

EMERGENCY VIRTUAL PLANS

Emergency Virtual/Remote
Instructional Programs for
the 2021-2022 School Year

LAKELAND REGIONAL
HIGH SCHOOL

Board of Education

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Introduction

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school 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. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for more than three consecutive school 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, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education by no later than October 29, 2021 and annually thereafter. A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

Any district program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district 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, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

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Nothing in N.J.S.A. 18A:7F-9 and this Policy shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.

In the event of the closure of a school or the schools of the district 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 for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).
2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).
3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).
4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) though (4) shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

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1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3), if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.
2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4), if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be available on the school district's website.

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A. Continuity of Learning.

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials will continue to work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. In the event of a health related closure, The Lakeland Regional High School District is utilizing online instruction programs for all 9-12 students in order for the “delivery of instruction to continue the student’s academic progress and to maintain a record of delivery of instructional services and student progress.” NJAC 6A:16-10.c.1
2. The teacher providing instruction shall be a certified teacher. NJAC 6A:16-10.c.2
3. These plans are developed and reviewed to provide instruction for the number of days and length of time sufficient to continue the student's academic progress. The online instruction programs shall meet the New Jersey Student Learning Standards, and the requirements of the district Board of Education. NJAC 6A:16-10.1.
4. The district virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible.

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5. Appropriate staff will be providing *synchronous* virtual instruction through Zoom or GoogleMeet during the allotted instructional time period:

TIME FRAME	A-DAY	B-DAY
7:40-8:50	Block 1	Block 1
9:07-10:17	Block 2	Block 2
10:24-10:56	Block 3A	Block 3A
11:03-11:34	Block 3B	Block 3B
11:41-12:13	Block 4A	Block 4A
12:20-12:51	Block 4B	Block 4B
12:58-2:08	Block 5	Block 5

6. The Lakeland Regional High School District Plan relating to attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student.
7. The Lakeland Regional High School District Plan description of how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.
- Through a GoogleForm survey, teachers have had the ability to identify students who are not participating in online instruction and/or submitting assignments.
 - The information is accessible to school counselors, members of our Child Study Team, and Administrative Team.
 - Members of the above groups follow up with phone calls and other means of communication to identify reasons why students have not participated in virtual learning and provide resources when necessary to help support.

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B. Digital Divide & District Technology Services

Using available funds from the various ESSER grants, the Lakeland Regional High School District has been able to purchase devices to address the ongoing digital divide that exists.

1. We currently have an additional 659 ChromeBooks ready for deployment for students who need/will need a device.
2. Additionally, the Lakeland Regional High School District purchased 1:1 devices for all certificated staff to use.
3. In order to measure the ongoing digital divide, the Lakeland Regional High School District conducted a needs assessment at the beginning of the academic year through a broadcast home to parents. The district asked how many students would need a (1) school issued device and (2) internet connectivity if unavailable.
4. Through the survey results, we were able to ascertain what percentage of our students would need a device and what percentage would need internet access.
5. Based on the needs assessment, the Lakeland Regional High School purchased 25 Wi-Fi ready devices and/or internet hotspots for students who will need access.
6. Procedures for communicating District policy with parents/guardians. The District will provide clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication with parents/guardians will include the following:
 - a. The nature of group remote learning, whether in a hybrid learning model or a fulltime remote learning model, means that students' names and live video could potentially be seen by anyone in the background of the students who are participating, and that students may see actions in the background of other students. Students' information, such as, but not limited to, classification status, accommodations, related services, academic levels and/or skills may also be inadvertently disclosed to others during group sessions.
 - b. In order to protect the confidentiality of the students and their performance, parents should not be present during virtual learning unless prearranged and approved by the District. Parents may not make an attempt to listen in on sessions and/or record them.
 - c. Recording virtual lessons and instruction between the teacher/instructor and students is a violation of Board of Education policies and may be a violation of state law.

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- d. Students and parents are required to adhere and comply with all applicable Board policies governing the use of technology. In addition, it is expected that students and parents adhere to the following guidelines:
- i. Students must be prepared for virtual learning, i.e. have devices ready and charged if needed, papers/notebook, pencil/pen, etc. at least 10 minutes before the scheduled start time.
 - ii. Be on time.
 - iii. Video must be turned on.
 - iv. If it wouldn't be appropriate in the physical classroom, it isn't appropriate in the virtual setting. This includes attire, language, behavior, topics discussed, by way of examples. See district HIB policy for explanation of virtual/cyber bullying.
 - v. Chats should only be used to ask questions related to the lesson. Any inappropriate language will not be tolerated.
 - vi. Always behave as if your camera and mic are on.
 - vii. Do not screenshot or record anything during the meeting.
 - viii. Do not have side conversations. (The microphone will pick up other noises in the room).
 - ix. School devices should always be treated with respect and handled in a manner that will allow them to function properly.
 - x. See the District's acceptable use policy for further explanation of technology use.
 - xi. Students may not use cellular devices during virtual classes, treat virtual classrooms as if they were sitting in the building.
 - xii. We ask that once a student is logged in, the space be used as a classroom and parents do not engage in the classroom setting. Please do not respond to student questions or interact with the class. We further ask that you please be cognizant that conversations you have off screen are picked up by the microphone and can be heard by the class.

C. Safe Delivery of Meals to Eligible Students

This past April, the USDA announced a nationwide extension of waivers from provisions of the SSO program to June 30, 2022, allowing districts to offer universal free meals not only through this summer, but also during the 2021-22 academic year.

1. The district currently has 13.9% of students eligible for Free/Reduced Lunch in the event that the SSO program did not exist.
2. We have contracted with Pomptonian to provide food services for those students who need meals.

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3. In order to ensure the continued safe delivery of meals to eligible students, families have two options:
 - a. A week of bagged meals (breakfast and lunch) will be available for pick up on Monday, Wednesday, and Friday from 8:00am-12:00pm
 - b. If a family is unable to get meals, our Transportation Department will deliver meals to those students on Monday, Wednesday, and Friday between 8:00am-12:00pm.

D. Special Education and Related Services

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities.
 - a. Consistent with guidance from the United States Department of Education, school districts must 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.
 - b. General Education and Special Education Teachers have been afforded district support and guidance to apply additional accommodations and modifications to support learners that are struggling with virtual learning (i.e., timeline extensions, reducing opportunities to demonstrate mastery, modifying grading expectations, providing alternate assignments, etc)
 - c. RELATED SERVICES
 - i. Speech/Language: The district's speech therapist will provide classroom-based and individual speech session opportunities using a variety of Google platforms. New Jersey signed legislation A3904 confirms that in the event of a school closure, the district may provide related services remotely, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services. Speech services outlined in a student's IEP will be delivered virtually for the remainder of the health-related closure. The speech therapist will designate session dates, procedures, and times directly with the parents/students.
 - ii. Occupational Therapy/Physical Therapy: The contracted providers for occupational and physical therapies will provide classroom-based and individual activities prior to the approval for virtual services through email and print copies to parents/students. New Jersey signed legislation A3904 confirms that in the event of a school closure, the district may provide related services remotely,

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including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services. OT/PT services outlined in a student's IEP will be delivered virtually for the remainder of the health-related closure. Service providers will designate session dates, procedures, and times directly with the parents/students.

- iii. Counseling: Counseling and School Psychology Services (SPS)
The school social worker and school psychologists will arrange for the best virtual platform to meet the needs of the individual student and coordinate the sessions to meet the required sessions in a student's IEP.