Emergency Virtual Instruction Program Plan
2022-2023 SY

Submitted by:
Kristin Schell, Superintendent

Approved by the BOE:
October 11, 2022

Commercial Township School District
1308 North Avenue
Port Norris, NJ 08349
856-785-2333

Dear School Community,

Since March of 2020, the COVID-19 pandemic has kept us in "pivot mode.". As we open school for the 2022-23 school year, the plan to again open with all students attending full time in-person with masks optional leaves us feeling like a return to "normal". While we are grateful for the hope we have from what we have learned about COVID and a vaccine that is widely available, we are mindful of the continued challenges related to COVID.

To make our school safe, we continue to rely on everyone doing their part when it comes to mitigation strategies: wearing masks on days 6-10, staying home when sick, and practicing healthy habits. We no longer require quarantine, but we will continue to provide virtual instruction through Schoology and Zoom when students are isolating or otherwise unable to attend for COVID-related reasons. Students excluded for COVID reasons can attend virtually.

The most important principle that I ask all the members of our school community to embrace is for everyone to do their part to reduce the transmission of COVID-19 in our school and in our community. I ask students, parents/guardians, and staff to take personal and collective responsibility for ensuring that each component is implemented.

The Emergency Virtual Instruction Program Plan outlines how the District will pivot to continue instruction in the event of another school closure. The plan also describes how isolated students who are well enough to attend school are provided educational services in a manner that is commensurate with in-person instruction.

As we return to school, we return with a new appreciation for the importance of accelerated learning, a growth mindset, social and emotional learning, and the critical need for continued collaboration. The District remains ready to adapt, to consider the latest medical and scientific advice, and to assess operations. The plan will be updated as needed to reflect changes in local, state, and national conditions.

Commercial Township was built on resilience and grit. We continue to draw on these as we are "Commercial Strong." *Panthers Take Care for Panthers!*

Yours in service,

Kristin Schell
Principal/Superintendent
Commercial Township School District
(856) 785-0362

Introduction

After years of navigating how to safely provide education to students amid the COVID-19 pandemic, the 2022-23 school year brings hope for schools in New Jersey with all students again attending in-person. CTSD understands the important role schools play in students' lives including their social and emotional wellness.

This emergency plan is implemented in the event of a District closure due to a declared state of emergency, inclement weather, hazardous transportation conditions, declared public health emergency, a directive by the appropriate health agency, or any other circumstance that requires closure. The plan also describes how students in isolation will continue to receive instruction that is commensurate with in-person instruction. CTSD aims to continue to wholly serve students' educational needs despite the virtual delivery that results from a public health-related or other school closure.

Purpose of Plan

The primary goals of this plan are to:
- Provide virtual or remote instruction that is commensurate with in-person instruction for our Pre-K through 8th grade student population during a school closure
- Describe how the District's LMS and live streaming of direct instruction will provide students in quarantine instruction that is commensurate with in-person instruction
- Ensure that all students have equitable access to virtual or remote instruction through their own dedicated computer device and reliable internet connectivity
- Address the provision of appropriate special education and related services for students with disabilities
- Provide breakfast and lunch for students despite a school closure
- Ensure that days of virtual or remote instruction meet the Chapter 27 criteria to count towards the required 180 school days

Communication

Various communication platforms are utilized during virtual or remote instruction to ensure clear communication between school and home.

Phone calls
- Main office staff continues to receive voicemail messages and return calls promptly.
- Recorded messages go out to parents/guardians through Blackboard Connect.

District Website
- The District's LMS can be accessed via the District's Website.

- Information about the school closure and virtual or remote instruction is available through the District's Website.
- https://www.commercialschools.org/

District Facebook page

- Updates, pertinent information, reminders, and other global information are posted on the district's Facebook page.
- https://www.facebook.com/CTSchools1/

E-mail

- CTSD utilizes Blackboard Connect to send e-mail to all school families according to the e-mail listed for each student in the District's student information system, Power School.
- Staff are issued a district laptop device and are accessible via e-mail.

Other

- Google Voice - telephone calls
- Zoom - video conference platform
- Schoology - Learning Management System

Continuity of Non-Instructional School Operations

Administration/Main office

The administrative team rotates working on site at the direction of the Superintendent. One administrator is designated as the on-site administrator. This individual will ensure the smooth delivery of all non-instructional school operations. The other district administrators and office staff will work remotely and may be called upon to replace the essential on-site administrator in the event the individual cannot report.

Board of Education

The BOE will hold its meetings either in person or remotely via video conferencing. Information regarding location, links, and how to attend/participate in a virtual board meeting is available on the District's Website.

Business office

Payroll, bills, and other functions of the business office continue on schedule. Though the Business Administrator (BA) and the Board Clerk are essential employees who need some on site hours to ensure continuity, the BA and the Board Clerk will work remotely to the extent possible. Work on site will be conducted as needed.

Cleaning

Contracted CCIA custodial staff work 7:00-3:30. CCIA team members provide thorough cleaning including disinfecting with a product registered with the EPA as a disinfectant for COVID-19.

Food Service

Nutri-Serve follows all federal and state mandated directions for distribution of breakfast and lunch. Two days of meals are distributed on Mondays; three days of meals are distributed on Wednesdays. Meals are delivered to students through the District's buses, drivers, and instructional aides. Deliveries are between 9:00-12:00.

Maintenance

Maintenance staff report 7:00-3:30 to continue the routine work associated with maintaining the buildings and grounds.

Technology

Emergency Connectivity Funding (ECF) ensures that all students have their own dedicated computer device to use for school work, including virtual and remote instruction, at home. The same funding also ensures that all students have reliable internet connectivity. In June 2021, the District surveyed parents/guardians to identify students eligible to receive a Chromebook and/or hotspot. When the funding was extended in September, the District repeated the survey process to identify additional students eligible to receive a Chromebook and/or hotspot.

The District has closed both surveys for round one and round two of devices and hotspots funded through ECF; however, the District has opened a third survey that remains open for the entirety of the 2021-22 school year. Devices and hotspots purchased for students in need are funded through ESSER funds.

The District is committed to remediate every 'digital divide' circumstance by providing Chromebooks and/or hotspots.

Demographics

The following demographic information reflects CTSD as of 9/30/2022:

Number of enrolled students: 463

Number of IEP's: 112   Number of speech only IEP's: 14

Number of ELL: 0   Number of LSE: 337

Number of Pre-K: 65

Number of students eligible under McKinney/Vento Act: 5

Number of medically fragile students: 6

Number of students with a complex health status: 9

Number of students with health concerns: 55

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English Language Learner* (ELL)

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* Note that at the drafting of this document CTSD does not have any students identified as ELL.

<u>Training</u>

Staff members who work with ELL students including students who are relocating as refugees will receive training in order to communicate effectively despite the language barrier and to teach students effectively. Training may include but is not limited to: culturally responsive instruction, SEL, trauma-informed teaching, and Google translator.

<u>Differentiation & Access to Technology</u>

The teacher of each ELL/LSE student makes contact with the family to ensure the student has access to technology and that there is internet connectivity in the home. If necessary, the school provides a device and/or connectivity. Once this is in place, the district is poised to provide the following:
- assignments focused on building key skills, reviewing content, and introducing new materials through an online platform
- assignments differentiated and adapted according to goals
- adapted materials and assignments to meet students' needs
- progress tracking in real time whether through virtual check-ins or phone conferences to set goals and action steps

<u>Communication</u>

Any written communication sent to parents/guardians is translated into the family's language. It is important that educators are mindful of students' essential needs. Once it is established that essential needs and technology needs have been met, engagement in instruction will follow. Learners benefit from and develop language by using, practicing, playing, observing, thinking about, and discussing language. Encouraging any and all language use helps students to both maintain and develop language. With this in mind, educators will do the following:

- teachers contact each student/family via phone
- teleconference with each student independently via Zoom
- encourage and guide students and families to have conversations, tell jokes and stories, sing, and play with language
- prompt students to watch programming and listen to podcasts in English and creatively use English closed-captioning or home language subtitles
- invite students to notice language in their environment (scavenger hunts on signs, ads, and other environmental texts)

<u>Instruction</u>

- invite students to use bilingual language skills (listening, speaking, reading, and writing) across the curriculum
- language development is assessed through authentic projects, publications, and performances

- facilitate opportunities for students to interact with parents, such as interviews, and storytelling
- provide ways to show their understanding separate from their level of English language development
- student choice of one particular area within a content area to investigate more deeply or to clarify

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Equity

Ensuring equitable access to learning for all is noble, right, and just work for educators. Despite the challenges associated with providing virtual instruction that is commensurate with in-person instruction, the District's program attempts to provide individual students with a comprehensive educational experience that aligns with recognized equitable practices. The following equitable measures are folded into the various moving parts of this plan, and they include:

- Computer-based instruction (synchronous Zoom meetings and Schoology platform-based tasks) for Preschool and Kindergarten students is limited in order to not exceed recommended screen times for these age groups
- The District intends to minimize the impact of 'digital divide' by providing students in need of their own dedicated computer device with a Chromebook and by providing students in need of reliable internet connectivity with a hotspot.
- Students have access to synchronous instruction (direct whole class instruction and small group) through Zoom, the District's video conferencing platform.
- Students have access to learning resources through teachers' Schoology courses, the District's Learning Management System.
- The Schoology LMS allows for customization for students who are non-readers and for students who have special needs.
- Modifications to assignments are made to ensure students with IEP's and 504's can complete the task. Teachers take specific students' needs and the task design into consideration when modifying the task so that it yields the same reasonable "productive struggle" as their peers.
- For every learning task, there are resources provided by the teacher to assist students. Teachers are accessible to students during synchronous, videoconference instruction, small group instruction, office hours, and e-mail.
- Information pertaining to the school closure is provided in English and in the ELL's primary language.
- Medically fragile students are case managed by the District's nurse. The nurse calls regularly to check in with families and service providers if applicable. A log serves as documentation.
- Students who are placed out-of-district for IEP programming are case managed by the District's CST. A member of the CST calls regularly to check in with families and service providers. A log serves as documentation.
- Breakfast and lunch meals are delivered two days a week to all residential students.

Essential Employees

Given the closure is public health-related, the District is guided accordingly to limit employee's exposure. School operations continue despite the closure; however, everything that can be accomplished remotely is done remotely. Certain operations cannot be done remotely, and they are: food preparation, food delivery, cleaning, maintaining buildings/ground, business operations, and overseeing operations. Therefore, the following roles are deemed "essential employees" to perform those critical operations on site: administrative team, maintenance workers, cafeteria staff, custodial staff, transportation department, and instructional aides who are assisting with food distribution. The administrative team rotates in order to have one administrator and one administrative assistant on site daily. Personnel involved with food preparation and distribution are working Mondays and Wednesdays.

Nutrition

CTSD is a free breakfast and lunch district. The District provides "grab and go" breakfasts and lunches that adhere to the nutrition guidelines for schools. Nutri-Serve, the District's food service provider, prepares all meals for students on days in session during the closure. On days that school is in session, one lunch and one breakfast will be packed for each student. Using the District's buses and drivers, CTSD delivers meals between 9:00 and 12:00 for two days on Mondays and for three days on Wednesdays. Nurti-Serve provides the following foods as "grab and go" meals: Uncrustables, deli sandwiches, cereal, applesauce, cheese sticks, carrot sticks, muffins, milk, and a variety of packaged cracker items.

Students who attend schools out-of-district, whether part of Choice Schools program or an IEP-driven program, also have meals delivered on days in session. These students are resident students for CTSD even though they attend a school outside the district.

Proper protocols to protect district staff who are preparing food and/or delivering food are in place. Staff are distanced 6 feet apart and wear personal protective equipment. Only the number of staff needed to perform the work are on-site. The areas where staff work are disinfected and routinely cleaned. Guidelines for distribution at bus stops include measures to limit person-to-person contact.

Student Attendance

Students are either marked 'virtual present' (VP) or 'virtual absent' (VA) during the closure. Parents/guardians are asked to report illness to the school just as they would when school is in session so that teachers can adjust engagement expectations accordingly. Students are expected to be virtually present in synchronous and to engage in asynchronous instruction through the District's Schoology and Zoom platforms on days in session.

When indicated, administration and other school staff may be instrumental in reaching disengaged students. CTSD recognizes the critical role relationships have in the learning process. The school staff establishes and maintains relationships with students through technology and home visits in order to provide the support and

conferencing students need for student-directed learning. Teaching staff notify the school nurse who, in turn, makes an attempt to learn the student's wellness status. Depending on the nature of the cause, the following actions may be indicated to address what the District learns to be the student's needs:

- provide a device and/or internet connectivity
- follow-up from other school staff (food service delivery, administration, counselor, social worker)
- referral to resource officer for a wellness check
- referral to a provider of home-based services to support student wellness

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Virtual Instruction Program

Delivery of instruction

Instruction is virtual through the following:

- all students and instructional staff have their own dedicated computer device (ECF surveys - June 2021 & September 2021)
- all students and staff have a reliable internet connection (ECF survey - June 2021)
- desks are provided for students by the District (desk give-away September 2021)
- headphones are provided by the District
- Schoology for access to course materials
- Zoom for video conferencing

Differentiated and student-directed learning

Differentiated and student-directed learning tasks meet the needs of all students including our special education and 504 students. Flexible learning opportunities that are NJSLS-aligned are available for elementary and middle school students. Flexible learning opportunities that are ECERS-aligned are available for early childhood students. "Flexible" means tailored to the learner's interest, allows for the learner to self-select, and directed by the learner. All instruction is differentiated by content, process, or product in order to meet the needs of all students including: special education, 504's, ELL, on grade level, gifted/talented, and students in need of support to meet grade level expectations.

Zoom

The District purchased a Zoom enterprise account for all its video conference needs. Zoom links are available through teacher's Schoology courses. Teachers use Zoom for synchronous instruction, office hours, and small group instruction. CST staff use Zoom for meetings and to provide services. Zoom links are e-mailed to parents for meetings or to students as needed based on small group instruction schedules.

Schoology

The District purchased Schoology to be its one consistent platform for students in grades PK through grade 8. This Learning Management System allows everyone (teachers, students, and parents) to access everything school-related from one convenient spot. There are various accessibility and customization features for students who are non-readers and for students who have special needs. Schoology is an all-in-one spot to

support teaching and learning and to streamline student, parent, and teacher interactions. Students access their classes, assignments, links (Zoom and other learning sites), assessments, grades, school counselor support, Circle of Friends, office hours, and more. Through Schoology, parents/guardians can view student's activity, check grades, and communicate with teachers all within one platform.

Lesson materials

Lesson materials including assessments are provided in digital format through Schoology. Teachers leverage various learning platforms that are launched via Schoology to formatively and summatively assess growth and learning in the virtual instruction environment. Regarding learning tasks, related material consists of everyday household items so that parents/guardians need not purchase or pick-up anything additional for instruction and learning to be accessible. Neither will the District engage in delivering tangible materials nor arranging pick-up of materials.

Synchronous instruction

Synchronous learning happens at the same time or in real time. Examples of synchronous learning include: traditional in-person instruction, Zoom video conference meetings, e-chatting, office hours, interactive webinars, or a live stream. With synchronous learning, learners and educators need to be in the same place at the same time. For the virtual instruction program, the same place is a virtual place.

Asynchronous instruction

Asynchronous learning does not require that interactions happen at the same time. Examples of asynchronous learning include: e-mail, using Website links, viewing content posted in Schoology, or viewing a pre-recorded video. With asynchronous learning, educators provide the materials/resources, assignments, and assessments for students to complete within a flexible time frame and due by a specific date.

Virtual instruction program: all students PK - Gr. 8

- Direct instruction of new content follows the *gradual release* model - I do (Teacher model); We do (Whole group guided practice); You do (Student independent practice)
- Blend of synchronous instruction (live interaction in real time video conference) and asynchronous instruction (students work at their own pace independently)
- Synchronous instruction is facilitated through Zoom link in teacher's Schoology course
- Synchronous instruction is either whole group, small group, or individual
- Resources and links for asynchronous learning tasks are accessible through the teacher's Schoology course
- Assignments are submitted through Schoology or computer-based program
- High quality feedback for synchronous and asynchronous learning

Virtual instruction program: Preschool and Kindergarten

For students in pre-K through grade 2, primary instructional materials are to be tangible and not wholly computer-based. Because young children get enough screen time in their recreational hours, computer-based resources should be consistent with classroom instruction and to leverage personal connections in real time with students. The majority of these students are 'not yet' readers, so appropriate instruction and NJSLS aligned/ECERS compliant/developmentally appropriate instruction for this age group is to be play-based, hands on, and interactive. It should encourage movement, involve fine motor development, and incorporate bound

text to introduce the concepts of print. For these reasons, CTSD provides preschool and kindergarten students with two cross-curricular project-based units that take a week to complete. Each project should incorporate two of the major disciplines: language arts, math, social studies, and science. Each week students are tasked with two project-based learning tasks - one for STEAM and one for the humanities. Special education teachers collaborate with the core content teachers to modify for students with IEP's.

STEAM task - Using SLO's from math and science NJSLS, teachers create an asynchronous project that takes a week (5 hours) to complete. Materials and resources are to be reasonable household essentials.

Humanities task - Using SLO's from language arts and social studies NJSLS, teachers create an asynchronous project that takes a week (5 hours) to complete. Materials and resources are to be reasonable household essentials.

Virtual instruction program: Gr. 1-8

Students in grades 1 through 8 receive instruction through Schoology and Zoom platforms. Teachers provide live, synchronous mini lessons via Zoom video conferencing. The teacher's 'I do' portion of the direct instruction may be recorded, and the recording may be posted for student's to access later. Teachers monitor, check, and clarify learning using a variety of methods (verbal, chat/text in apps, collaborative document comments etc.) Regular communication and contact facilitated through the technology devices and purchased platforms, Schoology and Zoom, is expected between teachers and students. Students who do not have their own dedicated computer device and/or reliable home internet access are provided with a Chromebook and/or hotspot. Special education teachers collaborate with the core content teachers to modify resources and tasks for students with IEP's.

For students with an extenuating circumstance that precludes the district from furnishing a student with a device and/or internet connectivity, the District substitutes traditional paper/pencil packet material that mimics to the extent possible their peer's online educational experience. In this scenario, teachers are expected to put forth a good faith effort to maintain contact with students via other means.

Daily Schedule

Period	Time
AM Office Hours	8:30-9:00
1	9:00-9:30
2	9:30-10:00
3	10:00-10:30
4	10:30-11:00
5	11:00-11:30
6	11:30-12:00
7	12:00-12:30

All certificated staff have AM office hours via Zoom to be available in real time to students. The office hours Zoom link is accessible through each teacher's Schoology course. All classroom teachers, special education teachers, support teachers, and specialists schedule and inform students of small group instruction (SGI).

Related Services and Special Education

<u>CST Meetings</u>

CST meetings are conducted virtually via Zoom. The District issues proposed IEP amendments without meetings to parents/guardians who are willing to agree to their student's receiving special education and related services remotely in a manner the District is poised to provide. Likewise, the District considers obtaining written parental consent for the remote services via email or otherwise. The District sends the proposed IEP amendments by mail, e-mail, or other means possible with a request that they sign and return the amendment form to reflect that the student will receive specific services remotely during the closure. The District retains copies of all correspondences in which a parent states agreement to any matter relating to an IEP or its implementation and include a copy in the student's CST file.

Regarding IEP meetings, the case manager communicates with parents to determine whether they are willing to postpone any IEP meetings by obtaining their written consent, even if via e-mail, and be sure to carefully document exactly what the parents agreed upon as well as when the agreement was reached.

<u>Related Services</u>

Until the NJ Legislature provides final clarification on related services, related therapists will provide home-based activities similar to what is provided for parents to do at home to maintain skills gained at school when school is in session. These maintenance activities are not considered service hours. Instead, they are an attempt to support parents to maintain and reinforce present skill levels and minimize regression during the lapse in direct service.

While the 2019 guidance from the NJDOE advised against teletherapy for students with disabilities, the NJ Legislature has passed a new law suggesting speech language services and counseling services may be provided remotely using an appropriate online platform under remote instruction. To the extent possible, through videoconferencing or teleconferencing, the district provides services such as speech-language and school-based counseling to students whose IEP's stipluate these services. Providing speech and language therapy services may be accomplished remotely via videoconferencing; school-based counseling may be provided remotely via videoconferencing or phone call. If feasible, services delivered this way are documented carefully. Proper documentation includes: student's name, date, time, duration, and provider for each session.

Individual related service plans that cannot be fulfilled during the closure are fulfilled as doubled sessions or as compensatory service once schools reopen. Compensatory education services may be provided if doubled sessions cannot satisfy the student's needs. Each student's plan is reworked through doubled sessions,

compensatory service, or another arrangement as agreed upon by the CST. Plans in need of being recrafted are done so on a case-by-case basis.

Social & Emotional Learning (SEL)

Circle of Friends

In order to support all students, specials staff facilitate virtual gatherings for smaller groups called 'Circle of Friends.' The purpose of these groups is to attend to students' social relationships for emotional and overall well-being. Groups are formed around students interests in the following areas:

- Arts & crafts
- Cooking/Lunch
- Games and hobbies
- Exercise
- Socialization
- Virtual trips
- Arts and music
- Outdoors

Counseling

Counselors check-in with individual students and with small groups. While the 2019 guidance from the NJDOE advised against teletherapy for students with disabilities, the NJ Legislature has passed a new law suggesting counseling services may be provided remotely using an appropriate online platform under remote instruction. To the extent possible, school-based counseling is provided remotely via Zoom. The counselor documents services provided through a log that includes: student's name, date, time, duration, and provider for each session.

It is in students' best interest to maintain connections and establish rapport with staff including counselors. In addition to checking-in with individual students, CTSD counselors maintain a Schoology course for events such as Spirit Weeks and wellness related strategies.

Mindfulness

Teachers for PK through grade 2 incorporate aspects of mindfulness and SEL for students through instruction. Students in grades 3-8 have access to CTSD's Mindfulness/Well-Being Schoology course. This virtual space is a central hub for links, strategies, connecting, and sharing. Students access links to videos/articles/podcasts etc. that provide strategies for a variety of pertinent topics related to self-care, coping, mindfulness, and general well-being. Yoga videos, meditation prompts, coloring tasks, breathing techniques are examples of the types of resources provided for students.

Educating students who meet COVID-19 exclusion criteria

During the course of the 2021-2022 school year, there were instances in which individual students, groups of students, or entire classes meet the New Jersey Department of Health's (NJDOH) COVID-19 exclusion criteria and must be excluded from school. CTSD ensures continuity of instruction in these situations: where an

individual student, group of students, or entire class(es) are excluded from school due to meeting the NJDOH's COVID-19 exclusion criteria. CTSD provides instruction to those students in a manner commensurate with in-person instruction to start the next day. The District's creative and innovative delivery of high-quality education to students in their homes is facilitated through live streaming via Zoom and the District's LMS.

Students who meet COVID-19 exclusion criteria for persons who have COVID-19 compatible symptoms or who test positive for COVID-19 or for close contacts are to be excluded from in-person instruction per DOH guidance but may attend school virtually if well enough to do so. Students under quarantine who are well enough to attend school virtually do so via live stream instruction facilitated through Schoology and Zoom.

Live stream guidelines

Teachers	Students
1. capture only the audio and visual components of instruction using the technology provided 2. virtual students may hear and/or see the teacher 3. virtual students will not see their peers 4. mute the audio to handle any non-instructional matters 5. provide feedback to virtual students either verbally, via chat, or via collaborative apps 6. engage both groups in the learning 7. provide Zoom link through Schoology course 8. keep the Zoom conference open so that virtual students can seek help with independent tasks 9. leverage the gradual release model - I do, we do, you do 10. use mute and make camera stationary on a timer or task description for 'you do' portion 11. leverage Schoology to ensure all students have access to essential materials/resources 12. instruction is **live** (teachers are not required to record/post)	1. join each class virtually through Zoom link in Schoology 2. arrive on time and wait in the waiting room until the teacher admits you 3. mute microphone and unmute when directed by the teacher 4. turning on your camera and setting a virtual background is strongly recommended 5. headphones are strongly recommended 6. use chat, app features, and emojis to engage in the lesson 7. be patient as the teacher has two groups 8. follow the attendance policy 9. follow the student code of conduct a. taking, publicizing, posting, and/or reposting pictures, recordings, and/or recordings of teachers, staff, and/or students without their permission is prohibited 10. follow 'netiquette' - the considerate and respectful rules and norms for internet communication 11. follow the dress code

Grab and Go meals

Grab and Go meals are available daily for virtually present students who are excluded due to meeting the DOH's COVID-19 exclusion criteria. Students who are present virtually through Schoology & Zoom can pick up breakfast and lunch @ the cafeteria side door between 10:00 and 11:00.

Local Education Agency Guidance for Virtual or Remote Instruction Plan Attestation for the 2022-2023 SY

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A.* 18A:7F-9(c) and *N.J.A.C.* 6A:32-13.1 and 13.2, to assist LEAs in the development of their 2022-2023 virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By September 30, 2022, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for 2022-2023 SY along with this form to their county office of education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs for the 2022-2023 SY

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the County Office of Education.

Contact Information

County: **Cumberland**

Name of District, Charter School, APSSD or Renaissance School Project:

Commercial Twp. School District

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Kristin Schell

Phone Number of Contact: **(856) 785-2333**

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes

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Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students varied and age-appropriate needs are addressed?	8	Yes ▾	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	9	Yes ▾	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	8	Yes ▾	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	4	Yes ▾	

Notes on Equitable Access to Instruction

Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program 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?	8-11	Yes ▾	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	11	Yes ▾	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	11	Yes ▾	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	11	Yes ▾	

Notes on Special Education Needs

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Addressing English language learners (ELL) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?	5	Yes	
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	5	Yes	
3. Does the program 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?	5	Yes	
4. Does the program include 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)?	5	Yes	

Notes on Supporting ELL Educational Needs

Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program 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?	7	Yes ▾	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	7	Yes ▾	

Notes on Attendance Plan

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	7	Yes ▾	

Notes on Safe Delivery of Meals

Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	3	Yes ▾	

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	8	Yes ▾	
b. Social and emotional health of staff and students	12	Yes ▾	
c. Title I Extended Learning Programs		No ▾	
d. 21st Century Community Learning Center Programs		No ▾	
e. Credit recovery		No ▾	
f. Other extended student learning opportunities		No ▾	
g. Transportation	4	Yes ▾	
h. Extra-curricular programs		No ▾	
i. Childcare		No ▾	
j. Community programming		No ▾	

Notes on Other Considerations

c. These programs are in-person for the 22-23 school year.
d. This program is in-person for the 22-23 school year. Sessions would be rescheduled when in-person resumes.
e. No HS credit applies to K-8.
f. Extra-curricular clubs & sports are in-person. Sessions missed due to closure would be rescheduled when in-person resumes to the extent possible
i. We do not have a contract w/ the YMCA for on-site childcare for a closure. for the 22-23 school year.
j. Community programming would be rescheduled.

APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts?   Yes ✔   No ☐

Notes on APSSD Sharing Plans

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. 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.	6	Yes ▾	

Notes on Essential Employees

Board Approval

Date of board approval (mm/dd/yyyy): 10/11/2022

Notes on Board Approval

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ✔ No ☐

2. Link to website: www.commercialschools.org