

EMERGENCY VIRTUAL OR REMOTE INSTRUCTIONAL PLAN

***Midland Park Public School District
September 26, 2022 (Final)***

Inclusion of Statutory and Regulatory Requirements

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 New Jersey Commissioner of Education. This plan would be implemented during an LEA 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 chief school administrator or lead person must consult with the board of education or board of trustees, if practicable, prior to implementing the LEA's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey 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 other such matters as determined by the New Jersey Commissioner of Education. LEAs must include the statutory and regulatory requirements

Equitable Access and Opportunity to Instruction

In the event of school closure, synchronous and asynchronous virtual learning instructional plans will be developed and continuously reviewed and modified to maximize student growth and learning. The district will follow a Virtual School Day schedule to provide for the necessary hours of instruction and time allotments for independent learning activities/homework. All teachers will remain available during their regular teaching periods to answer questions online. Teachers will prepare additional learning methodologies and will strive to maintain a positive learning environment. The district will utilize Google Classroom as the platform for virtual learning.

The district is 1:1 with regard to individualized technology resources for students in grades 3-12. Students in grades PK-2 have computer access and will utilize identified programs, supported by pen-and-paper assignments. For the collaborative classes, ESL, BSI, and special education teachers will collaborate with general education teachers to ensure individual student lesson modifications and accommodations are provided. Resource Center teachers will provide instruction to students as assigned.

For assessment purposes, teachers will post questions to Google Classroom to assess student understanding; they will be directed to refresh classroom often to view new posts. Teachers will open a Google Doc and have students type questions and answers in one document. For the Hearing-Impaired

Program, Google Hangout/Meet will be utilized; Meet has a closed caption feature and maintains chat transcripts.

Digital Divide: Based on an analysis of the district's recently administered technology access survey, 100% of students have technology device and Internet access in the home environment, resulting in sufficient network access for a distance-learning program. At this time, it has been determined that a digital divide does not exist within the district.

Addressing Special Education Needs

In the event of school closure, the Child Study Team will reference students' Individual Education Plans and needs. All areas will be examined academic, social, emotional, and behavioral to identify weaknesses where immediate remediation is required. IEP components will be modified as necessary to encompass both face-to-face and virtual learning opportunities. Accommodations and modifications will be adapted as required to document with accuracy IEP implementation, i.e., tracking of services, student progress. Goals and objectives will be evaluated to ensure appropriateness. Related services will be provided in both face-to-face sessions and by teletherapy practices allowing each child to have their individual services as outlined in their IEP. Therapists will assess students to determine if goals and objectives require modification. Interventions will be provided for any student or staff member who demonstrates challenges. Case managers will follow up with families via telephone, email, Zoom meetings, etc., to ensure services are implemented in accordance with IEPs to the greatest extent possible.

Evaluations: Initial and reevaluations necessitate face-to-face or in-person administration. Direct observations of the student cannot take place due to the virtual learning platform. Federal guidelines and guidance states that standardized evaluations are not designed to be administered by virtual means. If evaluations are administered without proper protocol, such results will not be reliable or valid. This influences standardized scoring and eligibility criteria. Evaluations will be conducted when face-to-face administration is permitted based on school district mandates and guidance from the New Jersey Department of Education. In the interim, CST staff will utilize other evaluative metrics, including functional assessments, parent or teacher interviews, a review of developmental or academic history, I & RS documentation when applicable, inventories, surveys reviews of student work, and informal rating scales.

Addressing English Language Learners (ELL) Plan Needs

In the event of school closure, students will not be provided in-person instruction. When receiving instruction virtually, students will use Google Meets for instructional ELL class periods. In preparing for virtual instruction, the ELL teacher will identify areas of individual strengths and weaknesses in four areas: speaking, reading, listening, and writing English in order to effectively learn and communicate. Communication with families is maintained by teachers, guidance counselors, and administration, who will follow up with families via telephone, email, Zoom meetings, etc. Universal Design for Learning and sheltered instruction are identified as alternate methods. Professional development opportunities are provided to teachers with regard to culturally responsive teaching. The MPBOE's Diversity, Equity, and Inclusion Committee is also responsive to efforts in this regard.

Attendance Plan

In the event of school closure, district will ensure student attendance is tracked through current district systems. Consideration will be provided to students experiencing difficulties due to COVID-19-related issues, using creative, flexible methods. Virtual attendance will be taken via Google Document and added to Power School. Students attending the virtual platform must attend classes at designated real time schedules. Absences will be counted and logged per state statute. MPBOE policy with regard to attendance impact on promotion, graduation, retention, and discipline will be followed. Teachers and administrators contact parents when students are not participating in virtual instruction and/or not submitting assignments.

Safe Delivery of Meals Plan

In the event of school closure, safe distribution of meals to students learning remotely will be conducted as follows: For students learning remotely, lunch will be offered as “Grab and Go” meals that they order ahead and pick up at the high school. The meals will be individually prepared by our staff; the staff will be wearing gloves and masks at all times. These meals will be served in individual closed containers or bags. A table will be set up outside of the high school building at the kitchen door entrance located in the rear of the school next to the student drop off circle. The student, parent, or caregiver will be able to drive around to the serving area and a staff member will place the meal in their vehicle for a contactless distribution. A record of students purchasing lunch will be maintained and logged into the POS system.

Facilities Plan

In the event of school closure, the district will continue to comply with guidance in this area as outlined by the governor, NJDOH, and the local health department with regard to the health and safety of students. All learning spaces will be cleaned and sanitized daily; district will ensure adequate PPE, cleaning, and disinfecting supplies are on hand; HVAC replacement filters for all units are on hand; filters are changed at scheduled intervals not to exceed three months. State-of-the-art building management system (BMS) allows accurate monitoring of classrooms and additional learning areas. Buildings are monitored for outdoor temperature, fresh air intake, and learning space temperature. District will continue to conduct preventive maintenance measures on HVAC equipment to prevent poor equipment performance, including regularly scheduled cleaning of coils, checking of belts, motors, fans and blowers.

Extended Student Learning Opportunities

SOAR Program: Summer Opportunities for Acceleration and Remediation

Midland Park’s summer SOAR Academy is a program that provides in-person acceleration and remediation opportunities in Reading, Writing, and Mathematics for K-6 students at no cost to school families. SOAR is open to all general education students who do not have an Individualized Education Program (IEP), as those students are provided with an Extended School Year (ESY) program. Principals have eblasted interest letters to school families and will use this information to staff the programs accurately. We strongly encourage all families to respond to their principal indicating interest in their child(s) participation in this valuable program and we thank you in advance for your cooperation. In

addition, students in Grades 7-12 who have failed a course will be provided with summer remediation options through an online Support Lab supervised by certified teachers and parents will be contacted based on student need.

Childcare

In the event of school closure, the district's Before and After Care programs will be discontinued.

Community Programming

In the event of school closure, the district's Continuing Education program will be discontinued.

Essential Employees

The following tables identify Essential District Employees, names of which will be provided to the county office at the time of the district's transition to virtual or remote learning.

Reopening Taskforce/Pandemic Response Committee Members/Titles
Ms. Danielle Bache, Godwin School Principal
Ms. Ann Marie Bruder, Director of Special Services
Mr. Nicholas Capuano, Midland Park Jr./Sr. High School Principal
Dr. Marie Cirasella, Superintendent
Mr. Scott Collins, Supervisor of Buildings & Grounds
Ms. Karen Corcoran, School Nurse
Ms. Maureen Fister, MPEA President
Mr. Peter Triolo, MPBOE President
Mr. Jason Whelpley, Midland Park Jr./Sr. Assistant Principal
Mr. Peter Galasso, Highland School Principal
Ms. Stacy Garvey, Business Administrator
Ms. Rasheeda Garcia, BCSS HIP/SHIP Principal
Mr. David Marks, MPEA Vice President
Chief Michael Powderly, Midland Park Police Department, Officer Jason Tillson, MPPD/SRO
Mr. Michael Rau, Office of Emergency Management Coordinator

Reopening Taskforce/Pandemic Response School-Based Subcommittees

Godwin School Reopening Taskforce/Pandemic Response School-Based Subcommittee
Danielle Bache, Principal
Christine Carr, Media Specialist
Laura Derwin, Parent Representative
Lauren Fenning, School Nurse
Kristie Fucarino, Teacher
Diana Ragone, Teacher
Ashley Schweiderek, Teacher
Michael Winters, MPEA Representative

Highland School Reopening Taskforce/Pandemic Response School-Based Subcommittee
Jenna Abballe, Teacher
Eileen Brown, Teacher/MPEA Representative
Michele Callesano, Secretary to the Principal
Christine Carr, Media Center Teacher
Peter Galasso, Principal
Maureen O'Hara, Teacher
Lori Thiemann, Teacher

MPHS Reopening Taskforce/Pandemic Response School-Based Subcommittee
Nick Capuano, Principal

Jason Whelpley, Assistant Principal Melissa Brockway, SHIP Supervisor
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Maureen Fister, MPEA President David Marks, MPEA Vice President Danielle Vandenberghe, Teacher Deb Marks, Teacher Theresa Seiders, Teacher Nancy Stewart, Teacher Karen Corcoran, School Nurse Beth Kasbarian, Representative for Continuing Education
