

Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the <u>County Office of Education</u>.

Phone Number of Contact: (856) 769-0855
Steve Price
Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:
South Harrison
Name of District, Charter School, APSSD or Renaissance School Project:
County: Gloucester
Contact Information
School Year: 2024-2025

Equitable Access and Opportunity to Instruction		
Question	LEA Yes or No	
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes	~



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?	1	Yes 🔽	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	2	Yes 🔻	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	4	Yes 🔻	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	1	Yes 🔻	

Notes on Equitable Access to Instruction		



Addressing Special Education Needs			
Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	4	Yes 🔻	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	4	Yes 🔻	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	4	Yes 🔽	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	4	Yes 🕶	

Notes on Special Education Needs		
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Addressing English language learners (ELL) Plan Needs			
Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?	4	Yes 🔽	
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	5	Yes 🔽	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?	5	Yes 🔽	
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?	5	Yes 🔻	

Notes on Supporting ELL Educa	tional Needs			
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sential Employees	17.11.11.11		* 54
luestion	Page Number	Yes or No	County Yes or No
. The LEA will ensure essential employees are identified and a list is provided the county office at the time of the LEA's transition to remote or virtual instruction.	7	Yes 🔽	
otes on Essential Employees	VIEW STATES		
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pard Approval			
te of board approval (mm/dd/yyyy): 08/19/2024			
otes on Board Approval	* 1 1 1 1		Cont.
osted on Website	4.040 2.00		
Is the program posted on the school district/APSSD/Charter/Renaissance Scho	ool Project We	bsite? Yes	No



Facilities Plan	* * * * * * * * * * * * * * * * * * * *		Service Services
Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	6	Yes 🔽	

Notes on the Facilities P	Plan Other		

	Page	LEA	County
Does the program contain the following considerations?	Number		Yes or
		No	No
a. Accelerated learning opportunities	3	Yes 🔽	
b. Social and emotional health of staff and students	5	Yes 🔽	
c. Title I Extended Learning Programs	5	Yes 🔽	
d. 21st Century Community Learning Center Programs		No 🔽	
e. Credit recovery		No 🔽	
f. Other extended student learning opportunities	8	Yes 🔽	
g. Transportation	8	Yes 🔻	
h. Extra-curricular programs	8	Yes 🔽	
i. Childcare		No 🔽	
j. Community programming		No 🔻	

Notes on Other Considerations	and the latter of the second production.



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1.Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	1	Yes 🔽	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	1	Yes 🔻	

Notes on Attendance Plan	A STATE OF S	
Safe Delivery of Meals Plan		

Safe Delivery of Meals Plan			
Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	6	Yes 🔽	

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Notes on Safe Delivery of Meals	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		11.31	



South Harrison School District Emergency Virtual or Remote Instruction Program Plan 2024

Superintendent: Steve Price prices@shsd.us Curriculum Supervisor: Kristi Jansen jansenk@shsd.us

Board Approval Date: August 19, 2024

Instructional Program: Equitable Access

- All students in grades PreK through 6 have access to Chromebooks. Students in Grades 4 through 6 transport their devices to and from school each day. Students in grades Prek through 3 have their Chromebooks located in their classrooms. Upon a school closure, students would take these devices home with them.
- Families who do not have access to the Internet are provided access through the use of a hot spot remote access device supplied by the district.

Attendance

- Attendance for all 180 calendar school days will be taken every day for every student. Students will need to participate in the daily lessons regardless of being remote in order to be considered present. (NJSA 18A:7F-9)
 - Daily attendance is taken in the SIS
 - Teachers communicate with individual families regarding missing/incomplete assignments and prolonged absences.
 - Building Principal and CST members will ensure that attendance policies are followed.
- Teachers are expected to meet with their students on Google Meet for Live,
 Virtual Instruction based on the schedule of each cohort. Attendance should be taken in our ALMA student database for each Live Virtual Session.
 - If the teacher is planning to only work with small groups during a live, virtual session, the teacher should still require all students to join the session in the beginning to take attendance and provide students with the expectations for the day.

Expectations for Teaching and Learning in the Remote Setting

See sample schedules <u>here</u>

- Teachers should follow the timeframes for instruction based on their own schedules.
 - Alternating days for i-Ready instruction have been developed. Students should work for 25 minutes per session to total 50 minutes per subject area each week on i-Ready
 - Virtual and in-Person schedules should remain as consistent as possible
 - Students can choose to complete the asynchronous lessons anytime;
 however, the schedule is provided to support students and parents
 - Teachers can work with Interventionists and Special Education teachers to support the implementation of Small group instruction
- Elementary Science/SS, Special Area, and PE classes span 30-50 minutes. Students are expected to log on for synchronous lessons which could include a mini-lesson and independent practice. The students can practice on their own after the mini-lesson; however, the teacher is expected to remain online for the entire class period in order to support students as needed.
- Special Areas will be provided virtually. In Grades K through 6, students will
 receive one special area class per trimester. Special Area teachers will provide
 one live virtual session for each class and two asynchronous activities each
 week. Special Areas will be offered based on the following schedule:

Grade	Trimester 1	Trimester 2	Trimester 3
Kindergarten	World Cultures	Music	Art
1st	Music	Art	World Cultures
2nd	Art	World Cultures	Music
3rd	World Cultures	Art	Music
4th	Music	World Cultures	Art
5th 6th	Art World Cultures	Music Art	World Cultures Music

• Even though good educators all know that quality is more important than quantity; everyone must ensure that all students are actively engaged in instruction for a minimum of four hours each day.

- Student growth will be monitored through teacher assessments and i-Ready benchmarking. Formative assessments will occur daily embedded in the instruction.
- The Following Programs and Resources should be used:
 - i-Ready
 - EnVisions
 - Big Ideas
 - Teach TCI Social Studies
 - RAZ Kids
 - Khan Academy
 - Reflex Math
 - o Epic
 - CommonLit
 - o TEDtalks
 - Additional Online Resources

Online Platforms for Daily Use

- Google Classroom:
 - PreK-6 Teachers, including Special Area and PE Teachers, use Google Classroom for daily learning engagements as the primary learning platform.
 - Students access online learning through the Google Meet Link posted in their Google Classroom
- Google Meet:
 - Training was provided to all staff on the use of Google Classroom and Google Meet
 - How to use Google Meet
 - Google Meet Cheat Sheet
- Google Drive:
 - Google Drive is available offsite.
 - Teachers having technology difficulties submit a ticket at support@logantownshipschools.org

Accountability

- Teachers in Grades PreK-6 track student progress on ALMA to ensure participation and check-in with students if students are struggling or nonparticipatory.
- Feedback to students is given on a regular basis as typically given in class.

- Assignments are graded as they are typically graded in class. If assignments are hard copies, then they will be graded upon return to school.
- Teachers monitor the morale of their class and the workload of the students carefully. They have the latitude to make good decisions for the well-being of their students. Any concerns are shared with the school counselor immediately.
- Administration worked together to develop incentives for students to complete work as well as Spirit Days for Online Learning.
- Counselors assist teachers in communication with non-participatory students.
- Communication with families and counselors will continue as needed.
- Nurse is asked to keep track of the health issues parents share regarding students during the time students are at home

IEPs, Modifications and Accommodations

- Accommodations and/or modifications will be provided for students receiving Special Education, Basic Skills Instruction, ELL instruction, as well as for students with 504 plans as needed. The classroom teacher, special education teacher, interventionist, and 504 plan case manager will all monitor instruction and assignments to make sure specific needs are met.
- Documentation of student progress towards their IEPs will continue to take place through IEP Direct
- Case managers and CST personnel will continue to communicate with families via phone, email and virtual video conferencing.
- All CST meetings will take place via video conferencing and/or phone calls.
- Speech and Language Therapy, Occupational Therapy, and Physical Therapy will continue to be provided via teletherapy or virtual therapy sessions according to each student's IEP
- Additional resources/programs for certain special education students will be uploaded by their special education teacher and may include:
 - Readtopia
 - Phonics First
 - Read Naturally
 - o i-Ready
- School Counselor will continue to provide Social and Emotional Support for students through virtual counseling services.
- Staff will be academically and emotionally supported through PLC meetings with principals and supervisors. Office hours will be shared with staff to access counselors, interventionists, and administrators.

Role of Interventionists (including support for ELLs)

- Grades K-6 ELA Interventionist will virtually work with small groups of students identified for intervention during the SGI time block daily.
- Students receiving ELL Services will be provided those services through a virtual synchronous setting through one-on-one targeted, differentiated instruction.
- Interventionists will determine the best method to communicate with the families of ELL students which could include translation documents or live translators provided virtually.
- Grades K-6 Math Interventionist will virtually work with small groups of students identified for intervention during the SGI time block at least 3 times per week.
- Expectations for classroom teachers and interventionists remain the same as in the past.
 - Intervention is supplemental support and should not replace whole group lessons
 - The Classroom teacher is responsible for providing some small group support for students in addition to the support from the interventionist
 - Interventionists and Classroom Teachers will be responsible for determining a student's grade and communicating with families.

Role of Aides

 Shared, instructional and classroom aides will be asked to provide some students with virtual or in-person small group or 1:1 support. This will give students the opportunity for immediate and ongoing feedback and guidance on assignments. The aides can also support in accelerating learning and filling learning gaps.

Food Service Plan

- In preparation for meal pick-up and delivery during Remote Instruction, the
 district would send out a survey to all families receiving free and reduced lunch to
 determine who is interested in participating in the meal program during the
 school closure period.
- The Food Service Director and kitchen staff come into the building one or two days per week to prepare and package a weeks' worth of breakfast and lunch.

- In the event some employees are not able to come in to help, we may need assistance from the administration.
- SFA Name: Nutriserve Food Management Company
- Schools/Site where distribution of meals will take place:
 - South Harrison Elementary School Time to be determined
- Distribution Procedures:
 - Resident families with children age 18 or under will come to the pickup location to pick up a weeks' worth of meals for each child in their household:
 - The students do not need to be present.
 - No one is required to show ID or sign
 - If driving, families will remain in their cars ands meals will be placed in their trunks
 - If walking, families will pick up their meals in a socially distanced location.
- Food safety requirements will be met:
 - All South Harrison Township and Nutri-Serve employees wear masks and gloves while food is handled.
 - All food-prep surfaces and storage containers are disinfected before and after use.

Facilities Plan

- In the event of a building or district shutdown based on a local outbreak, the
 custodial staff would be called in to disinfect the entire building. This would
 include all flat surfaces and seating in classrooms, offices and common areas.
 Additionally, athletic equipment, lockers and electronic devices would also be
 wiped down with disinfecting wipes.
- Restrooms would be disinfected from ceiling to floor using the Kaivac system and Virex II 256.
- South Harrison maintains an ample inventory of disinfecting agents, so that we could implement this plan at a moment's notice and have sufficient supplies to disinfect the entire district.
- Maintenance and custodial staff follow CDC guidelines for PPE and social distancing. Additionally, work and break schedules have been modified to minimize the number of people in any given area.

Essential Personnel

 Should the district have to go to remote learning, a list of essential personnel will be sent to the county office.

- Essential personnel would be asked to come into the building for a specific task, only if needed.
- The only essential personnel in the building would be custodians completing deep cleaning. All staff in the building will be working at a safe distance from one another and using established Best Practices for social distancing.

Administration/Cabinet - all work from home on a daily basis: *Google Meet* meetings held as needed, would include the following:

- Superintendent
- o Building Principal
- Assistant Principal
- o 1 Child Study Team Supervisor
- o 1 Curriculum Supervisor
- o Business Administrator
- o 3 IT staff
- Facilities Manager

IT Department Personnel - available from home to address all IT-related issues for both staff and parents. The IT Department is part of the bi-weekly Google Meets with Administration, referenced above.

- o 1 Tech Coach
- 2 Tech Specialists

Food Service Staff -prepare shelf-stable breakfast and lunches families

- Food Service Manager and 3 Food Service Workers
- o Possibly, Aides who have volunteered to help prepare meals

Business Office Staff - Payroll and Paying of BIlls

- 1 Business Administrator all usual responsibilities with addition of overseeing the meals distribution
- 2 Business Office Secretaries/ 1 Administrative Assistant working from home;
 available to come to district office, as needed to pay bills and complete payroll activities

Secretaries

- 2 working from home
- 1 District Administrative Assistant (AA) are working from home but AA comes in to office, as necessary

Custodians and Maintenance Workers

- 3 Maintenance workers are practicing social distancing as they are completing their tasks both inside and outside of building
- Maximum number of 3 Aramark-contracted custodians will practice social distancing while they are involved in deep cleaning of all areas of school buildings.

Counselors

 School Counselor - working from home; keeping in regular communication with school principal

Nurses

- 1 School Nurses keeping in regular communication with school principals
 Child Study Team
 - 1 School Psychologist have daily office hours and keeping in daily communication with Supervisor of Special Services
 - 1 Speech/Language Therapists providing teletherapy from home

Other Considerations

- The transportation department will ensure that students who are out of district, which may still be open, receive transportation to their designated schools.
- Clubs can be held virtually at the end of the instructional day if agreed upon by the club advisors.