

Mark J. Finkelstein  
*Superintendent*

Gary E. Molenaar  
*Assistant Superintendent*



Patrick M. Moran  
*Business Administrator/  
Board Secretary*

## Chapter 27 Emergency Virtual or Remote Instruction Programs 2021 – 2022 School Year

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P.L. 2020, c. 57 was approved on July 2, 2020 and codified under the already existing statute section N.J.S.A. 18A:7F-9. The revised statute permits a school district to implement a Commissioner-approved program of virtual or remote instruction 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. These days of virtual or remote instruction will count toward the 180-day requirement.

In the event that Educational Services Commission of New Jersey (ESCNJ) is directed by the NJDOE or NJDOH to close schools as noted above, students will be provided a remote instruction packet and online resources with instructional and therapeutic activities. Parents/guardians will be guided by ESCNJ faculty/staff to work with their child for a minimum of four (4) hours per day during school closure. Instructional time will consist of direct contact/instruction/therapy by ESCNJ teachers and therapists in both synchronous and asynchronous methods. Instructional activities will also include independent work assignments and group activities, where appropriate based on student ability and family circumstances.

The instructional/therapeutic activities will be based on student's IEP Goals and Objectives. ESCNJ administrators, faculty, and therapists will be available by various electronic means such as email and telephone to assist and guide parents in the implementation of the programs during the closure and on a daily basis. ESCNJ certificated faculty and staff will be available during normal school hours and after hours on an as needed basis. ESCNJ certificated faculty (i.e., teachers and therapists) shall coordinate, implement, and evaluate student instructional activities and work product throughout the emergency school closure. Tracking of instructional/therapeutic services will be accomplished via the following means; Daily Student Contact Logs, Progress Reports and/or Report Cards, Lesson Plans, Student Schedules, Remote Instruction Reports to LEA's, SEMI tracking forms, etc. Faculty will use the above data sources to assess student progress toward achievement of IEP goals and objectives.

Home/school communication will be vital to ensure the quality and consistency of instructional/therapeutic services and student progress on IEP goals and objectives during the emergency school closure. As such, the Commission's expectation is daily contact with each student/family and logged as noted above. The need to effectively communicate with non-English speaking families is acknowledged and will be accomplished through various means. Bi-lingual Instructional Aides will translate for Commission faculty as needed to ensure the proper delivery of instruction and/or therapy. Various online platforms and apps will be employed (e.g., Class Dojo, Talking Points, Google Translate, etc.) to communicate with non-

English speaking families as well. Additionally, ESCNJ nurses and case managers will maintain regular contact with students/families to monitor student academic progress, behavioral issues, health status, etc. ESCNJ case managers and/or nurses will contact the LEA case manager on an as needed basis.

ESCNJ faculty and case managers will participate virtually in IEP annual review meetings and other mandated CST meetings as requested by sending districts.

Student attendance will be taken on a daily basis by the classroom teacher and recorded via the Commission’s SIS, Genesis. Attendance is based on daily student/family contact made during the course of each instructional day. Absences of 5 consecutive school days will result in a written letter to the LEA as well as direct contact with the district case manager. ESCNJ school nurses will make family contact in the event of any student absence.

Students have access to technology including iPads, Chromebooks, laptop computers, and smart phones to access instruction/therapy provided using online platforms such as Google Classroom and Schoology; Video conferencing using Zoom or Google Meet; and educational websites such as IXL, BrainPoP, and Newsela. Classroom teachers, paraprofessionals, and therapists regularly monitor students’ access to devices during daily student / parent contact. When it is determined that a student is not able to access instruction / therapy due to lack of access to a device, ESCNJ case managers coordinate with LEA case managers to provide the student an appropriate device either from the sending district or from ESCNJ.

Faculty/staff and families will be surveyed to determine technology and connectivity needs on a regular basis. The technology and connectivity needs of faculty/staff will be met to enable effective delivery of remote instruction. ESCNJ will provide options for internet connectivity for students when needed. ESCNJ will loan and deploy devices for remote instruction and/or connectivity when and where appropriate to students and families.

Below is the Continuity of Student Learning Plan differentiated by Special Class Program type and student age:

<b>Special Class Program</b>	<b>Instructional Resource</b>	<b>Comments</b>
<p>Preschool Disabled (Ages 3 – 5)</p>	<p>Instruction aligned with IEP goals and objectives which are based on the PLAAFP and student’s academic, developmental, and functional needs.</p> <p>Use of video conferencing for individual instruction, YouTube channels, BrainPop Jr., and other online resources where applicable.</p> <p>Instructional packets consisting of paper/consumable based assignments provided by classroom teachers and therapists.</p>	<p>Modifications/Accommodations provided in accordance with IEPs.</p> <p>Individual family needs and extenuating circumstances accommodated to the greatest extent possible.</p> <p>Use of VB-MAPP to assess student milestones.</p> <p>Assignments sent electronically when possible.</p>

<p>Autism &amp; Multiple Disabilities (Ages 5 – 21)</p>	<p>Instruction aligned with IEP goals and objectives which are based on the PLAAFP and student’s academic, developmental, and functional needs.</p> <p>Use of video conferencing for individual and group lessons as appropriate, YouTube channels, IXL, Newsela, BrainPop, and other online resources where applicable.</p> <p>Paper/consumable based assignments for English/Language Arts and Mathematics based on IEP goals and objectives.</p> <p>Activities for Daily Living activities.</p>	<p>Modifications/Accommodations provided in accordance with IEPs.</p> <p>Individual family needs and extenuating circumstances accommodated to the greatest extent possible.</p> <p>Assignments sent electronically when possible.</p> <p>Use of VB-MAPP, PEAK, and AFLS to assess student milestones.</p> <p>Ages 14-21 CBI (i.e., Pre-Vocational, CEC LCE curriculum) included.</p>
<p>Behavioral Disabilities (Ages 5 – 21)</p>	<p>Instruction aligned with IEP goals and objectives which are based on the PLAAFP and student’s academic, developmental, and functional needs.</p> <p>Use of Schoology, video conferencing for individual and group lessons as appropriate, YouTube channels, IXL, Newsela, BrainPop, and other online resources where applicable.</p> <p>Paper/consumable based assignments for English/Language Arts and Mathematics based on IEP goals and objectives.</p> <p>Clinical support/counseling by RUBHC therapists and psychiatrist.</p>	<p>Assignments sent electronically when possible.</p> <p>Modifications/Accommodations provided in accordance with IEPs.</p> <p>Pass/Fail grading will be used while in a remote instructional setting.</p>

**Related Services** (Speech/Language Therapy, Occupational Therapy, Physical Therapy, Counseling): Therapists will provide resources for home-based programs to provide continuity of services. Additionally, Speech/Language, Occupational, and Physical Therapists will provide teletherapy sessions where and when appropriate. Counseling as a related service will be provided via video or phone conference and other online resources to address relevant student/family concerns where and when appropriate. When related services cannot be provided through remote/electronic means, missed sessions will be made up as needed upon return to school to the greatest extent possible.

**Meals During Emergency Virtual or Remote Instruction**

Students who participate in virtual/remote instruction are to be included in their home/resident district food service program for school breakfast and lunch. ESCNJ case managers will work with families and students who require access to meals during remote or virtual instruction by coordinating with the students’ home/resident district.