ESSEX COUNTY SCHOOLS OF TECHNOLOGY

Emergency Virtual or Remote Instructional Plan

2022-23

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 listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 SY," in plans for virtual or remote instruction for the 2022-2023 school year. The 2022-2023 SY plans must be approved by the board of education of board of trustees (board) of each LEA and approved by the respective County Office of Education before being posted predominately on the LEA's website. The board-approved plan and checklist are due to the respective County Office of Education no later than September 30, 2022. In the event that the LEA is directed by a public health agency or officer to provide virtual or remote instruction before garnering County Office of Education approval of the Plan, the approval date will be retroactive.

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: ESSEX

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

ESSEX COUNTY SCHOOLS OF TECHNOLOGY

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

JAMES PEDERSEN

Phone Number of Contact: (973) 412-2060

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

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?	9-12	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?	9 +	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?	9 +	Yes	

Notes on Equitable Access to Instruction

The district, over the years, has invested on a number of print and digital instructional resources to meet the needs/interests of our students and goals of our programs. Additionally, the district has provided both staff and students with chromebooks/laptops and offers wifi connectivity programs to ensure that teaching and learning are continuous, whether in person or virtual. PowerSchool, Schoology, Zoom will be used to facilitate learning, provide information and PD, and monitor student attendance and academic progress.

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?	1 0		
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?	1 0		
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?	1 0		
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	1 0		

Notes on Special Education Needs

The district has invested in a number of technology tools, instructional materials/resources, and professional capitol to prepare for the successful transition of our special needs students. This information has been outlined in pp. 10-12.

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?	1 0	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?	1 0	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?	1 0	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)?	1 0	Yes ▾	

Notes on Supporting ELL Educational Needs

The district has invested in a number of technology tools, instructional materials/resources, and professional capitol to prepare for the successful transition of our English Language Learners. This information has been outlined in pp. 10-12.

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?	11	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?	11	Yes	

Notes on Attendance Plan

The district has invested in a number of technology tools to monitor academic progress and attendance. These coupled with staff support systems will provide the foundation for student and parent/guardian support. This information has been outlined on pp. 11-12.

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?	12	Yes	

Notes on Safe Delivery of Meals

During virtual instruction, the safe distribution and/delivery of meals will be arranged. This information has been outlined on p. 12.

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?	13	Yes	

Notes on the Facilities Plan Other

The facilitate maintenance plan has bee outline of pp. 13-14.

Other Considerations

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

Notes on Other Considerations

These considerations have been outlined on p. 14.

APSSD Applicable Only: Sharing Plans

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

Notes on APSSD Sharing Plans

The superindent will share plan via email and during superintendent roundtable.

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.	14	Yes ▾	

Notes on Essential Employees

Board Approval

Date of board approval (mm/dd/yyyy): 09/12/2022

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.essextech.org

The Essex County Schools of Technology is highly invested in the progress and success of its staff and students, whether in-person or virtual instruction is in place.

In the event of a school 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, the following virtual/remote instructional plan will be implemented.

1. Staff, parents, and students will be notified via the following:
   o Robocall
   o District Website
   o Naviance/PowerSchool Parent Portal
   o Schoology Teacher Pages

2. An eLearning Student Guide and Staff Guide will be disseminated along with a modified schedule to ensure instructional continuity. These documents will serve to guide our staff and students on the expectations and procedures to follow and adhere to. The guides will also include the contact information for key staff members (e.g. IT support, support staff, school administrators/supervisors. Students will be directed to access their teachers' Schoology pages to access Zoom links and instructional/attendance procedures.

Additionally, a number of processes have been put in place to prepare for unforeseen closures. Some of these include:

- Leadership and Teachers: continuous workshops are offered during the summer and school year to all district staff on using the district adopted learning platforms and instructional/assessment technologies to prepare for instructional delivery, whether in person or virtually.
- Parent Coordinator: During the Fall, the parent coordinator coordinates training for the parents on accessing and using PowerSchool and Schoology.
- Teachers: will prepare a week's worth of lessons that subs can access in the virtual folder in Schoology.
- IT Department: During the summer, the IT department disseminated devices to all incoming 9th grade students and newly hired staff. IT has also replaced missing/broken devices including tech accessories (e.g. chargers, etc.). It should be noted, that all students and staff have been provided with tech devices for school and home use. Students and staff can call the Web Help Desk when they have technical problems with their laptops or lack internet access (973-412-2295/2283), or can make appointments during designated days and times for in-person support.
- Support Staff: Paraprofessionals, school counselors, and child study team members have been assigned specific students to follow up on to ensure the necessary supports and services were in place for academic progress and success. School counselors will also closely monitor students at risk of academic failure, and work with stakeholders to determine interventions and individualized supports.
- SACs & Nurses: the student assistance coordinators will work with nurses and other staff members to address the social and emotional learning of our students and staff. Additionally, nurses will work with key stakeholders to monitor COVID exposure, cases, and overall health and wellness of our staff and students.

- Business Office: the business office will work with grant supervisors and other stakeholders to ensure every department has the resources and support to provide the necessary services in a fiscally responsible manner.
- Leadership: the district leadership, under the guidance of the superintendent, will to continue to assess and address the needs of the district in terms of technology, teaching and learning, attendance, social emotional supports, program planning adjustments, health and safety, and fiscal priorities.
- Food Vendor: the food vendor will work with Business Administrators and School/District leadership to coordinate meal pick up locations and times. The Safety and Transportation department will also work collaboratively with the team and make arrangements to drop off and/or deliver food, if needed.
- Supervisors/Directors: the district level supervisor/directors, will monitor staff attendance and readiness to facilitate virtual/remote instruction and make provisions where necessary to ensure instructional continuity.
- Custodians/Maintenance: the custodian/maintenance department will clean and sanitize every classroom and all shared spaces and work with Business Office to coordinate the order of cleaning and EPP supplies.

Instruction and Social/Emotional Supports:

The eLearning daily schedule reflects the academic and social emotional needs both considered and incorporated to ensure students received a thorough educational experience. The scope of work in daily class sessions at a minimum will include a Do Now activity, a Zoom session and/or Daily task, and a related assignment. Attendance will be taken, recorded, and shared daily for both Homeroom and Class Sessions.

80 Minutes		40 Minutes	
Components	**# of min**	**Components**	**# of min**
Do Now/Warm Up: *Relevant to Lesson	5-10	**Do Now/Warm Up:** *Relevant to Lesson	3-5
Intro to Lesson: Communicating Lesson Objectives, Discussion, Guided Practice, Presentation, Modeling, Theory *Note Taking/NJSLS/Industry Standards	15-20	**Intro to Lesson:** Communicating Lesson Objectives, Discussion, Guided Practice, Presentation, Modeling, Theory *Note Taking/NJSLS/Industry Standards	7-10
Independent Practice:	20-25	**Independent Practice:**	10-15

Engaging & Relevant - Practical Application, Projects, Hands-On Tasks *Rubrics, Interdisciplinary, Technology, Mastery of Learning		Engaging & Relevant - Practical Application, Projects, Hands-On Tasks *Rubrics, Interdisciplinary, Technology, Mastery of Learning	
Wrap-Up/Closure: Review, Next Steps, Constructive Feedback, Clarification	10-15	**Wrap-Up/Closure:** Review, Next Steps, Constructive Feedback, Clarification	3-5
Formative Assessment: E.g. Exit Ticket, Peer Evaluation, Self-Evaluation	5-10	**Formative Assessment:** E.g. Exit Ticket, Peer Evaluation, Self-Evaluation	3-5

A portion of day will be reserved for individualized virtual professional and academic, social, and emotional support vis-à-vis:

- Student Individualized Support & Teacher Virtual Office Hours,
- Post-Secondary guidance and instructional support,
- Child Study Team related services,
- Academic and Career related guidance,
- Social emotional individual and group sessions,
- Grade level meetings & presentations,
- Consultant support services,
- Guest speakers, pep-rallies, spirit week activities, college presentations, and other student-related services,
- Speech language services,
- Professional Development, Collaborative Planning, & PLCs

Each student's progress toward satisfying the high school graduation requirements is meticulously monitored. PowerSchool log entries from teachers and support staff will be addressed by the school administration and interventions (individual instructional plan, behavioral plan, etc.) will be created collaboratively with various stakeholders, including student and parents. Timely intervention and support will be offered to students at risk to ensure they succeed and graduate in their respective cohort year. For those students that need additional time and support, summer enrichment, credit accrual, and remedial programs are offered.

Staff will respond to all instruction inquiries from students and parents within 24 hours, and work with school counselors to ensure supports and services are delivered. Other inquiries will be addressed within 48 hours. The I&RS team will continue to provide supports to students, parents, and staff via Zoom. Staff will continue to implement the 504 and IEP expectations outlined in the PowerSchool Special Programs application, which can be accessed remotely. School administrators, Directors and

Supervisors will be responsible for cultivating and monitoring adherence to procedures/processes set to maximize teaching and learning and social emotional supports for staff and students. Parent coordinator will work with leadership to ensure parents stay informed and are provided with the supports and access necessary so that students are successful.

Specialized Populations

Students with and IEP and/or classified as an English Learner will continue to receive the services, supports, and accommodations needed to be successful academically, socially, and emotionally. Students, as part of the in-person instructional model, have been acclimated to the various tech tools available in the district for instruction. This has prepared them for a smoother transition should the district implement the virtual educational program.

The instructional staff will continue to create lessons (edConnect) that take into account the needs and abilities or our highly diverse students, differentiating and making content/language accommodations as required. For special needs, teachers will adhere to the accommodations outlined in the student's IEP (PowerSchool Unified Classroom) to plan lessons and facilitate instruction. Teachers with English Learners will incorporate WIDA levels/standards and Sheltered Instruction practices to ensure students are successful in the ESL and content areas courses. It should be noted that the lesson plan template used for the lesson planning process requires that linguistic, cognitive, and behavioral considerations are addressed and these are reviewed by Supervisors/Directors weekly.

Support staff, including SAC, school counselors, CST, and paraprofessionals will be responsible to monitor students' academic progress and communicate these with parents/guardians regularly. This team will also report/share student progress with leadership team to ensure collective supports and interventions are created and delivered (e.g. delivering print materials/resources to the student homes, conducting in-person wellness visits, etc.).

Supervisors/Directors will continue to hold weekly meetings with support staff to ensure adherence to protocols and provide supports as needed. The leadership team will also work with the parent coordinator to hold special sessions for the parents of our English Learners and Special Needs students.

The district has also invested in a number of resources to ensure parents, students, and community receive updates/information/training in comprehensible language. Some of these include:

- ITS Translation Services-translate letters and documents.
- ZOOM Translation-caption and interpreter apps
- Bilingual Staff to assist with teacher/staff and parent meetings.

Attendance

Attendance for both staff and students will be taken using the following platforms:
- o   Staff Attendance-AESOP Frontline
- o   Student Attendance-PowerSchool & Schoology

During Virtual/Remote Instruction, students are required to log into Schoology and participate in classroom instruction with their respective instructors. Students have been informed of our academic and attendance expectations as part of the orientation process. These expectations are also outlined in

the Student Handbook. Students are aware that failure to comply may impact graduation progress status and retention. However, the district also has created systems to support students and families during virtual instruction.

Zoom sessions will be used to confirm class attendance. Instructors will enter the corresponding attendance into the PowerSchool Student Information System (SIS). For students identified as absent, a robocall message will go out to the parent/guardian phones to notify and inform them.

For students on home instruction or experiencing difficulties in accessing the assignments online, hard copies of the assignments will be provided. These students are recorded as present with the relevant attendance code. Support staff will follow up with these students daily.

The district will monitor individual student attendance on a daily basis and completion of assignments. A list of students who are recorded as absent will be sent to specific school staff, who are assigned to follow up with the students and their parents.

School counselors and secretaries are responsible for calling general education students who are marked absent on any given day. School VPs, school counselors, and CSTs are responsible for monitoring student's academic performances. Paraprofessionals and CST are accountable for contacting SWD, EL, and shared-time students daily.

Students who we are unable to get in contact with are reported to the DSRS and school principals. The DRSR makes additional family calls, requests wellness checks, or engages DCP&P for students we may lose contact with. School staff will follow up and report on students accordingly.

Delivery of Meals

Maschio's will work with school/district leaders to create a Meal Distribution plan. The tentative plan for the distribution of meals will be enacted:
- o   Serve students 10-12pm on Monday and Tuesday.
- o   On both days breakfast and lunch will be provided to each student for the entire week.
- o   Maschio's employees and district staff will be assigned as needed.
- o   A table will be set up for students to pick up their bagged meals for breakfast and lunch for the entire week at Payne Tech (South 11th St Parking Lot).
- o   As required per the NJ Department of Agriculture guidelines, a roster of student names for all meals picked up will be maintained. In addition, students will be able to pick up breakfast and lunch from their sending districts. Food distribution times and locations will be posted on the sending districts' websites. Robo calls will also be used, as needed, to share the plan and direct parents and students to the website for additional information.
- *For students that may have difficulty picking up the meals, arrangements will be made with our Supervisor of Transportation to deliver the meals.

Facilities

The Essex County Schools of Technology have a daily disinfecting and cleaning schedule for all shared spaces and offices as part of its contract with the vendor Pritchard Industries. The district has also invested in a sufficient amount of PPE supplies for all three schools (Donald Payne Tech, West Caldwell

Tech, and Newark Tech) and Central Office. In addition, the County of Essex has been a tremendous partner in providing all three schools with cleaning supplies and PPE.

Other Considerations

- Accelerated Learning opportunities will continue to be offered to the students as part of the district summer program offerings.
- SEL-In addition to the in-house support staff supports, the district will continue to invest in services and consultants to provide staff and students with social emotional tools, supports, and services.
- Extracurricular-the district will continue to provide opportunities for students to participate in sports following Health Department guidance. For clubs, virtual sessions/meetings/activities will be facilitated.
- Extended Learning programs will be offered after school in core areas (e.g. mathematics, science, and language arts/ESL).
- Credit Recovery and Enrichment-the district will continue to provide credit recovery and enrichment programs after school and/or during the summer.
- Community Training/Information-The parent coordinator will work with the school PTSA committees to ensure parents/community feel included, informed and supported.   Consultants, teachers, leadership will facilitate sessions addressing SEL, technology, and instruction.
- 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.