

HSD Emergency Virtual/Remote Instruction Plan for SY 2024-2025

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health-related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement according to N.J.S.A. 18A:7F-9. 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, a public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.***

If practicable, a superintendent must consult with the board of education before implementing the school district's virtual or remote instruction 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 to meet State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

Instructional Plan

Instruction

- Students and teachers will start and end their day at their regular time.
 - Preschool AM 8:30-11:00 / PM 12:30-3:00
 - Kindergarten AM 8:25-11:10 / PM 12:15-3:00
 - Elementary (1-5): 8:25-3:00
 - Middle School: 7:50-2:50
 - High School: 7:57-2:45
- Students and teachers will follow their in-person schedules.
- Students in grades PK-12 will use their district-issued Chromebook to receive instruction and communication from their teachers via Google Meet. One will be provided if a student still needs a district-issued device.
- Teachers will utilize Google Classroom (PK-8)/Canvas (9-12) as the platform for posting assignments and communicating with students and families.
- Support services (Related Services, Special Education) teachers use their own Google Classroom and Google Meet sessions to serve students.

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Attendance

- Attendance guidelines and policies approved by the Haddonfield BOE will be followed to the greatest extent.
- Student attendance will be taken through Google Classroom and Canvas per evidence of online student participation (e.g., a participation report is automatically generated following each Google Meet) and documented in Genesis (HSD's student information system)
- HSD will communicate with families when a student is not participating in online instruction and/or not submitting assignments via email and Parent Square. Parent Square is confirmed to generate parent letters per HSD's attendance parameters.

Internet/Device Access

- A Google Form will be used for parents to communicate their technology-associated needs with the District.
- Students in need of internet access will be issued a hotspot.
- Students who do not have access to an individual device will be provided with either a Chromebook or an iPad.

Special Education Services

Child Study Team Meetings

- CST-related meetings will be held virtually through Google Meets. This includes but is not limited to Identification, Eligibility, Annual Review, and parent-requested IEP meetings.
- Electronic signatures will be accepted for all documents.
- Google Forms will be used for attendance documentation.
- Evaluations will continue in person as long as safety and health protocols can be followed.
- The Director of Special Education will communicate with CST and seek evidence that services are implemented per IEPs to the greatest extent possible.
- Case managers will proactively survey the parents of students on their caseloads for feedback and perspective on the degree to which services are implemented per the IEPs to the greatest possible extent.

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Instruction

- In-Class Support/Replacement Classes
 - Special education teachers will follow the instructional plan for general education students. Special education teachers will denote the accommodations and modifications outlined in the IEP to the greatest extent.
 - Special education teachers will create Google Classrooms to post modified assignments as needed.
 - Hard copies of lessons/activities will be made available as needed.
- Self-Contained Classes
 - Ongoing communication with teachers, BCBA, therapists, and parents based on student's IEPs
 - Continued collection of data (behavior plans, progress towards goals and objectives)

Delivery of Services

- Behavior Analysts
 - Support ABA teachers with planning to maintain skills, update programs, and collect data.
 - Maintain weekly parent contacts through training sessions with ABA teachers.
 - Provide ongoing paraprofessional training.
- Speech-Language Services, Occupational/Physical Therapy, Counseling, and Social Skills
 - Teachers/Specialists can post lessons, activities, and related materials through Google Classrooms.
 - Teletherapy is to be provided for all therapy sessions to the greatest extent possible.
- Structured and Accelerated Learning Experiences
 - Structured and Accelerated learning experiences will be limited during school closures; however, they will continue to occur to the greatest extent possible.
- Paraprofessionals
 - Per student IEPs, paraprofessionals will support students in breakout sessions within the Google Classroom and provide organizational and behavioral support.
- Social and emotional health of staff and students

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- HSD will continue to implement the RULER framework; additional, students and staff access to Care Solace (point of care referral service), Employee Assistance Program, school counselors, and Calm for Business (wellness app) will continue
- Title I Extended Learning Programs
 - HSD does not currently operate any Title I programs
- 21st Century Community Learning Center Programs
 - HSD does not currently operate any 21st Century Community Learning Center Programs
- Credit Recovery
 - Credit recovery options will remain available virtually
- Other Extended Student Learning Opportunities
 - Will continue to be provided virtually in coordination with teaching staff
- Transportation
 - Haddonfield is a “walking” district, except for transportation as a related service (per IEP) or for athletics. In most instances during a closure, transportation will not be provided.
- Extra-Curricular Programs
 - Will continue to the greatest extent possible.
- Childcare
 - Will continue to the greatest extent possible
- Community Programming
 - Will continue to the greatest extent possible
- Home Instruction
 - Students on home instruction will be included in their Google Classrooms as per their school schedule.
 - Home instruction will be continued during remote learning where feasible to the greatest extent, considering health and safety issues.

Nurses

- Track staff illness during closure and report to the local health department
- Monitor NJDOH, CDC, and WHO guidelines regarding COVID-19.
- Assist community-wide efforts to support families in need at this time.

School Counselors

- Monitor student attendance and engagement.
- Maintain contact with students at risk and their families
- Providing strategy-based tools for students they can work on at home

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- SACs and counselors reaching out to students regularly

English Language Learners

- Programs and procedures as outlined in HSD's approved 3-year ELL plan, which was most recently approved for three years beginning in 2021
- ELL providers will communicate with families via ParentSquare, the district's primary communication platform, automatically translating all communications to the user's preferred language.
- Both differentiated instruction and Universal Design of Learning will be implemented, as needed, based on the WIDA assessment data (screener and Access).
- HSD's strategic goals are culturally responsive teaching and social and emotional learning. All staff receives ongoing training on HSD's SEL Framework, RULER, developed by Yale University's Center for Emotional Intelligence.
- HSD's Student Assistance Coordinator provides resources and support for students, teachers, and parents affected by forced migration.

Assessment

Student Growth and Learning

- Both formative and summative assessments will be used during remote instruction.
- Students will complete and submit assessment data electronically through the aforementioned virtual platforms (e.g., Google and Canvas). Moreover, HSD utilized the online platform LinkIt, which can remotely administer standards-based assessments to learners.

Meal Service Plan

To continue meal service for students during such a period, we have developed the following plan in association with the district's Food Service Management Company, Nutri-Serve.

Preparing Meals

- In the event of a district closure, parents will complete an online Google order form, and meals will be prepared and distributed once per week on Wednesdays between 12-2 in front of the flagpole on Chestnut Street.
- Nutri-Serve would be responsible for inputting the daily meals into the point-of-sale system and maintaining accurate edit check reports for each day the meals were appropriated. This will allow the meals to be reimbursed through

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the monthly report submitted to the State via the SNEARS portal.

Facilities Plan

- Throughout the closure, Custodial, Maintenance, and Facilities personnel will continue to maintain all buildings and grounds; workers' schedules may be modified based on the duration of the closure.

Essential Employees

- The Haddonfield School District will ensure that essential employees are identified. During HSD's transition to remote or virtual instruction, a list will be provided to the Camden County Office of Education.