

POMPTON LAKES PUBLIC SCHOOLS
PUBLIC HEALTH CLOSURE
HEATH-RELATED CLOSURE PREPAREDNESS PLAN
SEPTEMBER 2023
(updated 7/24/23)

VIRTUAL OR REMOTE INSTRUCTION PLAN

DEMOGRAPHIC PROFILE

	<u>ECONOMICALLY DISADVANTAGED (%)</u>	<u>STUDENTS WITH DISABILITIES (%)</u>	<u>ELLs (%)</u>	<u>HOMELESS (%)</u>
<u>PLHS</u>	<u>14.6</u>	<u>16.5</u>	<u>2.3</u>	<u>.6</u>
<u>LAKESIDE</u>	<u>23.1</u>	<u>19.8</u>	<u>1.9</u>	<u>0</u>
<u>LENOX</u>	<u>25.2</u>	<u>19.3</u>	<u>3.6</u>	<u>.6</u>
<u>LINCOLN</u>	<u>22.2</u>	<u>35.1</u>	<u>4.7</u>	<u>1.3</u>

ONGOING COMMUNICATION

Depending on conditions related to health and safety, the virtual learning plan may require staff members to physically report to work for all or a portion of the work day and for some or all days during a work week. In-person staffing enhances communication, ensures consistency in the virtual learning model and allows for important training and meetings to occur in person. In the event, conditions are deemed unsafe for staff, other modes of communication, as described above will be utilized.

The Pompton Lakes School District has the capability, and a proven track record, of communication with staff, students, parents and the community through a variety of modalities:

- School Messenger Alert System (phone, e mail, text message)
- District and school web pages
- Twitter – district account, school accounts, club/activity accounts, teacher accounts
- E Mail – staff internal e mail system

Specific to communication with ELL families, the district utilizes Google Classroom’s or See Saw’s embedded translation capabilities for instructional materials and directions in the student’s native language. ELLs are also familiar with the translation capabilities of Google Classroom and See Saw as these are tools the district has been consistently using since 2020. For our Spanish-

speaking ELL families, we also have an ESL teacher and teacher's aide who are available for translating materials and directions.

EQUITABLE ACCESS TO INSTRUCTION/LEARNING

Through its plan, the Pompton Lakes School District is able to provide virtual instruction to all of its students. The district's plan is multi-faceted and addresses the learning needs of all students. The continuity of instruction and the continuity of student learning employs, depending on the grade level and learning needs of the child, a multitude of modalities. The district utilizes FLEXIBLE LEARNING OPPORTUNITIES (use of technology, i.e., Google Classroom, Google Drive, Google Hangouts, Clever (K-2), iReady, Affirm to provide instructional services. Student learning and growth is measured using all of these tools as well as providing accelerated learning opportunities.

The district's extended learning programs (including summer credit recovery if applicable) and extracurricular programs will also operate virtually during the same time-frame as they do when school is physically in session.

Where appropriate, the district and schools will continue community programs virtually.

Generally, the district's plan is organized within the following bands:

GRADES PREK-2 /AUTISM PROGRAM

Expectations: Classroom teachers must regularly communicate with parents (Seesaw, Google Classroom, group e mail, or other method) as it is likely parents are essential in facilitating instruction. All materials, resources and instruction are being delivered via technology. Currently, the district is able to provide a device to all students.

GRADES 3-5

Expectations: Classroom teachers must also communicate with parents to provide guidance, although students themselves may be able to access their classroom independently. At this level, Google Classroom is the home platform for students to access classwork, assignments, and interact with classmates and their teacher. Currently, the district is able to provide a device to all students.

SPECIALS (K-5)

Expectations: All special teachers, (PE, Art, Music, Media, Technology, Spanish) provide live instruction during the scheduled class time. Students (and parents) access instructional services for these classes from their classroom teacher. Classroom teachers coordinate this with the respective specials. Special area teachers are also scheduled regularly during the week as part of the K-5 virtual elementary program.

MIDDLE AND HIGH SCHOOL

Expectations: Google Classroom is the home platform for **every** teacher. Students must be able to access work, assignments, and interact with classmates and their teacher. Currently, the district is able to provide a device to all students.

Communication with parents occurs as it would if physically present in school.

ATTENDANCE

Each school utilizes a schedule for daily, live instruction delivered by the teacher(s). Students are expected to attend every class/lesson and remain present for the entire class period/lesson. The length of the school day during remote learning is the same length as the district's full, in-person school day. The district continues to employ its standard procedures regarding students who do not participate online. This includes teacher communication to parent and nurse/attendance office communication.

INSTRUCTIONAL STAFF PRESENCE

The district's plan successfully maintains a regular, daily, online presence of all teachers to provide instruction, to differentiate instruction and to provide feedback and assessment to all students. Students with an IEP/504, ELL students, homeless students and Gifted and Talented students receive instruction and support consistent with their needs. Specific to ELL students, the district works through its ESL teachers to communicate with families and to identify and troubleshoot any challenges (i.e., access). All of our English Language Learners have a 1:1 device and receive daily instruction remotely through See Saw (K-2) or Google Classroom applications. ESL teachers communicate with ELLs through these platforms, or by email and/or telephone. Ongoing professional development is provided to teachers to provide culturally responsive teaching as needed.

Generally, all staff are expected to be online working with students and available during normal school hours. Elementary classroom teachers will establish and communicate the daily schedule to students and parents. On the middle and high school level, all staff will be expected to follow a daily class schedule by defined periods.

In addition to the instructional program, the district will continue its SEL approach for student and staff through class/school-based activities and relevant PD for staff.

ACCESSIBILITY

While not the case at the very inception, over the course of the past 2 years, the district has been able to ensure digital access for all students. This involved a number of steps including identification of families with device or accessibility issues, providing support and resources (assisting in wi-fi access, providing additional devices, help from the tech services department) and resolving technical issues as they arise. The district has developed an organized system of

monitoring for any accessibility/network issues that may arise. Classroom teachers complete a tech service ticket for any student with an issue. If the virtual plan is enacted again at any point, the district's IT department is responsible for resolving any accessibility/device issues for our students.

CLASSROOM/INSTRUCTIONAL EXPECTATIONS DURING VIRTUAL LEARNING

During the virtual learning period, teachers will regularly evaluate student work. In-person evaluation of student work and learning progress will be conducted as well upon the return to school.

ADDITIONAL EXPECTATIONS DURING VIRTUAL LEARNING

In addition to providing for the routine academic and social-emotional needs of all students, the district's virtual plan includes the ability to continue to provide services for the Title I Extended Learning Programs (Cardinal Academy) and address all 21st Century Learning Center Programs. On the high school level, students in need of credit recovery programs will be provided through the district's normal procedures (i.e., Educere). Where feasible and within appropriate guidelines, the district will also provide extracurricular opportunities (athletic and non-athletic) as well as opportunities to extend learning outside of the classroom (i.e., field trips)/virtual trips).

Finally, where feasible the district will continue to provide transportation, child care and community programming.

FOOD SERVICES

The district provides meals (breakfast and lunch) to all eligible families. During a period of virtual learning, meals are delivered to the Lakeside Middle School. The district has a systematic process in place to safely provide meal pick up during a pre-determined window of time. Every family eligible for this service is contacted and informed of the process.

ESSENTIAL PERSONNEL DURING VIRTUAL LEARNING

As referenced in an earlier section, the requirement for those who must physically report to work will depend on the current state guidelines as well as the local conditions related to health and safety. Generally speaking, all staff will be required to report physically to work. The district may adjust these requirements based on individual circumstances and based on the conditions stated above. If required to move towards only having essential personnel report, the following outlines these essential employees and their role. Superintendent of Schools (operations), Business Administrator (procurement, payroll), Supervisor of Buildings and Grounds (facilities) and a small rotation of custodial/maintenance personnel (buildings, systems checks, cleaning). In addition to building checks, the custodians are assisting with the food services program and maintaining a regular schedule for cleaning, inspection and maintenance of all facilities.

SPECIAL EDUCATION SERVICES/MEETINGS/RELATED SERVICES

IEP Meetings

- The district will hold meetings through audio or videoconference with parental consent.
- The district will only do so while schools are not in session.
- The district will document the need and reason for holding IEP meetings by audio or videoconference.
- Temporary acceptance of email consent to implement an Annual Review or an IEP Amendment during school closure since parents may lack the technology to provide written consent while schools are closed.
- An Annual Review will still take effect after 15 days without email consent.
- Written consent is still required to implement an Initial IEP.

Initial Evaluations

- The district will complete any parts of the evaluation that, can feasibly be completed during the school closure.
- The district will complete the remaining aspects of the evaluation when school reopens, including all necessary assessments/testing.
- Temporary acceptance of email consent during school closure since parents may lack the technology to provide written consent while schools are closed.

Reevaluations

- The district will complete all aspects of the reevaluation that can feasibly be completed during the school closure.
- The district will conduct the remaining aspects of the reevaluation, including needed assessments/testing, when school resumes.
- Since a reevaluation does not automatically require assessments, and if none are determined necessary by the IEP team and parent, the reevaluation will be completed during the school closure.
- The reevaluation may also be waived with parent consent, and requesting and obtaining such consent will occur while schools are closed if deemed appropriate.
- Temporary acceptance of email consent during school closure since parents may lack the technology to provide written consent during the school closure.

Programming

- To the greatest extent possible, students with IEPs will be implemented with fidelity.
- To the greatest extent possible, students with IEPs will be provided with FAPE.
- Students with IEPs will be afforded with equal access.
- Students with IEPs will be given the appropriate modifications to access the curriculum.
- Case managers have been in constant communication with parents and teachers to ensure services have been implemented in accordance with IEPs to the greatest extent possible.

- The district has documented progress made on students' goals/objectives and IEP progress reports have been emailed to parents.
- Instruction is being provided through virtual platforms including Google Classrooms, Google Meet, Zoom, guided instruction, and individualized time to conference with teachers.

Related Services

- Speech, OT, PT, and counseling will be provided through a virtual platform.
- All related service providers will adhere to the FERPA guidelines to ensure that no student records are released during virtual or teletherapy instruction.
- Related service providers are utilizing Google Classrooms, Google Meet, Seesaw, teleconferencing, guided activities, on-going consultation with parents, and on-going communication with case managers.
- Behavior consultation with students and parents.
- The district will document the amount of instruction and services the student was provided during the closure (including dates, times, and duration).
- The district will formulate a plan on how to provide compensatory services to students that have shown regression during the school closure.

PARENT NOTIFICATION AND ACKNOWLEDGEMENT

If a shift to virtual learning precludes the district from delivering in-person counseling, speech, OT, and/or PT services currently included in your child's IEP. The District has arranged to offer such services through electronic means, virtual and/or online instruction as appropriate.

In that regard, in deciding to allow your child to participate in these services, you are acknowledging that these services will be provided remotely and that no District staff member will be physically present with the Student. You are further acknowledging the necessary limitations described below.

1. For speech language services, Parents will be provided with information to permit follow up to continue to work on and generalize skills being addressed. Sessions will be conducted with the student remotely or through online platforms and electronic means to work on current goals and objectives in the IEP. To the extent that the IEP calls for push in support or group sessions, Parents should be aware that their child will be participating with other students in online formats and may be visible to other participants in the sessions.
2. For counseling sessions, during the provision of the services outlined above, in order to protect the confidentiality of each session, we are requesting that Parents arrange for a private space for their child to receive and participate in any virtual counseling sessions. We believe it is critical for the child to have privacy to increase the effectiveness of the session.

3. Recording of any instruction or therapy sessions would violate Board of Education policies and a violation of New Jersey Wiretapping Law (N.J. Stat. §§ 2A:156A). It is expressly understood that all students shall be required to adhere and comply with all applicable Board policies governing the use of technology.
4. For other related services, such as occupational therapy and physical therapy, the providers will offer materials, guidance and instruction to allow the student to continue to work on and practice skills which are targeted under the current IEP.
5. Parents and students will continue to have access to contact staff with any questions.
6. Parents also acknowledge that during the continued public health emergency, your child will receive, in whole or in part, remote academic instruction through electronic means, virtual and/or online instruction as appropriate.
7. In that regard, in deciding to allow your child to participate in these virtual services, you are acknowledging that these services will be provided remotely and that no District staff member will be physically present with the student. You are further acknowledging the necessary limitations described below.
 1. Parents will be provided with information to permit follow up to continue to work on skills being addressed during instruction. Academic sessions will be conducted with the student remotely or through online platforms and electronic means. To the extent that the instruction is delivered in a class or group session, Parents should be aware that their child will be participating with other students in online formats and may be visible to other participants in the sessions. In addition, Parents are also requested to respect the confidentiality of other students and families participating in remote instruction.
 2. If there is a need for counseling sessions, during the provision of the services outlined above and in order to protect the confidentiality of each session, we are requesting that Parents arrange for a private space for their child to receive and participate in any virtual counseling sessions. We believe it is critical for the child to have privacy to increase the effectiveness of the session.
 3. Recording of any instruction or therapy sessions by parties other than the direct participants would violate Board of Education policies and could be a violation of New Jersey Wiretapping Law (N.J. Stat. §§ 2A:156A). It is expressly understood that all students shall be required to adhere and comply with all applicable Board policies governing the use of technology and the restriction on recording of instructional sessions, absent specific authorization to do so.

PRIVACY STATEMENT

Any parent whose child accesses virtual instruction acknowledges that their child will be participating with other students and may be visible to other participants. Additionally, students who are attending in-person instruction may be visible to those students accessing the classroom virtually. Teachers will not disclose any confidential information pertaining to individual students and will adhere to the FERPA guidelines.