



2024 - 2025

**Emergency Virtual or
Remote Instruction Plan**

BACKGROUND

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 must annually submit its proposed program for virtual or remote instruction plan to the Commissioner of Education.

IMPLEMENTATION

District Closure

This plan would be implemented during a district 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 superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction.

A day of virtual or remote instruction, if instituted under a plan approved by the 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 such other matters as determined by the Commissioner of Education.

Alert and Notification Procedures

The mechanisms utilized to communicate emergency information to parents, faculty, staff, and students incorporate a variety of communication channels including email, BlackBoard Connect, Class Dojo, social media, and posting to the school district's website. The procedure for the sharing of information in the event of a school closing are as follows:

1. BlackBoard Connect Message
2. Notice on School Website
3. Posting on Class Dojo
4. Post on District Social Media Pages

SCHEDULE

While virtual, the Lodi Public Schools will be operating under each school's regular hours of operation and all students will follow their current class schedule. All classroom and special area teachers will teach in a synchronous learning environment.

Elementary Schools

Grades PreK-5

8:35 a.m. - 3:05 p.m.

Sample Schedule:

Homeroom	8:40 - 8:45
Period 1	8:45 - 9:30
Period 2	9:30 - 10:15
Period 3	10:15 - 11:00
Period 4	11:00 - 11:45
Period 5 (Lunch)	11:45 - 12:45
Period 6	12:45 - 1:30
Period 7	1:30 - 2:15
Period 8	2:15 - 3:05

Students will have a free lunch period.

Middle School

Grades 6 - 8

8:35 a.m. - 3:05 p.m.

Sample Schedule:

Homeroom/Period 1	8:35 - 9:20
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Period 2	9:23 - 10:03
Period 3	10:06 - 10:46
Period 4	10:49 - 11:29
Period 5	11:32 - 12:12
Period 6 (Lunch)	12:15 - 12:55
Period 7	12:58 - 1:38
Period 8	1:41 - 2:21
Period 9	2:24 - 3:05

Students will have a free lunch period.

High School

Grades 9 - 12

8:00 a.m. - 2:37 p.m.

Sample Schedule:

Homeroom/Period 1	8:00 - 8:45
Period 2	8:48 - 9:29
Period 3	9:33 - 10:13
Period 4	10:17 - 10:57
Period 5	11:01 - 11:41
Period 6	11:45 - 12:25
Period 7 (Lunch)	12:29 - 1:09
Period 8	1:13 - 1:53
Period 9	1:57 - 2:37

Students will have a free lunch period.

Digital Tools and Online Platforms

The use of digital tools and online platforms are essential during virtual learning. The district will use the following platforms:

ClassDojo

ClassDojo is an educational technology communication website and application. It connects teachers, students, and families through communication features, such as a feed for photos and videos from the school day as well as messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

Google Classroom

Google Classroom is a learning management system that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely.

Google Hangouts Meet

Google Hangouts is Google's video conferencing software. This application includes features such as real-time captions and support for up to 250 participants and 100,000 live stream viewers.

Pear Deck

Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. During each session, teachers can see the presentation as well as the students participating. Student responses appear on the teacher screen in real-time.

Access to Instruction for All Students

- The plan encompasses approaches to support students with disabilities, Multilingual learners, students who are economically disadvantaged and students of all academic abilities.
- The Lodi Public Schools is currently a one to one district, meaning that every student has access to their own Chromebook and/or Ipad (PreK students.) One-to-one instruction ensures the students interact with the teacher individually, so that each can learn and understand concepts at their own pace and in their own way.

- Currently 98% of all students have internet access and the district is providing hot spot technology to those students in need of internet access.

Breakfast and Lunch

The Lodi Public School District is implementing the following plan to meet the nutritional needs of all of our students. Breakfast and lunch will be provided for all students free of charge in grades K-12 and will be available for pick-up at their home school on a grab and go basis the day prior.

Breakfast and lunch pick up schedule:

School Day	Breakfast and Lunch Pick Up Day	Time
Monday	Friday	2:40 pm–3:40 pm
Tuesday	Monday	2:40 pm–3:40 pm
Wednesday	Tuesday	2:40 pm–3:40 pm
Thursday	Wednesday	2:40 pm–3:40 pm
Friday	Thursday	2:40 pm–3:40 pm

Monitoring Student Attendance

- Students will log into their Google Classroom for their homeroom at the beginning of each day. All homeroom teachers will post daily attendance through Genesis.
- The Administrator and/or teacher monitors student attendance and communicates with families to inform them of their child's attendance as it relates to policies on earning credit.
- Parents are contacted daily when their child does not check in for daily attendance.
 - Calls are made by the school safety investigator, Assistant Principal, Principal, Counselors and teachers
 - Emails are sent out daily to notify parents if their child was absent
- When students do not complete their assignments on consecutive days
 - Email from teachers
 - Phone Calls by teachers
 - Referral to the Assistant Principal and Counselor
- Excessive absences
 - Phone calls by counselor, administration, SSI
 - Emails sent home
 - In-danger of losing credit emails and phone calls
 - House checks for cases where we are unable to contact guardians

EXPECTATIONS

Teachers

- Recognize that each student has different home/life circumstances that may affect what they are able to do or not do, and who might be available.
- Learning experiences may include "class work" and homework, but all work that is required for submission will be provided with feedback from the teacher.
- Collaborate with grade level and subject area teams via Shared Folder, Email, and other means (when applicable).
- The day is synchronous - students are required to be online during their regularly scheduled class time. Students are to submit required work with a reasonable grace period. This virtual interaction, coupled with the clear and consistent use of Google Classroom, will enable students to effectively continue their education while learning remotely.
- Communicate the intended NJSLs and clear directions for activities.
- Require some form of evidence of student learning (such as: a written reflection, post, image, video, etc.)

- Provide differentiated instruction throughout lessons and in breakout sessions to the greatest extent possible.
- Continue data collection procedures and the administration of benchmarks, tests and quizzes in order to assess student performance.

Administrative Staff

- Consistently and proactively communicate with our entire learning community.
- Assist teachers in delivery of virtual instruction.
- Support teachers in their departments in the development and implementation of virtual instruction.
- Facilitate collaboration among staff when applicable.
- Monitor student and staff attendance data.
- Maintain continued communication with staff, parents, and students.
- Continue to work on attainment of goals.
- Prepare for the return to school transition.
- Maintain ongoing communication with the district superintendent.

Board Office BA/Staff

- Monitor and respond to emails, phone calls, and voicemail.
- Maintain processing of billing, payroll, financial reporting and budget.
- Monitor and determine facility needs.
- Maintain food service availability.
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

Non-Instructional Staff

- Guidance Counselors - will monitor student attendance, grades, and emails.
- Guidance Counselors will develop a counseling schedule in order to provide counseling services to students via Google Hangouts as needed and as requested via email.
- Nurse - Answer parental/teacher questions, complete 504 direct responsibilities, monitor plans of 504 students.
- SAC - Check in on students via email; be a resource for parents/staff

- CST Members - Monitor student IEPs, attendance, grades, and emails; work on reports and documentations; respond to parent emails; meeting requests/rescheduling of IEPs.
- Secretaries and clerical assistants should be in constant communication with their immediate supervisor.
- Teacher Assistants will perform duties as assigned.

Technology & Communication Department

- Monitor and respond to support emails/tickets daily.
- Maintain Daily Communication Logs for all staff and parent interactions.
- Ensure all staff and students have appropriate technology devices (Chromebooks, Ipads, etc.)
- Provide remote support for faculty, staff, and students via email.
- Maintain ongoing communication with members of the administrative team (building principals, supervisors).
- Regular work hours will be maintained unless determined otherwise by the district.

Building Secretaries

- Consistently monitor student attendance via Genesis.
- Monitor and respond to email and communications.
- Perform any additional daily tasks as necessary.
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor, or director).
- Regular work hours will be maintained unless determined otherwise by the district.

Custodial Staff

- Engage in electronic-based professional development such as GCN as assigned.
- Perform any additional daily tasks as necessary.
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

Students

- Establish daily routines for engaging in the learning experiences.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Google Classroom, Class Dojo, email, etc.) to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Collaborate with and support your peers in their learning.
- Comply with the Lodi Public Schools Acceptable Use Policy.
- Proactively seek out and communicate with teachers as different needs arise.
- Students may contact the technology department Google Help account at Techsupport@Lodi.k12.nj.us if they have any technical questions.

Parents

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child's study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress and/or anxiety level
- Monitoring how much time your child is spending online
- Keeping your children social, but setting rules around their social media interactions

English as a Second Language (ESL) Program

- All district ESL and classroom teachers will continue to support all ESL students, ensuring that our supports are inclusive of all state, local and federal requirements. A variety of research-based methods of Instruction are used to ensure students are making progress in speaking, listening, reading, and writing.
- The district also recognizes the need to identify and support parents and families of ESL students. To the best of the District's ability, it will utilize interpreters and ClassDojo to make documents available in multiple languages in an effort to enhance communication with parents and families.
- The district will also continue to invest resources into Professional Development making sure that both required and supplemental trainings address trauma, financial hardship, as well as strategies for employing culturally responsive teaching and supporting migrant students.

Special Education and Related Services

General Requirements for Special Education

Programs and services will be provided to students according to the requirements of NJAC 6A:14, and their IEPs with modifications/accommodations.

All special education students will be provided with appropriately modified materials and instruction by their special education teachers to meet their individual needs. All related services, according to student IEP's, will be modified with USDE and NJDOE guidance.

- IEP and Eligibility Determination Meetings will be held via zoom/phone conferences to maintain compliance with due dates, including all essential team members and participants when applicable.
- Speech, Occupational, and Physical Therapies as well as Counseling Services will be modified based on NJDOE guidelines.
- Speech, Occupational, and Physical Therapist will be available to students and parents, daily, to serve as consultants and check in on student progress.
- Speech, Occupational, and Physical Therapists will participate in weekly Supervision in order to assess and review services.
- Speech, Occupational, and Physical Therapists will complete daily logs of their services.

- In accordance with USDE and NJDOE guidance, after schools reopen and if it is determined, based on individual circumstances, that a meeting is needed to consider compensatory services for a student, the IEP team should meet and discuss what, if any, services are necessary.
- The district will make every effort to adhere to mandated timelines for pending Child Study Team evaluations. In the event that timelines require modification, the Child Study Team Case Manager will contact the parent directly to discuss other options.
- IEP meetings that require rescheduling will be done when school resumes or at its earliest convenience.
- Case Managers will be available via email and other appropriate online platforms, to support the management of their caseload.
- Case Managers will keep student IEPs up to date in Frontline Education.
- Case Managers will be available to students and parents, daily, to serve as consultants and check in on student progress while addressing any student or parent concerns.
- Case Managers will participate in weekly Supervision in order to review and assess progress and services, and IEP planning.
- Case Managers will complete daily logs in order to record their tasks and activities.
- For out of district students, case managers will coordinate with their OOD placements to ensure continuity of services via virtual learning plans and scheduling IEP meetings, accordingly.
- The District Behaviorist will “check in” and serve as a consultant for students and families.
- The District Behaviorist will consult with the CST case managers on a daily basis.
- The District Behaviorist will participate in weekly Supervision in order to review and assess progress and services.
- The District Behaviorist will provide crisis management support when or as needed.
- Department administrative assistants will monitor and respond to all emails and communications on a daily basis.
- Department administrative assistants will keep in contact with all special services staff as needed via email and phone contact.
- Department administrative assistants will participate in weekly Supervision in order to keep abreast of all special services issues.
- Department administrative assistants will schedule and coordinate IEP meetings.
- Personal/Shared Teacher Aides will not be available.
- Bilingual Spanish personnel are available.

- The Supervisor of Special Services and case managers are actively in communication with out-of-district schools to coordinate IEP meetings and ensure that teachers servicing these students are made available to attend meetings via telecommunication means i.e Zoom and/or Google Hangouts.
- The Supervisor of Special Services and case managers will provide appropriate service provider(s) made available through contracted agencies for medically fragile students.
- The Supervisor of Special Services has communicated with the SBJC Coordinator of Transportation. If OOD schools are open then transportation will be provided. If OOD schools are closed then transportation will be placed on hold.
- The Supervisor of Special Services will have daily communication with and be readily accessible to all special services related personnel in order to monitor and oversee the delivery of services.
- The Supervisor of Special Services will conduct weekly supervision with the department in order to review and assess all special services related issues.
- All CST case managers utilize Zoom (updated version) which is HIPAA and FERPA compliant to conduct their Identification, Annual Review, Re-evaluation Plan, and Re-evaluation meetings. Social evaluations are conducted via Zoom, when identified at the Identification meeting or Re-evaluation meetings if or when deemed necessary.
- Due to compromising the validity of psychological, educational, and speech and language evaluations (standardized tests); the department will postpone and document accordingly at IEP meetings, that all required standardized tests will be conducted once school re-opens.

Accelerated Learning Opportunities

Students will continue to be offered accelerated learning opportunities through course enrollment, differentiation, and co-curricular experiences.

Social and Emotional Wellbeing

Social and emotional health of students and staff will be addressed through activities organized by the District Coordinator of School-Based Mental Health Services, mental health intervention committees, and school counselors. Activities include professional development for staff, student wellness check-ins, and information presented to all stakeholders on the School-Based Mental Health site.

Title I Extended Learning Programs

During an emergency closure, Title 1 extended day services will be continued as scheduled in a virtual format.

21st Century Community Learning Center Programs

During the period of an emergency closure, Community Learning Center Programs will be suspended. These services will resume upon the reopening of the buildings.

Credit Recovery

Credit recovery will be offered as it aligns with students' needs. This may include Saturday Academies and summer school course offerings.

Transportation

Transportation will be suspended during the emergency school closure and will resume upon reopening of the buildings.

Extracurricular Programs/Extended Student Learning Opportunities

To the extent possible, consistent with current practice, co-curricular programming will continue in a virtual format. Additionally, teachers will be available after school for extra help and academic support.

Before and Aftercare Services

During the period of an emergency closure, before and aftercare services will be suspended.

These services will resume upon the reopening of the buildings.

Community Programming

To the extent possible, consistent with current practice, community programming will be conducted in a virtual environment during the period of emergency closure and will resume in-person programming upon the reopening of the buildings.

Essential Employees

Essential employees include some central office employees, all district administrators, food service, nurses, and building and maintenance employees. A list of essential employees will be provided to the county office at the time of transition to remote instruction.