
Harding Township School District



Celebrating Excellence Since 1926

Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year **(REVISED 12/16/2022)**

Introduction

Harding Township School District has developed the following plan that will be implemented to ensure continuity of instruction in the event of a public-health related school district closure. The utilization of virtual/remote instruction during this closure will satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. This plan would be implemented during closure lasting more than three (3) consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the local or state health agency or officer to institute a public health-related closure. The Superintendent or designee will communicate with the Board of Education prior to implementing the plan of virtual/remote instruction.

Harding Township School District has prepared the plan following guidance from the New Jersey Department of Education and includes these key areas:

- I. Equitable Access and Opportunity to Instruction
- II. Addressing Special Education Needs
- III. Addressing English Language Learner (ELL) Plan Needs
- IV. Attendance Plan
- V. Safe Delivery of Meals
- VI. Facilities Plan
- VII. Other Considerations

I. Equitable Access and Opportunity to Instruction

The district will send out a survey to families in order to assess sufficient broadband access and technology required for virtual or remote instruction. Based on the results of the survey the district will provide any necessary digital devices and/or access to the internet. The district has a 1:1 Chromebook program in place for students in grades Preschool through Eighth. The district would allow all of the students to bring their Chromebooks home in order to access virtual or remote instruction. The district would arrange a Chromebook/instructional materials pick up schedule to be communicated to families.

The regular school program would continue to the greatest extent possible virtually through virtual platforms such as Zoom and Google Meet. The elementary and middle school instruction will take place on a full-day (8:25am - 3:15pm) schedule. Teachers and students will follow their nine period schedule.

Students enrolled in our half-day preschool program would receive virtual instruction each day for the AM preschool from 8:30-11:15 a.m. or PM preschool from 12:15-3:00 p.m.

Harding Township School District is committed to meeting the academic needs of all of our students enrolled in the district. To understand the academic needs of our students, teachers will continue to conduct a variety of assessments. The assessments will be both formal and informal. Based on data accrued, teachers will differentiate classroom instruction to help all students grow and achieve academic goals. Teachers will share information on student achievement with parents through conferences, report cards and personal communication as needed. Based on data and observations, teachers will make recommendations for interventions and strategies that could support growth.

II. Addressing Special Education Needs

The regular school program would continue to the greatest extent possible. The elementary and middle school instruction will take place on a full-day (8:25am - 3:15pm) schedule. All services would specifically focus on addressing the goals and objectives outlined in each student's Individualized Education Program (IEP). For students receiving remote instruction, special education staff members would provide direct instruction via virtual platforms such as Zoom and Google Meet. To further support students, the special education staff would gather and disseminate relevant materials and resources including instructional applications in order to support students in their home setting if needed. Such instruction will continue to be developed in accordance with the goals and objectives and accommodations and modifications as outlined in the students' IEPs and consistent with standards and curriculum assigned to students on remote learning days. Special education staff would collaborate with general education teachers and other staff as appropriate to ensure continuity of instruction for special education students and to adapt the learning resources noted above at all grade levels to the learning needs of students. Students enrolled in our half-day preschool program would receive a virtual instruction each day for the AM preschool from 8:30-11:15 a.m. or PM preschool from 12:15-3:00 p.m. All instruction would be based on students' individual goals and objectives using age appropriate pre-readiness curriculum. Special Education staff would document services via teacher log. Progress pertaining to student attainment of individual goals and objectives would be provided via triennially progress reports made available to parents digitally. The district would provide services within the parameters set forth by the N.J.A.C. 6A:14 with regard to class size requirements and staff to student ratios. All teaching positions would be staffed using appropriately certified personnel. Teacher assistants will provide follow up instruction, as well as, redirection and prompting for students, while being monitored by general education and special education teachers. For students who attend Out of District Placements, Child Study Team members would regularly consult with parents as well as representatives from the respective Out of District Schools to ensure continuity of programming

for students. Parents are encouraged to reach out to their child's case manager directly with any specific question or concern.

Counseling Services and Nursing Services:

District counseling and nursing staff would be available remotely to interact with students and staff, answer questions they might have, and provide them with support/interventions in person or through either Google Meet, Zoom, telephone or email. Counseling and nursing staff would keep a log of all interactions with students and will follow up with them in person.

Other Related Services:

Related service providers would use a variety of tools and modalities to engage students and provide for continuity of service. To the maximum extent possible, related services would be provided directly to students through virtual platforms such as Zoom or Google Meet, if necessary. The related service providers would continue to structure therapy sessions using student's individual goals and objectives outlined in their IEPs. To further support students, the related service providers would continue to gather and disseminate relevant materials and resources including instructional applications in order to support students in their home setting if needed. All activities would be developed within the context of each student's individual goals and objectives as outlined in their IEP. This applies to all related services including speech, occupational and physical therapy, counseling, behavior consultation, as well as, teacher of the deaf/hard of hearing services. In order to document services, staff would track therapy sessions via individual logs. Progress pertaining toward student attainment of individual goals and objectives would continue to be provided via trimester progress reports made available to parents digitally.

Child Study Team Services:

Child Study Team members would continue to provide consultation services to students, staff, and parents via telephone, email and virtually through Google Meet and Zoom. As appropriate and necessary, child study team meetings such as Initial Identification and Evaluation Planning, Initial Eligibility, Reevaluation(s) and Annual Review(s) would occur via phone conference, as well as, virtually through Google Meet or Zoom and include participation from all required individuals including parents, CST members, General/Special Education Teachers and other personnel as necessary. All CST evaluations that require in-person direct assessment of the student would commence using carefully designed protocols that attempt to mitigate the potential for viral spread. Any evaluations that were placed on hold due to the school closure would be conducted and the CST would communicate with parents in regards to completing those evaluations. Additionally, School Social Workers would continue to conduct social assessments

via extensive review of records as well as a clinical interview via phone conference or virtually through Google Meet or Zoom with parents. This pertains to initial evaluations as well as reevaluations. Child Study Team members would regularly consult with families to ensure continuity of services are implemented in accordance with their children's IEPs to the greatest extent possible. Parents would be encouraged to reach out to their child's case manager directly with any specific question or concern. The members of the Child Study Team would remain in frequent contact with parents, general and special education teachers, as well as, related service providers to ensure implementation of services for students, as well as, to determine the potential need for adjustments to students' individualized programs. Any such determination would be made on a case by case basis, through the collaborative efforts of the IEP team and be based on a comprehensive review of students' individual needs.

III. Addressing English Language Learner (ELL) Plan Needs

English language learners will have uninterrupted instruction at the elementary and middle school during virtual instruction. English Language Learners receiving remote instruction, general education teachers and the ESL teacher would provide direct differentiated instruction via virtual platforms such as Zoom and Google Meet. To further support these students, the ESL and general education teachers would gather and disseminate relevant materials and resources including instructional applications in order to support students in their home setting if needed. Oral translation and materials will be made available to a parent with limited English proficiency. All faculty will continue to be provided with training to learn strategies related to social emotional learning related to English language learners.

IV. Attendance Plan

For middle school students, attendance is taken at the beginning of each period. Students must log in to each class period on time and have their computer cameras on in order for the students to be marked as "present" for class. For elementary students, all students must log in at the beginning of the school day and remain logged in throughout the school day. Students must have their computer cameras on in order for the student to be marked as "present". Students will not need to be logged in during lunch/recess, but are required to log on for their afternoon instruction with their computer cameras on. The district attendance policy will be followed. Parents will be notified if a student is marked absent without a parent notification of said absence in Genesis. Administration, school nurse, teachers, and school counselor will monitor attendance and students submitting completed assignments/assessments and follow up with parents if necessary.

V. Safe Delivery of Meals

In the event of a district closure, the Free and Reduced Meal program will continue at Harding Township School District. The distribution/delivery of school meals for approved students will be arranged for families and conducted each school day.

VI. Facilities Plan

In the event of district closure, all school facilities will be properly monitored by district custodial/maintenance staff. Harding Township School District will continue to use cleaning practices, procedures and products that have been deemed to meet local health department and EPA requirements, to the greatest extent possible. Harding Township School District will continue with established practices to clean and disinfect surfaces and objects that are frequently touched (desks, chairs, door handles, phones, electronics). Students will continue to be assigned an individual electronic device. The school custodial staff will implement a deep cleaning of the school buildings including classrooms, restrooms, hallways, cafeteria, and locker rooms.

Harding Township School District will continue to use previously purchased HVAC units, ionization filtration units, and individual HEPA filter units for all classrooms and office spaces.

VII. Other Considerations

a. Accelerated Learning Opportunities

Accelerated Learning Opportunities will continue to the greatest extent possible virtually through virtual platforms such as Google Meet and Zoom. All students will receive differentiated instruction.

b. Social and Emotional health of students and staff

District mental health staff members, such as the school psychologist, school social worker, and school counselor would be available remotely to interact with students and staff, answer questions they might have, and provide them with support/interventions through either Google Meet, Zoom, telephone or email. Mental health professionals would keep a log of all interactions with students/staff and will follow up with them in person.

c. Title I Extended Learning Programs

The district does not provide Title I Extended Learning Programs.

- d. 21st Century Community Learning Center Programs

The district does not provide 21st Century Community Learning Center Programs

- e. Credit Recovery

The district does not provide credit recovery for students.

- f. Other extended learning opportunities

Extended learning opportunities such as before school math will be provided to students virtually through Google Meet or Zoom when determined necessary by teachers and administration.

- g. Transportation

In the event of a district closure, students will not receive transportation services. For students that attend an out of district school, transportation services will continue to be provided as per their Individualized Education Plans as long as those schools are open.

- h. Extracurricular programs

All extracurricular programs will be postponed and rescheduled. Outside community groups will not be permitted to use the school facilities.

- i. Childcare

The district does not provide childcare services.

- j. Community Programming

The district will continue to explore community programs and resources that are available to support our families, students, and staff.

VIII. Emergency Response Team Members and Roles

- a. The Emergency Response Team will consist of our district's existing Crisis Response/School Safety Team

- b. Emergency Response Team:
 1. Superintendent- Dr. Matthew A. Spelker
 2. Principal: Mrs. April Friedman
 3. Director of Student Services: Dr. Christopher Magno
 4. Nurse: Mrs. Dawn McDonough
 5. Guidance Counselor: Mrs. Emily Thony
 6. Building and Grounds Supervisor: Mr. Joseph Pitcher
 7. Harding Township Police Chief: Michael Gromek
 8. Town Administrator: Mr. Robert Falzarano
 9. Faculty Representatives: Mrs. Jennifer Baldassari, Mrs. Carol Cochran
 10. Business Administrator- Mr. John Jennings

- c. Emergency Team Responsibilities:
 1. Provide necessary communication to the district stakeholders
 2. Implement the district's reopening plan with a focus on safety measure and crisis leadership.
 3. Provide faculty and staff with the necessary and appropriate professional development.
 4. Develop and maintain a safe and supportive school climate as necessitated by the challenges of COVID-19.
 5. Provide pathways and forums for school community stakeholders to continuously inform the Pandemic Response Team's decision-making.
 6. Continuously review school health and safety protocols and adjust as necessary.

For additional information regarding the Superintendent's authority and responsibility to modify the district's emergency virtual plan as necessary, please refer to the following statutes, regulations and policies. While this is not an exhaustive list, these legal authorities shall be considered, and utilized as necessary, by the District and the Administration during any crisis.

Statutes:

N.J.S.A. 18A:17 - 20; 18A: 17 - 43.3; 18A: 27 - 4.1; 18A: 37 - 21; 18A 38 - 1 to 38 - 25; 18A:40 - 1, et seq.; 18A: 40 - 7, et seq.; 18A: 41 - 7

Regulations:

N.J.A.C. 6A: 14 - 4.8, 4.9; 6A: 16 - 5.1; 6A: 16 - 10.1, 10.2, 14; N.J.A.C. 6A: 19 - 3.1, et seq.; 6A: 32 - 4.1 et seq.; 8:57 - 1.3, 1.6, 2.1, et seq.

Board of Education Policies:

1120 - Management Team; 1210 - Board-Superintendent Relations; 1230 – Superintendent Duties; 1648 – Restart and Recovery Plan; 1649 – Families First Coronavirus Response Act; 2412 - Home Instruction due to Health Condition; 2481 - Home or Out-of-School Instruction for General Education Pupils; 5310 - Health Services; 7430 - School Safety; 8210 - School Year; 8220 - School Day; 8420 - Emergency and Crisis Situations; 8451 - Control of Communicable Disease; 8600 - Transportation; 8601 - Pupil Supervision After School Dismissal