Committed to Excellence

Kingsway Regional School District

Emergency Virtual or Remote Instruction Programs

Introduction

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

Equitable Access and Opportunity to Instruction	
Recommendations: A. Ensure that all students' varied and age-appropriate needs are addressed. B. Develop synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning to the greatest extent possible.	**Action Steps:** 1. **To meet the varied needs of all learners, Kingsway Regional School District (KRSD) recognizes the need to proactively plan for live, synchronous virtual instruction should an emergency school close result in a remote instruction day.** Virtual learning and instruction occur in real time such that the students and instructor interact in a specific virtual place, through a specific online medium, at the same time (e.g. video conferencing, teleconferencing, and live-streaming lectures). Live virtual instruction supports adequate access to education for all students and assists the district, and its faculty, in fulfilling its educational mission and meeting the needs of all learners. In the delivery of virtual instruction, differentiation remains a priority; teachers use a combination of synchronous and asynchronous learning activities and assignments to ensure differentiation through content, process, and product. instruction continues to support learner variability in all courses. KRSD provides virtual learning guidelines and parameters for students, teachers, and families.

C. Continuously measure student growth and learning in a virtual or remote instruction environment. D. Account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.	2. **The full-day bell schedule, exceeding four hours of instruction, will be maintained for both the Kingsway Regional High School and Middle School.** Students are required to log into KRSD's learning management system (LMS), Schoology, every school day and access each course, including the link to the live meeting. Opportunities for students to participate in accelerated learning via course and program placement are further enhanced by differentiation within each course. All students must follow the bell schedule and attend live, synchronous classes. Period attendance will be maintained. **3. Tiered systems of support and Title I Extended Learning Programs will be maintained as a component of the instructional school day and extended school-day.** KRSD offers Tier 3 intervention lab courses for students who are identified as in need of greater support than their peers. Students are identified at various points in the school year using multiple measures relative to the core content areas of Math and ELA. Instruction to address unfinished learning is planned based on student needs and is personalized to ensure student growth to close learning gaps. Tier 3 intervention labs use IXL, math textbook resources, MAP, and classroom assessment data to identify goals and plan learning activities to address gaps. KRSD also offers a virtual Academic Assistance Title I Program which provides 1:1 tutoring via video conferencing. Students are paired with a tutor based on the content area; tutors and students work collaboratively to identify goals based on MAP data and students' identified needs to close gaps and support growth in current ELA and math courses. 4. **Assessment for and of learning will be maintained in the virtual learning environment via both synchronous and asynchronous methods.** Both formative and summative assessments continue to inform instruction in this setting. KRSD subscribes to a variety of instructional technology tools, such as Quizizz and Gimkit, to provide digital access to formative assessment methods. While teachers and students interact and engage in real-time via virtual class meetings, teachers monitor student understanding. When implementing formative assessments, an emphasis is placed on timely and personalized feedback to guide student learning. Schoology, the district's LMS, will be used to administer summative assessments in the virtual environment. The assessment creator

	tools allow teachers to design assessments linked to standards that provide data to further guide instruction and are designed to provide teachers and students with an assessment of learning. 5. **KRSD recognizes an essential component of the school program relates to supporting the social and emotional health of staff and students.** As such, the school counseling and wellness counselors continue to be critical points of contact for students and families in the event of an emergency school closing. Student needs are addressed by delivering services that are multifaceted and aligned with Kingsway Regional School District's core values: growth, belonging, teamwork, student-centered, and perseverance. Additionally, the thriving extracurricular programs at Kingsway present additional opportunities for faculty and students to remain connected with a purpose to their school community. Extracurricular continue to meet in virtual spaces to forge through school closings together. KRSD's Human Resources Department, in collaboration with administrators, offers support and attends to a sense of community among faculty when faced with virtual schooling. 6. **KRSD uses a 1:1 model; every student in the KRSD has a district- issued Chromebook, charging card, and case.** The student retains possession of the Chromebook until the device is end-of-life or until the student withdraws from school. Students experiencing Chromebook issues are directed to Kingsway Support via a telephone hotline number or email support ticket to submit their request. Procedures are in place to ensure every parent/student is responded to within 24 hours of their request. Any need for technology that is prohibiting learning is prioritized so that students consistently have the technology they need to be successful. 7. **Distribute Wi-Fi hot spots for connectivity issues that may involve learning.** In a 2020 needs assessment survey, KRSD found the lack of strong internet connection and technology resources were among the lowest compared to other factors related to their child's educational needs in the virtual learning program. KRSD has since purchased cellular hotspots for students in need and can expand these numbers if needed for students. In addition, KRSD has provided documentation for parents on how to obtain low-cost internet from several ISPs. KRSD will continue to prioritize wireless internet access for parents/students. Parents and students can also obtain free wireless internet on our campus in designated areas as laid out on our website.

	8. **Consider the attendant needs associated with the deployment of needed technology, including student and parent training and acceptable use policy implementation**. KRSD has developed a procedure for parents/students to request technology devices and technical support/training for them to ensure the successful use of technology. The KRSD technology department can deliver devices and make repairs as requested. Upon delivery of technology devices, parents/students are required to sign the district's AUP detailing their responsibilities while using the device and the proper support protocols to ensure safe and reliable use.

Addressing Special Education Needs	
Recommendations: A. Address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms. B. Address methods to document IEP implementation including the tracking of services, student progress, and provision of accommodations and modifications.	**Action Steps:** 1. **KRSD will continue to meet its obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State Special Education regulations for students with disabilities to the greatest extent possible.** Live virtual instruction supports adequate access to education for all students and assists the district, and its faculty, in fulfilling its educational mission and meeting the needs of all learners, including students with disabilities. 2. **KRSD teachers will continue to work in coordination with case managers to ensure IEPs are implemented with fidelity.** Case managers will continue to employ methods to track the delivery of services. To assist with tracking student progress and the provision of accommodations and modifications in the virtual environment, teachers are provided with a recommended tracking log to account for progress toward IEP goals and the delivery of accommodations and modifications. Special Educators of Math and ELA will also use IXL, an adaptive, web-based learning platform to supplement instruction and target gap skills and IEP goals and objectives. The data reports provided in this platform will help inform teachers, students, and parents of student progress.

C. Describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible. D. Address procedures to conduct IEP meetings, evaluations and other meetings.	3. **Case managers will consult with teachers and collaboratively use KRSD checklists for the delivery of services and progress monitoring procedures.** Reviews will assist teachers and IEP teams in monitoring progress on IEP goals. Case managers will use a variety of communication means at their disposal to follow up with families. The use of district email, Schoology messaging, phone, video conferencing, and home visits are all available and acceptable means for case managers to make contact with families to communicate the implementation and delivery of related services and discuss student concerns, and learning progress. 4. **IEP meetings will continue to be held in accordance with N.J.A.C. 6A:14, Special Education code.** Child study team members, special educators, school personnel, and parents will continue to be responsible for the identification, evaluation, and determination of eligibility, development, and review of the IEP, and placement. Under the direction of the Director of Special Services, the child study team and support staff will maintain a notification schedule consistent with state and federal regulations to ensure IEP meetings, evaluations, and other meetings take place. Video conferencing and phone communication allow meetings and evaluations to occur as scheduled.

Addressing Multilingual Learners (ML) Plan Needs	
Recommendations: A. Include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs. B. Describe how the LEA communicates with families of	**Action Steps:** 1. **As part of the implementation of the district-wide English as a Second Language (ESL) program, students who may qualify are tested using the WIDA screener to determine appropriate support.** An Individual Language Plan (ILP) is developed for students in need of ESL instruction; this plan details individual students' level of native language proficiency, educational history in the home country and the United States (as applicable), and the student's academic strengths and needs. 2. **KRSD provides translation and interpretation of communication and family materials in the native language of the parent/guardian to the greatest extent possible.** Bi and/or multi-lingual district employees may serve as translators to assist in the facilitation of school-family conversations.

ELLs including providing translation materials, interpretative services, and literacy-level-appropriate information? C. Include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology, and strategies to ensure ELLs access the same standard of education as non-ELL peers D. Training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)	Technology can also be accessed by school personnel to translate written communications when necessary (i.e. Google translate, School Messenger translate feature, etc.). **3. ILPs detail accommodations and modifications to instruction and classroom and assessment.** To support general education teachers in delivering instruction that is differentiated and aligned to the identified needs of the ILP, instructional coaches and the ESL teacher are available for consultative support. Coaches can also plan, model, and provide feedback for adjustment to learning activities and assignments to ensure MLs access the same standard of education as non-ML peers. **4. KRSD faculty, staff, and administrators engage in training throughout the school year on topics related to culturally responsive teaching and learning, SEL, and trauma-informed teaching.** In the event of emergency school closings resulting in virtual schooling, training will be accessed asynchronously and/or via live video conferencing sessions. Additional supports are available on an ongoing basis via our professional development platform, Vector, a district-developed Equity course (asynchronous modules), and access to an instructional coach dedicated to inclusive pedagogy and the expertise of two wellness counselors.

Attendance Plan	
Recommendations: A. Address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance B. Describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments	**Action Steps:** 1. **The full-day bell schedule, exceeding four hours of instruction, will be maintained for both the Kingsway Regional High School and Middle School.** Students are required to log into KRSD's learning management system (LMS), Schoology, every school day and access each course, including the link to the live meeting. All students must follow the bell schedule and attend live, synchronous classes. [MS Schedule | HS Schedule] Period attendance will be maintained and all BOE-approved attendance policies will remain intact. See Kingsway Regional School District BOE Policies 5200 and 5230. 2. **Substantial research illustrates the clear connection between student attendance and student achievement.** In the virtual setting, this is equally important. First steps reside with the classroom teacher to communicate with both the student and family to determine why a student is not participating. If concerns persist, KRSD's communication protocol progresses to include the school counselor, assistant principal, and principal. 3. **The KRSD attendance policy supports a district-wide initiative to improve student attendance and consequently student achievement.** Attendance letters are sent to parents and guardians using the following timelines: a. 5 Days: Student meeting with the guidance counselor and attendance letter sent home. b. 8 Days: Student meeting with the assistant principal, parent phone call with the assistant principal, and attendance letter sent home. c. 10 Days: Parent meeting with the principal and attendance letter sent home. d. 12 Days: Certified letter from the principal's office sent indicating the attendance matter will be referred to the municipal court. 4. **Students may attend Credit Recovery to earn credit for unexcused absences.** A total of five (5) school days may be made up. For each unexcused absence, a student must attend two (2) credit

	recovery sessions from 2:30 to 5:30. The number of days in which a student is able to schedule Credit Recovery (CR) is limited, therefore administration strongly encourages students to schedule and attend CR within thirty days of exceeding eight (8) unexcused school days.

Safe Delivery of Meals Plan	
Recommendations: A. The plan should contain how LEA will ensure continued safe delivery of meals to eligible students.	**Action Steps:** 1. **School meals are critical to student health and well-being, especially for low-income students.** KRSD will collect student meals. When providing multiple days' worth of meals, bulk items may be provided, however individual meals would be made identifiable as a reimbursable meal. The number of days bundled will be based on the length of the emergency resulting in virtual or remote instruction. For example, a week-long closure would cause a 5-day meal bundle. Shorter or longer periods of emergency school closures will have a commensurate number of meals provided weekly to students. 2. **Home delivery of meals will be available upon request for families who cannot pick up meals at the school.** The KRSD Food Service Department will communicate with families of students who are eligible for free and/or reduced lunch who are not picking up meals. The Director of Food Services will coordinate arrangements, in conjunction with the Director of Transportation and Director of Maintenance to ensure the safe delivery of meals to eligible students.

Facilities Plan	
Recommendations: A. Outline how buildings will be maintained throughout an extended period of closure	**Action Steps:** 1. **The Buildings & Groups Supervisor oversees and maintains all KRSD buildings and facilities in a safe and operational manner.** Under the direction of the Business Administration and in collaboration with assistant supervisors, the Supervisor develops a plan and procedures to maintain all school buildings

	and facilities to provide a clean and safe environment conducive to the return to in-person student learning. This department also oversees all custodians and maintenance employees.

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.

Department	Positions	Description	Number of Employees
Administration	Superintendent, School Business Administrator	Provides strategic vision and oversight of all aspects of the District; Provides operational oversight, accounting, purchasing, accounts payable, and payroll. Oversees the Departments of Buildings & Grounds, Food Service & Transportation.	2
Maintenance	Maintenance, Grounds Personnel	Responsible for maintaining all school buildings and facilities to provide a clean and safe environment.	7
Custodial	Custodian	General Cleaning, upkeep, deliveries	25
Technology	Chief Technology Officer, Network Administrator, Network Technician,	Manages all areas of technology related to helpdesk support, purchasing, networking and infrastructure, and network security. The Department provides direct technology management and support for Kingsway Regional, South Harrison Twp. Elementary School and the Municipalities of Woolwich, South Harrison, and East Greenwich.	5
Food Services	Food Service Manager, Assistant Manager, Cook, Assistant Cook, General Cafeteria Staff	Self-managed food service program is responsible for providing nutritious meals that meet the guidelines set by the USDA Child Nutrition Program. This group provides an Offer versus Serve Lunch Program and creates menu options, prepares food/meals, and point-of-sale distribution	25