Local Education Agency Guidance for Virtual or Remote Instruction Plan Attestation for the 2022-2023 SY

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 2022-2023 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 September 30, 2022, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for 2022-2023 SY 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 for the 2022-2023 SY

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>.

Contact Information

County: Atlantic

Name of District, Charter School, APSSD or Renaissance School Project:

Somers Point

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Michelle CarneyRay-Yoder, Ed. D.

Phone Number of Contact: (609) 927-2053

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?	4,5,9	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.	3,4,5, 7	Yes ▾	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	3,4,5,7	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?	3	Yes ▾	

Notes on Equitable Access to Instruction

Plan Attached

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

See Plan

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?	3	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?	3	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?	3	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)?	3	Yes ▾	

Notes on Supporting ELL Educational Needs

See Plan

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?	6	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?	6	Yes ▾	

Notes on Attendance Plan

See 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?	7	Yes ▾	

Notes on Safe Delivery of Meals

See Plan

Facilities Plan

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?	8	Yes ▾	

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	9	Yes ▾	
b. Social and emotional health of staff and students	9	Yes ▾	
c. Title I Extended Learning Programs	9	Yes ▾	
d. 21st Century Community Learning Center Programs	n/a		
e. Credit recovery	n/a		
f. Other extended student learning opportunities	7	Yes ▾	
g. Transportation	n/a		
h. Extra-curricular programs	9	Yes ▾	
i. Childcare	n/a		
j. Community programming	n/a		

Notes on Other Considerations

See Plan

APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts?   Yes ✔   No ☐

Notes on APSSD Sharing Plans

Mainland

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	8	Yes ▾	

Notes on Essential Employees

See Plan

Board Approval

Date of board approval (mm/dd/yyyy): 09/29/2022

Notes on Board Approval

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ✔ No ☐

2. Link to website: www.sptsd.org

SOMERS POINT SCHOOL DISTRICT

JORDAN ROAD MIDDLE SCHOOL

DAWES AVE. JORDAN ROAD

SOMERS POINT SCHOOL DISTRICT

DAWES AVENUE ELEMENTARY SCHOOL
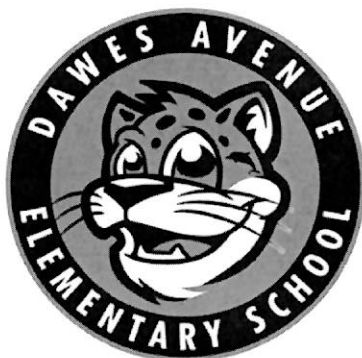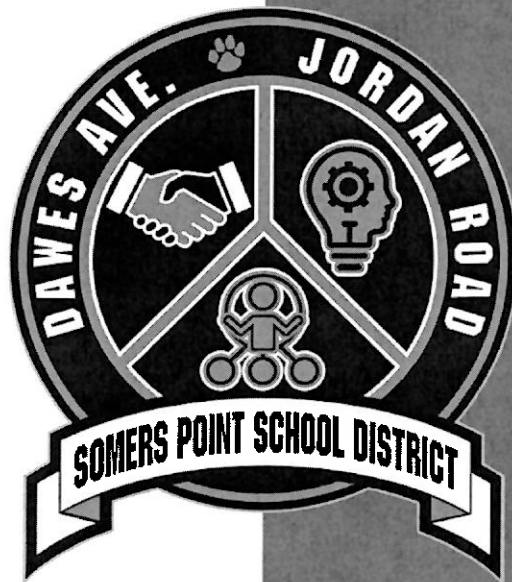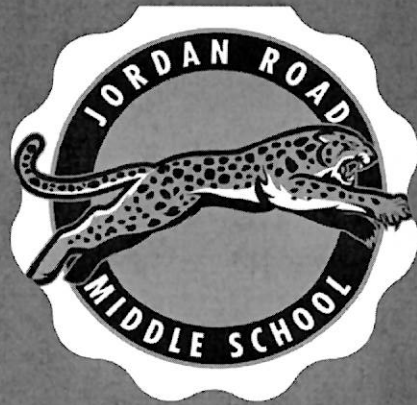
**CHAPTER 27
EMERGENCY,
VIRTUAL, OR REMOTE
INSTRUCTION PLAN
2022-2023**

**UPDATED
SEPTEMBER 2022**

September 2022

Dear Somers Point Families,

Public Law 2020,c.27 requires school districts to prepare plans that must be approved by the County Board of Education to ensure continuity of instruction in the event of a public health-related school closure so that the school district may utilize virtual or remote instruction to satisfy the 180-day school day requirement pursuant to N.J.S.A. 18A:7F-9. The law reads:

> "In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared a public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure."

The following plan is in place to ensure the continuity of instruction should the need arise.

Educationally Yours,

Michelle CarneyRay-Yoder, Ed.D.
Superintendent of Schools
drcry@sptsd.org

Table of Contents

1. <u>Technology</u>:

   a. Every student will receive a Chromebook (3rd to 8th Grade)/ IPad (PreK-2nd Grade). Additionally, the district will provide assistance for any family who does not have internet access through the distribution of "hot spots."

   b. Staff members will be designated to provide ongoing technical support to students, families, and teachers with district-issued technology.

   c. Information regarding family technology needs and access will be gathered through surveys.

   d. Continuity of connectivity will be monitored through student participation and family surveys as necessary.

   e. Use of OnCourse Classroom/ Zoom/ Google Meet/ GoGuardian (Middle School) for the presentation of real-time instruction for all students.

   f. Student growth and learning will be monitored through the administration of assessments through IReady (Math/ ELA) along with OnCourse Classroom/ Zoom/ Google Meet/ GoGuardian (Middle School) and other technology-based measures, as appropriate.

   g. Instructional sites to supplement and support teaching and learning will be facilitated throughout the district.

2. <u>Special Education</u>:

   a. All programming needs, as defined by a student's IEP and developed through the IEP process with input from the IEP team, will be met to the fullest extent possible.

   b. These needs include but are not limited to, tracking of services, student progress, and provision of accommodations and modifications.

   c. The need for compensatory services due to the attainment of IEP goals resulting from missed services will be discussed with the case manager at the annual review meetings and/ or other meetings if needed.

   d. MTSS (Multi-tier Systems of Support) teams will work in conjunction with teaching staff and administration to ensure students are receiving services necessary to meet their IEP needs.

   e. Accommodations for students with a 504 plan, as developed in consultation with the student's healthcare provider, the guidance counselors (504 Coordinators), and the District physician, will also be met to the fullest extent possible.

3. <u>English Language Learners</u>:

   a. All programming for English as a Second Language and/or bilingual education will be delivered through the OnCourse Classroom/ Zoom/ Google Meet/ GoGuardian (Middle School) to deliver live instruction to our students, thereby being aligned with State and Federal requirements.

   b. The district offers Google translate for all documents through our district website.

   c. Differentiation of instruction is implemented in all of our classrooms, including our ELL program classes, to ensure that each student's needs are met to the fullest extent possible.

   d. MTSS (Multi-tier Systems of Support) teams will work in conjunction with teaching staff and administration to ensure students are receiving services necessary to meet their bilingual needs.

   e. All necessary training for the delivery of ELL services is provided to our ELL-certified teachers.

4. <u>Attendance</u>:

    a. District attendance policies will be adhered to in a virtual environment. This includes attendance policies for promotion, retention, graduation, discipline, and other participation and/or academic decisions.

    b. Attendance will be taken each class period and day when a student logs into the class. If the student logs in they are present. If a student does not login they are absent.

    c. District truancy and attendance policies will be adhered to in a virtual environment. This includes the mailing of attendance letters, parent conferences, and all other steps as outlined in the district policy.

5. <u>Meals</u>:

    a. Meals including breakfast and lunch will be available to all families who qualify for the free and reduced meal program.

    b. Families will be able to pick up meals, including lunch and breakfast, weekly or bi-weekly.

    c. A sign-up system where qualifying households will order meals directly from the cafeteria staff will be in place. This ordering system will serve as the weekly meal roster.

    d. Meals will need to be ordered the week prior to allow time for proper preparation by the kitchen staff.

    e. All Department of Agriculture requirements for half-day meal service will be followed.

6. <u>Facilities Plan</u>:

    a. The district maintenance and custodial staff will maintain the school building in the event of an extended closure.

    b. HVAC operations will be monitored through remote access technology available through the District Director of Facilities.

7. <u>Instructional Day/Other Considerations:</u>

    a. Students will receive four hours of live virtual teacher-guided and directed standards-driven instruction each day through the OnCourse Classroom/ Zoom/ Google Meet/ GoGuardian (Middle School).

    b. Each day will include a minimum of (2) two hours of teacher-guided and directed standards-driven virtual instruction for English language arts, mathematics, science/social studies (rotating days), and related arts.

    c. Asynchronous assignments will be provided for students to ensure they receive a full four hours of teacher-guided and directed standards-driven instruction each day.

    d. Differentiated instruction will continue to drive academic enrichment for all students.

    e. The Somers Point School District Gifted & Talented program will continue to utilize criteria to identify and provide programming for those students who demonstrate gifted and talented tendencies.

    f. After-school activities will be provided through our Board approved clubs and activities to the extent that they are able to be provided in a virtual platform.

    g. Counseling groups will continue to be facilitated through our school counselors and Child Study Team.

    h. Lists of mental health resources will be made available to families through the District Guidance Department and Jewish Family Services Support Center.

    i. Consistent communication with families in our community will be ongoing through surveys and virtual Board of Education meetings.

j. MTSS (Multi-tier Systems of Support) teams will work in conjunction with teaching staff and administration to ensure all students are receiving the services necessary to meet their individual educational and behavioral needs.

k. Use of assessment scores, attendance, discipline referrals, and a weekly check-in with students with being used to evaluate student progress.

l. Our MTSS Teams and Instructional Coaches will monitor and support student's social and emotional development.

m. Small group meetings, virtual meetings, and activities will be held, as needed.

n. Our Instructional Coaches will monitor and support the staff's social and emotional development.

o. Educational programming supported by Title I funding will continue to be provided in a virtual platform (i.e. MTSS teachers, intervention times, resources, equipment) to the greatest extent possible.

8. <u>Essential Employees</u>:

   a. A list of essential employees will be provided to the county office in the event the district has to transition to remote or virtual instruction.