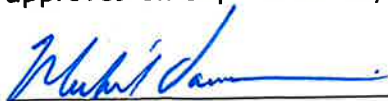**LIVINGSTON BOARD OF EDUCATION**
Livingston, New Jersey

The following was approved by the Livingston Board of Education at its September 20, 2022 meeting:

1.3   Plan for Virtual and Remote Learning

Resolved, that the Livingston Board of Education approves the *Plan for Virtual and Remote Learning* for submission to the Essex County Department of Education. This plan will be instituted in the event a school or schools in the district are required to close for 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.

Certified to be a true copy of Resolution
approved on September 20, 2022

Michael Davison, Board Secretary

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs
for the 2022-2023 School Year

The New Jersey Department of Education (Department) remains at the ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for school year (SY) 2022-2023. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2021-2022 SY as LEAs faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for the 2022-2023 SY.

In April 2020, Governor Murphy issued an executive order that became <u>P.L.2020, c.27.</u> 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. Questions should be directed to the <u>County Office of Education</u>.

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:

Livingston Public Schools

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

Dr. Matthew J Block

Phone Number of Contact: 973-535-8000

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?	1,2	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.	1 , 2	Yes ⦿	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	1 , 2	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?	1 , 2	Yes ⦿	

Notes on Equitable Access to Instruction

Equitable Access to Instruction is ensured by providing devices and internet access to all students.

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?	3 , 4	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?	3 , 4	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?	3 , 4	Yes ⬇	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	3 , 4	Yes ⬇	

Notes on Special Education Needs

The plan fully outlines how special education classes and services will continue during a period of remote learning, should it become necessary.

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?	2	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?	2	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?	2	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)?	2	Yes ⌄	

Notes on Supporting ELL Educational Needs

The plan addresses the services, instruction and advocacy that ESL students would require during a potantial period of remote instruction.

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?	6	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?	6	Yes ⊙	

Notes on Attendance Plan

The plan addresses attendance during a remote learning period on page 6.

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?	6	Yes ⊙	

Notes on Safe Delivery of Meals

The plan addresses safe delivery of meals during a remote learning period on page 6.

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?	6	Yes ⊙	

Notes on the Facilities Plan Other

A plan for school facilities is included in the plan.

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	NA	No ⊙	
d. 21st Century Community Learning Center Programs	NA	No ⊙	
e. Credit recovery		Yes ⊙	
f. Other extended student learning opportunities		Yes ⊙	
g. Transportation		Yes ⊙	
h. Extra-curricular programs		Yes ⊙	
i. Childcare		Yes ⊙	
j. Community programming		Yes ⊙	

Notes on Other Considerations

All aplplicable elements are covered in the plan.

APSSD Applicable Only: Sharing Plans

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

Notes on APSSD Sharing Plans

Not Applicable

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

An essential employees list already exists in the district, and will continue to be updated.

Board Approval

Date of board approval (mm/dd/yyyy): September 20, 2022

Notes on Board Approval

This was approved at a regularl meeting of the Livingston Board of Education, and part of their public agenda.

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.livingston.org

LIVINGSTON PUBLIC SCHOOLS
PLAN FOR VIRTUAL AND REMOTE LEARNING
For the 2022-2023 School Year

This Remote Learning plan has been developed in consultation with Local Agency Guidelines for Chapter 27 Emergency, Virtual or Remote Instruction Programs for 2022-2033.

The plan corresponds with Board of Education Policy 2425, which reads as follows:

"The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for 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 district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for 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 Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

Delivery of Virtual and Remote Instruction

I. Equitable Access and Opportunity to Instruction - All Students Grades K-12

- Students have been provided with a district digital device. While most students take their device home, the district will try to ensure (if possible) that the students at the lower grade levels who do not take their device home regularly will have their district-issued device at home in the event of a transition to remote learning.
- Defined class periods will take place in line with the **regular daily in-person schedule** (full day schedule = more than 4 hours of instruction at all levels);
- Teachers will utilize Schoology and other communication and sharing apps (already used in the district) to provide materials, assignments, and resources;
- Classes will be taught via Zoom, Google Meet and/or Schoology Conference-
- In addition to a school issued device, all in cases where needed students will be provided with internet "hot spots" to ensure that all students can access the internet from home;
- Small group instruction/additional support takes place as needed using small meeting rooms in the various online platforms;
- Curriculum modifications will be made with content supervisors and district administrators to ensure students are meeting the essential standards for each content area with flexibility developed for the delivery of instruction and the methods for assessment.

- Students who qualify will continue to receive opportunities for accelerated learning. All programs such as Gifted and Talented, Honors Classes, and higher level content courses will continue to be taught, and school counselors at all schools will continue to meet with teachers and students to ensure any student who meets the qualification for accelerated learning will be able to access those programs.
- All school counselors, school psychologists, and staff members who have received the Mental Health First Aid training will be connecting with students who are struggling with mental wellness issues, and will be able to recognize when students need counseling and other services. Staff and students will continue to have access to all resources available when our facilities are open. This includes both online and in-person help and intervention. Programs, meetings, advisory programs, community programs, daily class meetings, and time set aside for SEL will continue to be provided and implemented.
- If students are not able to complete work at home, they will be able to set aside meeting time to work with their classroom teachers for extra time and personalized instruction. Students who normally work with basic skills teachers will be able to access those teachers for and others for extra time and instructions. If class credit is lost, students will have the opportunity to recover credits by working with their school counselor to assist in navigating the credit recovery program.
- Transportation will be available as needed and practicable for students that need to access the facilities to pick up supplies, lunch, or attend a meeting on school grounds. While most students will not need to be transported due to the nature of the remote period, some may need transportation, and a number of drivers will be retained and available to drive our district buses
- Community programs and extracurricular programs will continue in full force. Depending on the situation at the time, some of those programs may be moved outside and some may be moved to Zoom. Nonetheless, advisors will engage in their extracurricular programs and coaches with their teams.
- The District will work with the local West Essex YMCA, our current child care provider, to ensure that parents who need child care.

Addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.

- *District issues a digital device to every student throughout the district.*
- *Students who are identified as not having access to the internet will be provided with district hot spots to ensure access would continue throughout remote instruction. As teachers and/or administrators become aware of new students in need, hot spots are provided.*
- *"Help Desk" phone line and email address will be put into place for technology concerns. During the remote learning period, students can trade out broken devices for functioning ones, and can access "Help Desk" services throughout.*

II. Addressing Special Education Needs - Students with Disabilities

OVERVIEW

Special education teachers (Resource Center, Self-Contained and In-Class Support) will provide large, small group and individualized instruction via various online platforms such as Zoom and/or Google Meet. All teachers will share a daily agenda with their students regarding the scheduling for assignments and virtual meetings that day. Instruction will include both live and pre-recorded videos (Screencast-o-matic, Loom, etc.) to teach new concepts based on district curricula. In-Class Support teachers will also co-teaching with their general education counterparts during large group instruction. Following large group instruction, teachers will split their Zoom sessions into small group breakout rooms with work to provide direct instruction and support. Instructional aides will be available during class instructional time to also provide support to the students on their caseloads during breakout groups as well as implement any modifications and accommodations needed. Google Meet provides Closed Captioning as an accessibility option for students. In addition, all students continue to utilize Google Read and Write for any google-based activities as needed for additional accessibility needs.

Additional support will be provided by instructional aides at alternative times throughout the day, while under the supervision of the certified teacher. Supplemental related activities are also being provided by all staff for students to ensure that each child makes academic growth and progress based on student goals and objectives. Each teacher is required to have one hour each day to provide individualized support and assistance for all students. Students with IEPs will have opportunities to receive additional support and assistance in accordance with the programming in their IEPs. If students continue to need additional support, some teachers may schedule additional 1:1 sessions based on individual needs and feedback from parents. Teachers continue to implement modifications and accommodations specific to student needs (i.e regarding mode of responding) as needed during each lesson and/or activity.

Related Services (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teach of the Deaf) are being provided via various online platforms (Zoom and Google Meet) in both individualized and small group instruction as per the student's IEP. This includes both live (or by phone) and pre-recorded videos based on the goals and objectives for each student. Therapists are in regular contact with parents via phone call, emails and Google Classroom or Schoology as a means for providing support and guidance as well as submission of work completed based on each child's individual needs. Group and individual sessions are provided as per each child's programming. Providers are completing daily logs regarding contact, frequency, type of activity delivered and specific goals being targeted. These activities all help students to continue to make academic, emotional, and social growth.

Case managers and related service providers (speech, occupational therapy, physical therapy, social skills, counseling, parent training, Teachers of the Deaf, case managers, counseling professionals, etc.) are tracking all communication, lessons, and contact on a

daily basis for each student to document that the frequency of contact matches the IEP to the best extent possible. They are also maintaining a monthly log of service delivery that was previously required during in-person instruction which is shared with the director of special education monthly. Each provider communicates directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication helps all stakeholders to maintain an accurate log of implementation, while also helping to support the home/school connection. Parents are generously providing pictures of work samples and completed activities are being shared via Google Classroom or Schoology as a means for assessing progress. Use of online platforms (i.e. Raz Kids, Learning Ally) are being used to monitor progress in areas such as Reading Fluency and Comprehension. Teachers continue to implement modifications and accommodations specific to student needs as needed during each lesson and/or activity.

ENSURING IEP IMPLEMENTATION

Case managers will be in touch with parents via email and/or phone on a regular basis to check in with parents for both in and out-of-district students. Case managers will also monitor the frequency and delivery of related services for each student to ensure implementation of the IEP to the best extent possible based on weekly collaboration with teachers and related service providers. All case managers will communicate with related service providers and teachers on a regular basis to ensure that the students on their caseload receive the required services and are appropriately participating in the remote learning experience.

IEP MEETINGS , EVALUATIONS, and OTHER IEP PROCESS EVENTS

In accordance with NJ6A:14 as per timelines for meetings, all annual review and assess/review/revise IEP meetings continue to be held virtually via phone conference (or web conference based on parental request). Parents are signing consent to participate via virtual meetings. Documentation (attendance sheets, written notice, IEPs and any other relevant forms) are being shared with parents via email immediately following the meeting.

Identification meetings, eligibility meetings (initial and re-evaluation meetings) are being held in accordance with NJ6A:14. For students in the process of determining eligibility, evaluations are also being emailed home to parents to provide their 10 days to consider the evaluation prior to the eligibility meeting as per NJ6A:14. Eligibility determinations are being made based on existing data in collaboration with the classroom teachers and providers as recommended by the NJDOE - Office of Special Education in addition to any rating scales and social history assessments that can be conducted.

How remote instruction meets the needs of English Language Learners (ELL) and Students With Disabilities to the greatest extent possible, including the provision of related services.

- *Students receive ESL services in accordance with all other expectations for teachers in the district. Further information on meeting the needs of English Language Learners is provided below.*
- *Students with Disabilities are provided with the programming designated in their IEPs via remote instruction. All related services are provided as designated in their IEPs while in remote instruction.*
- *These services have been delivered in a variety of formats to ensure accessibility for all students. Various platforms such as Google Classroom, Schoology, and Zoom are used to provide individualized instruction and whole class instruction for all students on a daily basis. Related service providers, instructional aides, and in class support teachers, all push into lessons to deliver integrated services.*
- *Related services are also provided in group format as well as individually, as per the programming in each child's IEP. These are all delivered with platforms such as Google Classroom, Zoom, and Schoology, as well as through activities provided by the related service professionals.*

III. Addressing English Language Learners (ELL) Plan Needs

o Describe the provision of ESL and bilingual education to meet the needs of ELL.
o Describe how the district communicates with ELL families, including the translation of materials and directions.
o Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.

- *LPS follows the guidelines set forth in N.J.A.C. 6A:15, BILINGUAL EDUCATION*
- *LPS continues to support our English Language Learners through the ELLevation online learning and monitoring platform.*
- *Teachers meet daily with their English Language learners remotely in order to target instruction and provide guided interaction (Zoom, Googlemeet, and Schoology)*
- *Our ESL teachers take attendance, and document student participation during the lessons and assess completion of activities/assessments given. These lessons are monitored by the District's Interim ESL Supervisor and school Principals.*
- *Explicit instruction is taking place remotely, based on the LPS school schedules.*
- *LPS continues to build vocabulary and language development via online vocabulary programs, virtual read alouds, and remote guided reading sessions.*
- *A variety of visual aids, such as graphic organizers, pictures, diagrams, and charts are used to optimize student learning.*
- *Differentiated authentic assessments are used to allow students to demonstrate evidence of understanding and levels of proficiency. These include performance-based assessments, project-based assessments, criterion-referenced*

assessments, and methods that allow students to show and practice knowledge in non-language dependent ways such as Venn diagrams, charts, drawings, mind maps, and PowerPoint slides.

- Each ESL teacher communicates directly with students and/or parents as appropriate to schedule required sessions, assign supplemental activities to promote growth and independence, and discuss areas of need in support and assistance. This regular communication helps all stakeholders to maintain an accurate log of implementation, while also helping to support the home/school connection. Parents are generously providing pictures of work samples and completed activities are being shared via Google Classroom as a means for assessing progress. Use of online platforms (i.e. Freckle, Raz Kids, ELLevation, etc.) are being used to monitor progress in areas such as Reading Fluency and Comprehension.
- Speaking, listening, reading, writing, and vocabulary is being monitored via authentic tasks embedded in the ELA curriculum, following the "NJSLS," New Jersey Student Learning Standards as defined in N.J.A.C. 6A:8-1.3
- Students eligible for high intensity programs are receiving two periods of learning.
- Regarding technology, we are following the LPS plan. Specifically, students in grades 2-12 were sent home with their devices. If families needed internet access, LPS set up hot spots for those families. Technology needs are met daily, based on needs. Students can schedule appointments and drop off devices to an outside school location for technology service and assistance as needed.
- Teachers have provided their District email addresses to their students and parents. Many dedicated teachers have also provided their cellular telephone to parents in order to ensure they keep in constant contact.
- The Livingston School District utilizes a translation program on the District website that allows parents to read District information in their Native Language. Additionally, the district's ESL Interim Supervisor as well as many district teachers and staff members speak many languages and are available if needed to translate for parents.
- The district administrative team has participated in many of the virtual lessons, and they continue to hold staff meetings and professional development workshops with all teachers.

IV. Attendance Plan

- All schools and teachers take student attendance daily and period by period in their remote classes. A student who can be identified as being present online will be marked "present";
- School administrators will consider attendance and the completion of work when determining promotion and/or retention. Students at the high school are referred to the SARC (Student Attendance Review Committee) when they are in danger of losing credit in a class;
- Students who continue to have difficulty attending classes as prescribed during remote learning may be referred to the Intervention and Referral Services Team

V. Safe delivery of meals
LPS utilizes Aramark for cafeteria services. Aramark will continue to prepare meals for students to pick up in a safe fashion multiple times per week at Livingston High School. Families who are unable to get to the high school will have meals delivered via school bus.

VI. Facilities
Provide an outline of how the building will be maintained throughout this extended period of closure.
- *Custodial and Maintenance staff will be scheduled in the school facilities as needed. The Buildings and Grounds administrators are available remotely as needed.*
- *LPS Security department will monitor the school grounds and our schools regularly during this period of remote learning. Security officers are moving throughout the district ensuring that the school grounds are not being utilized as is consistent with the Governor's orders.*

VII. Essential Employees

Livingston Public Schools will ensure that an essential employees list by category continues to be maintained. The list will be provided to the county office at the time of transition to remote/virtual learning.