

**Middletown Township Public Schools**  
**Chapter 27 Emergency Virtual or Remote Instruction Program Guide**  
**2022 - 2023**

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 Local Education Agencies (LEA) can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

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.

The plan would be implemented during a district closure lasting 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. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction.

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 for the purpose of meeting State and local graduation requirements, awarding of course credit, and such other matters determined by the Commissioner of Education.

## Area 1: Equitable Access and Opportunity to Instruction

To facilitate the implementation of emergency virtual or remote instruction for all learners, support will be provided if students do not have access to sufficient broadband or technology required to participate in the virtual or remote instruction plan described as follows:

- All students in grades 5-12 will be encouraged to transport their 1:1 district assigned Chromebooks back and forth between home and school each day.
- When advanced notice is possible, grades PK-4 will be provided with a district Chromebook and charger to take home and use during remote instruction. Devices will be deployed from classroom Chromebook carts.
- Portable devices and hot spots will be distributed on an as-needed basis.
- The district will maintain an inventory of all devices/equipment distributed.
- District Gmail, Google Classrooms and on-site technical support will allow for continuous assessment of student connectivity and immediate remediation of any network access concerns. In addition to on-site support, remote support will also be offered to students.

During an emergency virtual or remote instructional day, all schools will follow their early dismissal schedule which meets the mandatory requirement of the minimum 4 hour instructional day:

- Daily Schedules as follows:
  - Elementary School: 8:55 am - 1:25 pm (4 hours and 30 minutes)
  - Middle School: 8:00 am - 12:15 pm (4 hours and 15 minutes)
  - High School: 7:25 am - 11:40 am (4 hours and 15 minutes)
- Teachers will supply students with Google Meet links embedded within their Google Classrooms. Students will be able to access the link and log-in virtually from home.
- Teachers will be required to maintain an up-to-date Google Classroom with relevant assignments and resources that adheres to our district-approved curriculum guides.
- Teachers will be required to provide a combination of synchronous and asynchronous instruction each school day that is declared an emergency virtual or remote.
- The district assessment schedule will be maintained and conducted in online formats when practicable. Digital tools and student work products will be used to obtain progress related information and monitor growth.

## Area 2: Addressing Special Education Needs

- All Special Education teachers will have access to co-taught Google Classrooms and will be a part of the instruction in those classrooms as per a student's IEP.
- Special Education teachers who teach in a self-contained setting (LLD, Resource, MD, BD, etc) will maintain their own Google Classrooms for instruction.
- Therapists (OT, PT, Speech, etc) will maintain their own Google Classrooms to facilitate the delivery of related services.
- Related Service providers will maintain a log of sessions conducted with each student and submit it to their direct supervisor on a weekly basis.
- In the In-Class Resource (ICR) setting, teachers will utilize the breakout room feature to engage students in small group instruction, when appropriate.
- Case Managers will continue to utilize IEP Direct (online platform) to create IEPs and

document student progress. Parents/guardians can access this information electronically.

- Case managers will conduct virtual or remote meetings with parents/guardians when needed.
- Students that need to be evaluated as part of the CST evaluation process, arrangements may be made for students to be tested on school property (if the emergency allows for staff and students to be on-site).
- Case managers will make regular contact with the parents/guardians on their caseload to ensure that services are being conducted and to assess if the student requires additional support in the virtual/remote environment.

### **Area 3: Addressing English Language Learner (ELL) Needs**

- Students who receive ELL services during in-person instruction will continue to receive services in the remote/virtual environment.
- ELL teachers will each have their own Google Classrooms to deliver small group ELL instruction.
- ELL teachers who conduct push-in support will have access to the general education teacher's Google Classroom and will be part of the classroom instruction when scheduled.
- ELL students are placed in classrooms in which the general education teacher is SIOP trained.
- The district's website affords parents/guardians a translation feature so that they can access information related to school closure and remote/virtual plans.
- All communications sent home to ELL students' parents/guardians are sent in the family's native language.
- In situations of migration or refugee students, mental health professionals, such as the SBSS, School Psychologist, School Social Worker and Guidance Counselors, will be available to support the students and families as they transition into the district. These Mental Health Professionals will also provide support to staff members who are working with students in these specific situations.

### **Area 4: Attendance Plan**

- Staff members will take attendance for each class to monitor the online presence and participation of students. This will be daily attendance at the elementary level and period attendance at the secondary levels.
- Students who are marked absent or lack online presence will be contacted to ensure that their Internet accessibility status or device status has not changed. Secretarial staff, counselors and school nurses will make these contacts. Those that articulate a need will be provided assistance in the acquisition of additional/replacement equipment and/or access to the Internet.

### Area 5: Safe Delivery of Meals Plan

- Breakfast and lunch will be provided to all free/reduced lunch students.
- Meals will be organized for pick-up by zones and following sites will be utilized: Ocean Avenue Elementary, Middletown High School North and Middletown High School South on Monday and Wednesday mornings between 7:30 am and 9:00 am.
- The District will continue to provide free and reduced lunch applications so that eligible families can receive these meal benefits. These applications can be located and submitted online via the district website.

### Area 6: Facilities Plan

- The Facilities Director will put into place a schedule for facilities to be maintained and assessed during the remote/virtual time period.
- The Facilities Director will designate facilities/maintenance staff that are deemed *critical employees* for the purpose of maintaining school grounds and structures within the district. These critical employees will function on school grounds in accordance with any executive orders provided during the time period of remote/virtual instruction.

### Area 7: Other Considerations

- Accelerated Learning
  - Gifted and Talented services will continue during the remote/virtual period. Gifted and Talented teachers will have Google Classrooms where these lessons will be conducted.
- Social and Emotional Health of Staff Members
  - Mental Health Professionals will conduct wellness checks with students and continue SEL lessons and social support groups during the remote/virtual period via Google Classroom.
- Title I Extended Learning Programs
  - Before and after school learning programs will continue to be conducted virtually.
  - Teachers will conduct these sessions via the Google Classroom and this information will be communicated to students and parents/guardians.
- Credit Recovery
  - The district will continue to use Educere, an online instructional platform, for credit recovery purposes.
- Extra-Curricular Programs
  - When practicable, clubs and other extra curricular and co-curricular activities will be conducted virtually.

- Childcare
  - The District will communicate with the before/after school childcare providers, the YMCA, to ensure that parents receive information related to potential childcare services during the remote/virtual period.
- Other Extended Learning Opportunities
  - Teachers may conduct additional small group/individual instructional sessions during the afternoon time period (students will be on an abbreviated schedule for core instruction).
- Community Programming/Community Learning Center Programs
  - The district will support students participating in Structured Learning Experiences, Work-Based Learning, and/or internships by being a liaison between the community partner and the school district to determine the feasibility and manner in which these relationships can be maintained during the remote/instructional period.
  - The district will support students participating in off-site vocational programs by being a liaison between the vocational school and the student to determine the feasibility and manner in which these relationships can be maintained during the remote/instructional period.
- Transportation Services
  - Student transportation will be in accordance with the parameters of any executive order and the instructional status of receiving school districts in the cases of ODPs.

## **Area 8: Essential Employees**

- Upon the LEA's transition to remote/virtual instruction, the district will provide to the county office a list of essential employees that have been identified by the Chief School Administrator.