel could be shifted to day time shifts.
- Deep cleaning efforts would be employed.
- If appropriate capital improvement projects could be undertaken (depending on anticipated length of closure).

Other Considerations

- Accelerated Learning Opportunities - all enrichment and accelerated opportunities will occur as they are normally scheduled throughout a student's day.
- Social and Emotional Health of Staff and Students - Frequent check-ins on staff and students will occur to ensure they are being socially and emotionally supported. School Counselors, School Social Workers, School Psychologists, and School Nurses will be used to provide additional support for those in need. During an extended shift to virtual or remote the use of questionnaires would be combined with face-to-face feedback to help aid in decision making.
- Extra-Curricular Programs - All extra-curricular programs would continue where possible. If sports were still permitted, practice and competition would continue. Clubs and groups would be able to shift to virtual or remote meetings. This allows for students to still connect and have a sense of community outside of their academics.

Essential Employees

- It is the District's view that all staff are essential employees. During a shift to virtual or remote learning all services and programs would continue to be offered. The only service that would be discontinued would be food service, which is provided by an outside vendor. Additionally, custodial and maintenance schedules would be modified if the shift to virtual was expected to be long-term. A list of District staff would be provided to the county office if the District needs to transition to virtual or remote learning.