2022-2023 Emergency Virtual or Remote Instruction Plan

This plan provides for the continuity of instruction in the event of a public health-related district closure during the 2022-2023 school year.

Digital Divide:
- The PVRHSD has been a 1:1 laptop district for over 18 years. As such, every student and faculty member are provided with a laptop computer. Every year, parents are surveyed to ensure that they have wifi at home. In the event they do not, the district makes arrangements to provide wifi via portable hotspots that are loaned.
- Ongoing monitoring of our technology program takes place throughout the year to prevent lapses in student access to remote instruction as circumstances evolve.
- The District is fully able to provide remote instructional services to all enrolled students, facilitated through the use of technology and the Canvas Learning Management System. We are fortunate to have the inventory and infrastructure in our district needed to offer remote learning to all students.

Use of Technology for Student Engagement

As a result of our district's experience with remote learning, all students and faculty in the district are provided with a district-issued MacBook Air and access to full software packages, including Canvas, our learning management system. Teachers have received extensive professional development over the years in using educational technology and have implemented it frequently. Furthermore, the PVRHSD had previously employed four virtual days in 2015, 2016, and 2018 respectively, giving teachers and students practice in remote teaching and learning. Since the Pandemic started in March of 2020, our faculty have extensive experience in utilizing technology to engage students remotely.

Teachers instruct synchronously and lessons will have peer and/or teacher interaction. To keep the approach as manageable as possible for students, we have been using web based tools that students and teachers are already proficient in. Teachers will not be permitted to simply give a reading assignment or a worksheet without interaction as the lesson for the day. Examples of tools that could be used for the lesson may include the following:

- Using **Google Meet** video conferencing for contact with all students.
- Collaborative writing in a **Google Doc** with teacher feedback.
- An **EdPuzzle video** where students provide feedback and receive feedback.

- A class or small group **FlipGrid** video discussion.
- An interactive presentation using **PearDeck** or **Kami**.
- A **Twitter** chat with hashtags.
- Using **Padlet** for a classroom brainstorm or posting.
- Using the writing or video discussion features in **Canvas.**
- Have the teacher demonstrate a task (i.e. experiment, solving a math problem) via video or YouTube and then have students have a reflective dialogue with the teacher and/or peers about their results in **Canvas** or a **Google Doc**.
- Have the class create a class **Google Slides** explaining a concept or presenting claims and evidence (each student makes a slide) and the teacher provides feedback on the task.
- Create a **Google Form** with questions for students to assess or poll. (videos & images can be added)
- Shared class notes using **Google Docs** based on a teacher presentation.
- Using **Desmos** to practice and create mathematics problems
- Using **Newsela** to read and respond to varying complex texts.

Continuity of Learning

All certificated staff members utilize an enterprise account from Google Meet and their instruction will be delivered live on a daily basis. Principals will determine the period/bell schedule for the school day. Differentiated instruction and assignments will be provided via the Canvas Learning Management System through individual, large, and small group live and recorded meets and instruction.

A student participating in the district's full-time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs. This includes, for example, access to NJ Student Learning Standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district is making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

Technology Support

In the event that a laptop malfunctions during a school/district closure, support can be requested via email to the Technology department and students and/or parent/guardians may come to the school building to pick up a loaner laptop while the primary laptop is being repaired.

Impact of Remote Instruction on the School Lunch and School Breakfast Programs

The District will provide continued safe delivery of meals to eligible students in the free and reduced lunch system. Meals will be prepared in conjunction with our Pomptonian Food provider and "grab and go" lunches will be available outside the student's school each day at a predetermined time.

Length of Remote Instruction Day

The District will meet the requirement for at least 180 days of school in the 2022-2023 school year, in accordance with N.J.S.A. 18A:7F-9. The minimum hours of instruction for a remote day is four hours excluding lunch. (Our school district does not offer recess)

Accountability:
- To ensure that students get credit for "attendance", as students log in and/or communicate with their teacher via the Canvas LMS and Google Meet during their regularly scheduled class period, the teacher will mark that student "present" in the Genesis student management system.
- Teachers will be available to communicate with students/parents throughout the day via video conference as well as email during times when they would normally have class.
- All lessons will be aligned with district-approved curriculum and New Jersey Student Learning Standards. All lessons will have a student learning objective as per district instructional guidelines. All lessons will have means to check for student understanding of that objective and offer specific student feedback.
- If students are not participating in online instruction and/or submitting assignments the teacher will reach out to the parents and inform the guidance counselor, case manager (if applicable), assistant principal, and/or principal who also follow up via email, phone call, and home visit if needed. Intervention & Referral Services will be initiated as needed.

Special Services Accommodations
- Students with disabilities will have their Individualized Education Plans (IEPs) implemented in the least restrictive environment, to the extent that the district is able to do so from a remote environment. This includes accessible materials and platforms for adaptive software.
- Collaborative Special Education teachers will co-plan the lessons with their partners and be used specifically to assist Students with Disabilities.
- Collaborative teachers will continue to proactively reach out to students with IEPs in their class as they may have challenges related to this type of learning activity.
- Special program teachers (i.e. Park at PVR, Milestones, RISE, LLD) will work with CST, The Director of Special Services, and the Supervisor of Special Services to plan appropriate, supported, and scaffolded activities for those students to the fullest extent possible.
- Child Study Team Members and Case Managers check in with students with disabilities and their families frequently via email, phone calls, and/or videoconference. Through these check ins, services provided and resulting student progress are extensively tracked and documented.
- Child Study Team members would use videoconferencing to conduct evaluation and re-evaluation meetings for students with IEPs as well as to check on out-of-district placements.

English Language Learners
- All English Language Learners have internet access at home; all students have a MacBook Air at home.
- Our ESL Teacher will hold live, virtual classes each day using Google Meet for all students during the designated time period
- Our teachers would use Canvas, IXL, RazzPlus, Flipgrid and other online tools to meet learner gaps.
- English Language Learners are provided with after school, translation support in their language through a district teacher, our district translator and/or the phone translation company: Linguistica International.
- The ESL Teacher and ESL Supervisor will monitor on a weekly basis all students who do not turn in work or have not been responsive. The ESL teacher and ESL Supervisor would follow up with different teachers to modify assignment expectations and break down tasks for students, as needed.
- The ESL Teacher and ESL Supervisor meet weekly to discuss student progress. This time is also used as collaboration time to share insights, apps, lesson ideas, etc.
- The ESL Supervisor has held technology workshops and conferences with teachers to assist them with remote learning and offer ideas to enhance learning.

Medically Fragile Students

The needs of students who are medically fragile will be met as well. We will advise parents that nursing staff and other medical related services cannot be provided at home and that alternative services need to be arranged by the parents. All health care plans will be sent to each parent, so that they have the most up to date information on the student's plan to share with private providers, as necessary. As medical services are provided by the District to the extent necessary to allow the student to access the educational program, those provisions of the students' IEP and/or 504 Plan that can be met remotely will be met.

Communicating with Families
- All parents/guardians will be made aware of the school closure and transportation suspension if this plan needs to be implemented via email, automated phone call, and automated text message.
- The superintendent and/or Principals will continue to send weekly newsletters to parents/caregivers in order to maintain a connection and facilitate communication.
- Communication platform, Parent Square, is utilized to communicate news to parents and students on an as needed basis. PVRHSD will continue to use the Parent Square platform during remote instruction.

Facilities

Under the direction of Director of Facilities, custodians would be on site at all district buildings every day performing maintenance and cleaning tasks, as allowed. While buildings would remain closed to all students and staff, SLEO-III security officers remain on duty every day to

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maintain security and to help facilitate tech computer replacement/issues or special situations requiring limited building access.

Bias and Stigma associated with COVID-19
Understanding that COVID-19 could bring unwanted bias or stigma upon certain ethnic, religious, or other groups, our district will be hyper-aware of student behavior and utilize prevention, response, and educational strategies to prevent or combat bias and stigma associated with the virus.

Other Considerations

Accelerated Learning Opportunities- Accelerated learning will continue before or after school hours. These instructional sessions will happen virtually and remain as long as Federal funding is provided.

Social Emotional Learning (SEL)- Student SEL lessons are present in the school day. These lessons will remain present during a health-related school closure. Access to school counselors, school psychologists and mental health professionals will remain.

Title I Extended Learning- This will continue during any closure via Zoom.

21st Century Community Learning Center Programs- During a health related school closure the 21st century learning tenets embedded in our curriculum will continue to be delivered through remote instruction. The energy of our staff will be focused on students and supporting their progress to meet or exceed grade level expectations while offering the opportunity for achievement of his/her personal best.

Credit Recovery- Will continue during any school closures via our normal process.

Other Extended Learning Opportunities- Extra help, basic skills, MTSS services and school-based interventions will be maintained during a health related school closure.

Transportation: During a school closure transportation services will not be utilized.

Extra-curricular Programming: Extra- curricular programming will continue to the extent practicable while considering if the activity can be conducted remotely and in accordance with NJ Department of Health guidance.

Childcare: During a health-related school closure childcare services will not be provided by the district. Parents/guardians will need to arrange for appropriate supervision at home.

Community Programming- When applicable, virtual community forums will be provided on topics of interest for the school community.

<u>Conclusion</u>

In summary, the remote learning plan for the Pascack Valley Regional High School District (PVRHSD) would provide instruction to the best extent possible. Our staff has acquired and utilizes skills that make us a lighthouse district in terms of our innovation and readiness to employ this meaningful instruction. We are more than happy to share our plans and recommendations with other districts and leaders as warranted. A list of our essential employees will be provided to the county office at the time of PVRHSD's transition to remote or virtual instruction.

This plan was shared with the sending districts of Montvale, Woodcliff Lake, Hillsdale, and River Vale, as well as Region II. A monthly meeting of all five district superintendents, Region II superintendents, and the Regional Director of Curriculum is held to coordinate plans and share information. Further, a monthly curriculum meeting of the Regional Curriculum Administrative Council is held to share instructional progress   The Emergency Virtual or Remote Instructional Plan is posted on the district website at www.pascack.org