

Pineland Learning Center

PLC Emergency Virtual or Remote Instruction Plan

SY 2022-2023

9-30-2022

Introduction

It is our goal and expectation to remain open for in-person learning to the fullest extent possible because our collective experiences during the COVID-19 Pandemic beginning in the spring of 2020 confirmed that the majority of Pineland’s students learn best and most effectively in person, when human connections enabling individualized support, daily routines, structure, and expectations are reinforced through physical proximity, which can rarely be adequately attained in a virtual or remote learning model.

When a cohort of students, or the entire school must switch to virtual learning due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer, our goal is to provide continued and ongoing learning, support, and communication.

Equitable Access and Opportunity to Instruction

In the event of an emergency requiring all or part of the student body to implement virtual or remote instruction, Pineland Learning Center will continue to provide equal access to instruction for all students according to the provision of remote instruction services guided by N.J.A.C. 6A:16-10.1, each student’s I.E.P. requirements, and this Emergency Virtual or Remote Instruction Plan. Students will continue to engage with the curriculum, lessons will be aligned with current curricular goals, and assignments will be assessed for student learning.

All students will have access to online instructional resources and platforms, access to technology, and access to the internet. Parents may choose to use their own devices, however if a student does not have access, Pineland Learning Center will provide access. All students have access to assignments posted on the teacher’s webpage on the school’s website or on the Microsoft Teams platform. Students can see their current assignments as well as prior assignments. Some resources and platforms are used across all grade levels, and some of them are grade or school (elementary, middle, high) specific. These website-based resources and platforms can be accessed through the school’s website, applications on technology equipment, and Microsoft Teams software.

In some circumstances, whenever practicable, students can borrow technological devices from parents/guardians. Pineland Learning Center will provide website addresses and login information for additional practice and virtual access to instruction. Teachers will continue to create and deliver virtual and/or paper-based lessons and assignments and will assess student’s individualized work.

Following N.J. 6A:16-10.3. (b) Pineland Learning Center provides instruction at no cost to students or student families in the home or out-of-school setting either directly or online, including any needed equipment or educational services. Apple iPads and iPads with 4G, or Chromebook/MacBook laptops will be provided to all students in need. A waiver will be signed by a parent/guardian for each student to receive technology equipment.

Students who come to Pineland Learning Center do not consistently have access to technology or internet services. Pineland Learning Center students are identified with one or more learning disabilities, which manifest in negative behaviors and require individualization and modification of learning materials and services. In instances in which a student’s parent or guardian does not agree to utilize a Pineland-provided device for any reason, and alternative technology is not available, the student will be able to access assignments via packets delivered to the student’s home. The individual hard-copy, instructional packet created for a Pineland Learning Center student, can be completed without technology access.

Staff will remain in daily contact with students and caregivers by phone or through digital platforms or both. The staff will make sure that the students have access to technology every day. If the student does not have access to technology equipment or the internet, Pineland Learning Center will immediately address the issue. PLC may have to support the student with technology, help in troubleshooting a technical issue, or replace the equipment. Those students who are unable to connect to the internet will receive a 4G iPad that has a data plan for internet connection. The administration will manage this process so that the student regains access to technology immediately.

Length of Virtual or Remote Instruction Day

Pineland Learning Center students, kindergarten through grade 12+, will be provided with instructional material across all content areas according to each student’s regular school day schedule. Instructional time will meet or exceed a minimum of 4 hours, exclusive of breaks for breakfast, lunch, and recess. A modified schedule may be implemented, consisting of 30-minute instructional blocks of time or following a late arrival or early dismissal schedule. Time will be set aside for individual student communication and may include designated “office hours” for staff.

Differentiation of Instructional Time

- All students will be contacted daily by one or more of their current teachers
- All student learning will be scheduled throughout the school day, using a combination of synchronous instruction, asynchronous learning opportunities, and even hybrid lessons
- Teachers and Clinicians will develop remote/virtual lessons in full consideration of their individual students’ strengths, interests, learning styles, behavioral support needs, and IEP goals and objectives

Implementing Individualized Education Plans (I.E.P.s) for Students with Disabilities

All students at Pineland Learning Center are identified as a *student with disabilities*. Therefore, all teachers must create individualized lessons for the students they are responsible for, are familiar with, and currently have in their classroom. All content-specific materials and assignments are modified to meet the needs of each student according to their I.E.P.

The purpose of each provided learning task is to continue instruction and measure learning to have students meet course objectives. Remediation will be provided as needed. Students can expect to be assessed on the material that was covered through the instructional activities. Teachers will provide feedback to students and record grades when assignments are returned or submitted.

Students will be guided by their teachers as much as possible. Teachers are available to all students during school hours to answer questions and give individualized instruction.

Addressing Individual Special Education Needs

All remote instruction/services will be consistent with the student's Individualized Education Plan Program (I.E.P.) to the most appropriate extent possible. Pineland Learning Center will speak with parents/guardians and help them consider how they may best ensure that their child has the necessary supports in place during an emergency virtual or remote instruction period. Consultation with the parents and sending districts will explore how each child will gain equitable access to remote instruction.

Pineland Learning Center will offer special education services to the most appropriate extent possible while students are physically away from their schools/programs during a temporary emergency.

I.E.P. Implementation Including Related Services

→ Speech

Eligible students receiving Speech Therapy services will have an individualized maintenance plan developed by their treating therapist based on current goals and objectives, as stated in the student's I.E.P.

Therapists may send home maintenance activities with each student.

Teletherapy will be provided per N.J.D.O.E. guidelines according to the student's IEP.

Upon return to school, any speech sessions missed may be offered as make-up Speech Therapy sessions.

→ O.T.

Eligible students receiving O.T. services will have an individualized maintenance plan developed by their treating therapist based on current goals and objectives, as stated in the student's I.E.P.

Therapists may send home maintenance activities with each student.

Teletherapy will be provided per N.J.D.O.E. guidelines according to the student's IEP.

Upon return to school, any speech sessions missed may be offered as make-up O.T. sessions.

→ Counseling

School Social Workers and School Psychologists will ensure their students are on track to meet all counseling requirements and will offer additional supports needed during remote learning. Clinicians may send home maintenance activities with each student.

Teletherapy will be provided per N.J.D.O.E. guidelines according to the student's IEP.

Upon return to school, any individual or group counseling sessions missed may be offered as make-up counseling sessions.

Pineland Learning Center case managers and behavior therapists keep in frequent contact with their students beyond what is recommended by the student's I.E.P. Clinical staff are available throughout the day to help address student's needs. Clinicians will call students and guardians, attend classes with their students, assist with learning difficulties, and continue to provide SEL lessons, strategies, resources, and training to students, families, and staff.

Nursing Services

The P.L.C. Nurse will:

- Be available for consultation via e-mail and phone with families/students (e.g., prevention methods, health plans).
- Collect any data on P.L.C. students and staff requested by NJDOE/NJDOH.
- Submit any required reports on the health status of students and staff to NJDOE/NJDOH.
- Provide administration with local and state health updates.

Additional Supports for Students Experiencing Challenges to Fully Engaging in Virtual/Remote Instruction

At Pineland Learning Center, making daily contact with our students is our foremost goal to ensure that learning is taking place each day. Chat and e-mail are available through our virtual school platform. Meetings for instruction will be held by our teachers and clinicians to continue visual and auditory learning and assessment and maintain staff-student relationships.

Incentives, positive reinforcement, and positive discipline are a large part of our school-wide behavior program. Daily points for attendance, behavior, and classwork will continue to be kept by teachers and paraprofessionals so students may receive rewards. Rewards will be mailed or delivered to the students when earned.

Attendance

Student attendance will be documented daily. Teachers and clinicians will record attendance for each instructional period of the school day. A student who participates or demonstrates participation through synchronous, asynchronous or a hybrid learning model, and/or communicates with their teacher/counselor/clinician during an instructional period of the school day will be considered present for the school day. Extra consideration will be given for

technological or environmental challenges presented during remote learning. Caregivers will be informed of student absences daily via Pineland’s mass notification system and when a student is not attending for more than one day, school social workers, teachers, and lead paraprofessionals are alerted.

When a student is not turning in classwork during virtual/remote learning, the focus remains on figuring out the reason for the lapse. There are many different and even understandable reasons why a student might not turn in an assignment or disengage in learning. Of course, the action school staff can take is limited due to proximity, but the reassurance that the student can make up missed work and maintain grades is a possible solution. Every teacher will make sure that their students know that they are available to assist with assignment difficulties and learning challenges.

Students receive letters home in increments of 5-days missed. However, after three days, a staff member will go to the student’s home to check on them to make sure they are safe, assist them and their caregivers in identifying and mitigating barriers to virtual learning, and to help establish recommended solutions. Pineland staff will continuously offer guidance, coaching, and supports to students and their families in need of assistance with attending school remotely.

Virtual I.E.P. Meetings, Evaluation and Other Meetings to Identify, Evaluate, or Reevaluate Students with Disabilities

Pineland Learning Center strictly adheres to all IDEA and NJ state-required timelines. All I.E.P. meetings will occur via phone conference or other district-requested communication platforms. Pineland Learning Center follows individual recommended guidelines when utilizing video platforms and hosting meetings. Before each I.E.P. meeting, Pineland Learning Center exchanges all necessary documentation with each respective district to help facilitate meetings.

Pineland Learning Center will contact each student’s parent/guardian to address any concerns. If necessary, evaluations, I.E.P. program reviews, eligibility meetings, and reevaluation meetings may be rescheduled at the request of the student’s sending district or parent/guardian. Pineland Learning Center will contact parents/guardians to follow-up on any concerns that may arise.

English Language Learners

Students eligible for and receiving ELL services will continue to receive these services during emergency virtual or remote instruction aligned with State and Federal requirements as well as the student’s I.E.P. Teachers will consistently employ strategies including differentiation of instruction, Universal Design for Learning, and technology to meet individual student’s needs. Families will have access to technology equipment, platforms, and translation apps as needed. Materials will be translated and provided to families who do not speak English. Communication will be sent electronically via email, text notification, posted on the school’s website with translation functionality, and/or offered live by phone, chat, or video conferencing.

Pineland’s school social workers and clinical staff will continue to provide SEL training and instruction to the school community. Teachers and clinicians will utilize the daily homeroom period and group/individual counseling sessions to lead SEL activities and offer opportunities to practice social emotional skills as they do during in person learning.

Provision of Student Meals

Students and caregivers on their behalf may pick up a bagged breakfast/lunch each day between 10:00 am and 12:00 pm at Pineland Learning Center's Main Entrance.

If it is not feasible for a student/parent/guardian to travel to Pineland to pick up breakfast and lunch, the student/parent/guardian may request assistance whenever needed from Pineland's School Social Worker or the Principal, who will coordinate with Pineland Learning Center staff to either deliver meals to that student's home or assist the student/parent/guardian in accessing meals from their sending school district or other local agencies.

Pineland Learning Center may coordinate with the sending school districts' transportation provider(s) when possible, to facilitate sending meals home when a cohort of students will participate in virtual or remote instruction.

When P.L.C. prepares and distributes meals to a student due to their inability to access meals at school, the meals will meet all food safety requirements. Pineland staff will adhere to all currently recommended health and safety measures, including the use of school-provided P.P.E., maintaining safe social-distancing practices, and contact-free delivery of food items.

Facilities Maintenance

Pineland Learning Center's building will remain open for Essential Staff to work onsite whenever feasible, and as needed. The school's facility maintenance staff will work onsite full-time during emergency virtual or remote instruction, ensuring regular building maintenance and repairs proceed according to schedule and are uninterrupted by a health or other declared state of emergency.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems, where appropriate. Recirculated air will have a fresh air component, and windows will be opened, if practical and possible. Air conditioning filter(s) for A/C units will be maintained and changed according to manufacturer recommendations. Pineland Learning Center has installed fresh air dampers on the school's rooftop units. Fresh air dampers bring in fresh air to circulate through air supply exchanges. All applicable filters are cleaned and changed every six months, according to manufacturer recommendations.

Germicidal Blue Non-Ozone UV Light Tubes are installed in HVAC units to ensure that indoor facilities have adequate ventilation. These light tubes, which are changed every year, extend the life of the air system by keeping coils and drain pans free of mold and improve indoor air quality by killing airborne bacteria and viruses.

When working onsite, staff will be required to follow all current health and safety guideline requirements. Pineland will provide appropriate Personal Protective Equipment, as needed.

Classrooms, offices, and common spaces will be regularly cleaned and sanitized by

Pineland’s cleaning vendor staff, who will also adhere to all recommended health and safety measures and protocols.

During a health-related school emergency, Pineland will continually provide staff with health and safety guidance available from the Centers for Disease Control and the N.J. Department of Health. Such guidance will be furnished to individual staff via paper flyers, electronically to all staff, maintained on Pineland’s website, and posted in the school building.

Communication

All Parents/guardians will be notified of this emergency virtual or remote learning plan and its implementation via Pineland’s mass notification system, by text, e-mail, phone, U.S. mail, or the Pineland Learning Center website. Students and families will be contacted by P.L.C. staff daily. A communication log will be kept by each staff member and turned in to administration weekly.

As a receiving district, Pineland Learning Center maintains consistent, daily contact with all sending districts, and all contact information is consistently updated. If Pineland Learning Center must switch to emergency virtual or remote instruction, all current sending districts will be notified via e-mail or phone of the dates and students affected.

As a receiving district, Pineland Learning Center is not responsible for student transportation to and from school. The sending districts provide all transportation to and from school for all students. If Pineland Learning Center closes, all districts and transportation companies will be notified via e-mail or phone.

Other Considerations

As a receiving school for students with disabilities, Pineland Learning Center coordinates closely with sending school districts to assist students and their families on an individualized basis. In the event of emergency virtual or remote instruction, our school social workers will continue to work with sending school district child study team members to ensure students can continue accessing extra-curricular programs in their home district.

Credit recovery is offered and may be modified at Pineland on an as-needed basis to meet graduation requirements in coordination with the sending school district’s CST and guidance department.

Pineland Learning Center’s 21st Century Program is integrated throughout the entire school. All students 14 and older receive direct 21st century instruction. Transition services and programming, including accelerated learning, will be modified, and community partnerships will be sustained during emergency virtual or remote instruction.

Other extended student learning opportunities at Pineland Learning Center, driven by student interest and choice, may be modified, and include clubs and organizations such as student council and work-based learning options.

Pineland Learning Center is not eligible to participate in Title I Extended Learning Programs and does not currently offer childcare services.

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Essential Employees

<i>List of Essential Employees by Profession</i>	<i>Role of Employee</i>	<i>Duties/Work Stream</i>
<i>Administration and Leadership</i>	To oversee all school operations	Interact with the broader community, sending districts, and staff; student instruction; business functions
<i>Teachers</i>	To instruct students	Create lesson plans; provide direct instruction and student assessment; parent-student conferences and office hours
<i>Clinicians</i>	To provide clinical services and supports	Provide direct counseling, nursing speech-language, and OT services and behavioral and instructional support; student and staff SEL development; CST/agency/care-giver communication
<i>Lead Paraprofessionals</i>	To work alongside teachers/clinicians and provide instructional and behavioral support for all students	Assist teachers/clinicians; work with a student one-on-one or assist multiple students at a time; Monitor and assist students behaviorally, academically, and emotionally; Deliver or retrieve instructional materials, school meals, etc., at student home locations
<i>Paraprofessionals</i>	To work alongside teachers/clinicians and provide instructional and behavioral support for all students	Assist teachers/clinicians; work with a student one-on-one or assist multiple students at a time; Monitor and assist students behaviorally, academically, and emotionally
<i>Technology</i>	To provide technical support and oversight to maintain school connectivity	Maintain computer systems and technology devices; ensure network security

<i>Maintenance and Custodial</i>	To provide maintenance and cleaning of the school building	Repair and maintain the building in working order; monitor building access and visitors; Cleaning and sanitizing the school building
<i>Food Service Personnel</i>	To prepare and provide meals for students and staff	Prepare work areas, restock kitchen, prepare and serve food and create school menu
<i>Human Resources Personnel</i>	To oversee the human resource operations of the school	Employee Benefits; support staff to ensure they are treated fairly, are engaged and productive
<i>Business Office Personnel</i>	To oversee, monitor, and provide business office functions	Handle and process staff Payroll, Accounts Payable, and Accounts Receivable
<i>Secretarial/Clerical Support</i>	To provide secretarial/clerical support	Secretarial and clerical duties; managing student records and instructional materials; purchase orders; data entry; filing; manage phone calls

