

Haddon Township Public Schools
Emergency Virtual/Remote Instruction Plan
School Year 2025/26

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 a public health emergency, or a directive by the appropriate health agency or officer to institute a 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 purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education. The district will continue to follow the current attendance policy and follow up with any attendance concerns to ensure the students are receiving a comprehensive education that will foster a sense of lifelong learning and productive citizenship. The district will follow the New Jersey laws related to keeping our students safe, healthy, and in school. In addition, the attendance policy will continue to be followed from a high school perspective allowing the appropriate, robust education to be provided while the student works towards their high school diploma and graduation. Any work missed during absences or otherwise will be communicated to the parents/guardians via online communication tools (e.g. Google Classroom, OnCourse, Class Dojo, SeeSaw, phone calls, emails, parent/guardian conferences, etc.

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Instructional Plan

Quality and continuity of instruction will continue to be of paramount importance in the event of a district closure/need and the need to shift to virtual/remote instruction in order to meet instructional requirements.

Instruction

- Students and teachers will start and end their day at their regular time. The student instructional day will continue to be:
 - Preschool AM 8:40-11:10 / PM 12:40-3:10
 - Preschool Disabilities Class (PSD) AM 9:00-11:30
 - Kindergarten 8:40 a.m.-3:10 p.m.
 - Elementary (Grades K-5): 8:40 a.m.-3:10 p.m.
 - Middle School: 8:25 a.m.-2:50 p.m.
 - High School: 7:35 a.m.-2:43 p.m.
- Students and teachers will follow their in-person scheduling times for instructional and independent mastery of work. *Note:* Guidelines for instructional minutes during remote instruction are subject to change depending upon the parameters related to the school/district closure and related factors.
- Students in grades 3-12 will use their district-issued iPad, while students in grades Preschool-2nd Grade may use a personally owned device to receive instruction. Should a student not have access to a device, one will be provided by the district; timeframe listed below.
- Teachers will utilize an online learning platform (e.g. Seesaw–PK-5, Google Classroom–6-12, etc.) for posting assignments and communicating with students and families.
- As applicable, support and extended services (ex. related services, special education, accelerated learning, Title I, community programming, credit recovery, extended learning, etc.) will continue with teachers utilizing online learning platforms (e.g. Seesaw, Google Classroom, etc.) as well as virtual, interactive sessions (e.g. Zoom, Google Meet, etc.) to service students.
- The program is designed to maximize student growth and learning to the greatest extent possible providing equitable access in the form of synchronous and/or asynchronous learning. The offering will be dependent upon the circumstances, but the chosen learning environment will be the one that allows the students to continue to thrive towards their goals without creating a hardship on the student or family.

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Internet/Device Access

- The district’s technology trouble ticket system or distributed survey will be used for parents/guardians to communicate their technology associated needs.
- Students who do not have access to an individual computing device will be provided with a district-owned iPad or device.
- Timeframe: The district will ensure that students in need of a device will be issued a device within 1-3 days; the timeframe is dependent upon the parents’/guardians’ communication via the trouble ticket system or response to the aforementioned distributed survey.

Special Education and Other Services

In order to continue to provide services for students during a required, extended closure, the following plans have been developed.

Child Study Team Meetings

- CST-related meetings will be held virtually through an online service (e.g. Zoom, Google Meet, etc.).
- Attendee rosters from teleconference platforms will be used for attendance documentation.
- Evaluations will continue to be conducted in person as long as safety and health protocols can be followed.

Instruction

- In-Class Support/Replacement Classes
 - Special education teachers will follow the instructional plan for general education students.
 - Special education teachers will use online platforms (e.g. Seesaw, Google Classroom, etc.) to post modified assignments as needed for individuals or groups.
 - Hard copies of lessons/activities will be made available as needed.
- ELL/ML
 - Students receiving ELL/ML instruction will continue to receive instruction to meet their needs via an online delivery model. Students will have access to technology and internet service as previously outlined in the aforementioned instruction section. The program will include support (e.g. professional development, strategies, etc.) for the educators supporting

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the ELL/ML student population. The program offerings will continue to provide communication assistance to students and families (e.g. translation, materials in primary language, etc.).

- The program includes 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. In addition, the district is implementing TimeKettle translation earbuds to allow for enhanced communication amongst students and between students and teachers. This tool will also allow enhanced communication between teachers and parents (e.g. communication updates, conferences, etc.). Professional growth development opportunities are also being implemented to support this new technology. Last, but not least, parent/guardian communication and support will continue to be enhanced via community events, translated materials, and opportunities for additional engagement.
- Self-Contained Classes
 - Ongoing communication will continue with teachers, BCBA, therapists, and parents/guardians based on a student's IEP
 - Continued collection of data (e.g. behavior plans, progress towards goals and objectives, etc.) will be on-going wherever possible
 - Individualized instruction will continue to be provided within the parameters established as a result of the situation resulting in the required closure.
- Students with 504s
 - Teachers will determine how to best accommodate 504 plans via the remote learning format to the greatest extent possible
- Limited CE Eligible Courses
 - Dependent upon state approval, in the event of a hard-to-fill position at any point during a typical/atypical school year (e.g. World Language, Science, etc.), approved teaching candidates may be supervised by a cooperating teacher via a remote location (e.g. Zoom, other online platforms, etc.). Additionally, students, on or off of school grounds, may receive remote instruction from a teacher while being supervised by an in-person certificated staff member.

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Delivery of Services

- Behavior Analysts
 - Will continue to support teachers with planning for maintenance of skills, updating programs, collection of data, etc.
 - Will maintain parent/guardian contact to review progress of behavior at home and consult with parents/guardians to support the student's educational program.
 - Provide ongoing paraprofessional training
- Speech-Language Services, Occupational/Physical Therapy, Counseling, and Social Skills
 - Lessons, activities, and related materials can be posted via online platforms (e.g. Seesaw, Google Classroom, etc.).
 - Teletherapy to be provided to the greatest extent possible for all therapy sessions.
- Structured Learning Experiences
 - Structured learning experiences may be limited during a district closure due to the nature of the learning environment. However, structured learning experiences will continue to occur to the greatest extent possible throughout the closure.
- Paraprofessionals
 - Will provide support to students in whole class and breakout sessions within online sessions per the student's IEP.
 - Will provide organizational and behavioral support per the student's IEP.
 - Behaviorally trained aides may be utilized in-person as part of the remote learning program following protocols related to a school/district closure.
- Home Instruction
 - Students on home instruction may continue with their current home instruction program or will be included in the Google Classroom community and online classes.
 - In-person home instruction will be continued during remote learning where feasible following protocols related to a school/district closure.

Nurses

If the school/district closure is related to a health emergency, the nurses will complete the following:

- Track staff illness during closure and report to the local health department
- Continue to monitor NJDOH, CDC, WHO guidelines

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- Assist community-wide efforts to support families in need

School Counselors/SAC

- Monitor student attendance and engagement on a regular basis
- Maintain contact with students at-risk and their families
- Providing at home strategy-based tools for students

Meal Service Plan

In order to continue meal service for students during an extended period of time as determined by the state, a plan will be implemented through our food service provider to ensure students are provided with healthy and nutritious meals. If food is to be provided by the school district, the following will occur. Pricing structure and processing will be dependent upon the state plan at the time of the school/district closure.

- Online meal ordering
- Parent/Guardian meal pick-up

Facilities Plan

The Haddon Township buildings/facilities will continue to operate and be maintained by our maintenance and custodial staff as permitted during the time of closure.

Other Considerations

Programming in the form of extracurricular activities, community programming, and childcare will continue if permitted and if feasible. Depending on the circumstances of the school/district closure, programming will be offered via an online platform if not permitted otherwise. If applicable, transportation needs will be met based on the current operational model if permitted and warranted. A list of essential employees will be identified and provided to the county office at the time of transition to a remote or virtual instructional model.