



2022-2023 EMERGENCY VIRTUAL/REMOTE INSTRUCTION PLAN



Emergency Virtual/Remote Instruction Plan

Public Law 2020, c.27 provides for the continuity of instruction in the event of a public-health related district closure and allows the use of virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. The following plan was created in order to provide transparency and ensure that Spectrum360 students continue to receive high quality, standards-based instruction and related services when education is provided virtually. This plan will be implemented during a campus closure that lasts 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.

This plan and associated procedures will be modified in accordance with any changes in government-issued Executive Orders and/or at the direction of the NJ Department of Health or the NJ Department of Education, and at the discretion of the Executive Director of Spectrum360.

Remote/Virtual Instruction Overview

Remote learning sessions are differentiated based on student development, as well as individual needs (behavioral, social/emotional). In order to implement each student's IEP to the maximum extent possible, sessions are differentiated to meet each learner's needs. Individual/small group supplemental sessions are part of the schedule to support development, skill acquisition, and comprehension.

Our Remote Learning Services include:

- Instruction/Learning Experiences
 - At least four hours (total) per day of synchronous or asynchronous educational experiences via an online platform (excluding lunch and recess). Live, interactive group instruction in the core content areas is provided as much as feasible.
 - Academic activities, assignments, and exercises provided and monitored through the secure, encrypted Google Platform.
 - A written record of the student's home instruction, including dates and times during which home instruction is provided, is maintained (In accordance with 6A:14-4.8).
 - The teacher providing instruction is appropriately certified as a teacher of students with disabilities or for the subject or level in which the instruction is given
 - Lessons are provided by special teachers, including art, music, and physical education.
 - Students are expected to complete assignments as assigned and comply with all policies regarding technology usage in the classroom.



- Our paraprofessionals, including teacher assistants and 1:1 aides, are integrally involved in all aspects of remote learning, as they assist with the development and implementation of all on-line learning experiences. They assist their assigned student(s) during virtual instruction by observing, collecting data, and providing other supports as directed by the teachers. More information about the role of paraprofessionals can be found at the end of this section.
- Required instructional materials and support services materials are provided as needed. Students who cannot access online services have been provided with a commensurate offline alternative.
- Individual caregiver-teacher consultations are scheduled on an as needed basis.

[PSE Sample Schedule](#)

[Sample Virtual MS9 Schedule](#)

[Sample Virtual US Schedule](#)

Related Services/Teletherapy

- In accordance with Special Education Rule Waiver; A.3904, effective April 1, 2020, related services, including speech-language therapy, occupational therapy, physical therapy, and counseling, are provided using a secure, encrypted, interactive, video platform on a daily basis in accordance with student IEPs.
- A record of all sessions, including direct and consultative services is maintained.
- To foster skill development, consultations with related services staff including speech-language therapists, occupational therapists, physical therapists, and counselors via an interactive video platform are provided to caregivers and teachers on an as needed basis. These consultative sessions support the student's skill development, progress towards educational IEP goals, and reduce the possibility of regression.
- In the Upper School Young Adult Program, speech-language therapists provide support to classroom instruction through a co-teaching model.
- When appropriate, Speech-language therapists and counselors support group-based social skill development by facilitating appropriate peer interactions during video-based social forums.
- As needed, related services staff provide training and consultation to teachers and staff to support educational services.
- The school nurses provide ongoing support to families/students and staff through individual consultations (when requested) and through the virtual nurse's office.
- School clinicians provide support to families on an ongoing and as needed basis.
- When requested or necessary, caregivers and staff can consult with our school psychiatrist and physician.
- Staff from our Behavior Intervention Department consult with families of students that have a Behavior Support Plan and are available for consultation with others on an as needed basis.
- When needed, materials are sent home to families to support students on a regular basis.
- In order to be as flexible and supportive as possible while ensuring we fulfill student IEPs to the maximum extent possible in this situation, we will collaborate with caregivers to



make accommodations to the service delivery method or model based upon their individual needs. When requested by families, related service providers could offer alternatives such as written activities and exercises or videos providing modeling designed to facilitate growth toward the achievement of IEP goals.

- We understand that the team will convene once traditional education resumes to determine whether skill regression has occurred and if compensatory services are necessary.

Student Attendance

- Attendance is tracked during each live virtual session (academic or related service), and noted through completion of individual assignments via Google Docs. Attendance is reviewed by administration regularly.
- If a student is absent from the virtual session:
 - The teacher or related service provider should:
 1. Email the guardian and send a link to missed work/materials.
 2. Request the guardian confirm receipt and that materials will be reviewed with the student.
- If a student is absent for 3 consecutive days, the following steps will be taken:
 1. Same as above.
 2. The school nurse will contact the parent to inquire about student absence.
- If there is a pattern of student absences (e.g. 5 cumulative/consecutive days out) the school principal/assistant principal will:
 1. Email the parent to follow up about the absences (after considering input and information from teacher and school nurse).
 2. Discuss ways to support parent/student to increase engagement in the live sessions. If it is determined that the student cannot participate in live sessions, the provider will come up with alternative means to access instruction which will count as student attendance.
 3. Communicate with the case manager regarding the supports that have been provided to increase participation in live sessions.
- If A360 staff is made aware that a student is unable to attend interactive, virtual instruction or related service session(s) during scheduled times on a regular basis the following will occur:
 1. The A360 staff that receives the initial contact will consult with the appropriate A360 building principal or assistant principal.
 2. After receiving permission from an A360 administrator, the A360 staff member will consult with the caregiver to identify barriers and to plan next steps to address such barriers.
 3. A follow-up email will be sent by the A360 staff to the guardian and A360 administrator documenting the conversation and outlining the guardian's requests for alternate means to access instruction or other



accommodations.

4. When appropriate the case manager will be consulted.

IEP Implementation/Student Skill Evaluations/Progress Monitoring

During in person and virtual instruction, Spectrum360 staff capture data regarding student progress and performance.

- Student progress is monitored in a variety of ways based upon their developmental and academic levels including attendance/participation, assignment completion, individual related service session notes and formal/informal assessment.
- Staff lesson plans indicate goals and objectives specific to the lesson and student IEPs. Accommodations and modifications are also noted in lesson plans. Student progress is evaluated based on informal and formal assessments, i.e. data collection during live sessions, individual student work submitted electronically.
- Virtual IEP and other IEP process related meetings occur via the Google Meet or Zoom platform. All IEP meetings are organized in collaboration with the sending district and forms are signed remotely. The Evaluation/Re-evaluation process is facilitated by the sending district. Spectrum360 staff provide consultation/information based upon the sending district's request.
- Virtual intakes are also provided.
- We collaborate with our sending school district case managers to provide updated information on student progress and IEP implementation on a regular basis. They can use this information to communicate with families. We also communicate with families directly about this.

Role of 1:1 Aides During Remote Instruction

- Attend all lessons and provide active support and prompting to students.
- Assist with the development and implementation of online learning experiences. They assist their assigned student(s) during virtual instruction by observing, prompting, collecting data, and providing other supports as directed by the teacher.
- If applicable, 1:1 aides check in with their students daily via Google Meet chats and provide support, encouragement, prompting, and clarification during instruction and family consultations with support services.
- Support teachers during planning times by completing relevant tasks at the teacher's discretion.
- Attend all caregiver consultation sessions with related service providers.
- Support implementing and reinforcing strategies developed by related service providers.



- Support their student in the virtual classroom by facilitating the implementation of ABA and best practices in instruction and behavior management as directed by the classroom teacher.
- Provide behavioral supports including assisting with the implementation of the students' Individual Behavioral Plans and support implementing and reinforcing strategies developed by related service providers.
- Provide social-emotional support by actively assisting to relieve student anxiety about not being in school and helping them cope with remote learning and the associated change to their routines thereby minimizing the number of negative, behavioral outbursts.
- Attend virtual professional development using Safe School modules, Exceptional Children modules, CPI/Safety Care/Ukeru training workshops, and other online resources assigned by administration that directly benefit their assigned student.

Technology Access & Support

Ensuring access to devices, connectivity, training, and ongoing support are critical for providing effective remote/virtual learning experiences. The steps taken to provide these resources are outlined below.

- **Needs Assessment**
 - Since March 2020, several surveys have been conducted to identify equipment and/or internet connection needs. This survey is sent at least annually.
 - All new students/families have been asked to complete a technology survey to assess their access and needs.
 - Identified technology needs have been addressed 100% of the time.
- **Overview of Steps Taken to Support Students During Previous Remote Instruction**
 - Parents were surveyed to identify their needs.
 - A separate email account was set up for parent tech support requests. This is monitored by two technicians and the IT Coordinator.
 - All students who indicated on the survey that they needed equipment or who failed to respond to the survey had devices sent home on the last day before the closure. In cases where students were not present on the last day, equipment was delivered to student homes by IT staff and other staff who volunteered to help.
 - Technicians took additional units home on the day of the closure and delivered or USPS Priority Mail 1-day delivery to homes of students with additional needs, broken equipment, etc. Headphones with microphones were also shipped/delivered when requested.
 - Students with devices that malfunctioned during the closure period were provided with individual phone support. Where necessary, new equipment was delivered to the student residences.



- **Overview of Steps Taken to Support Staff During Previous Remote Instruction**
 - Staff were provided with a school laptop or iPad before the closure started. Staff members that did not have internet at home were provided with Verizon hotspots to support connectivity during remote instruction.
 - Staff members utilized a technology ticketing system to report problems. IT staff kept an open audio channel through the day to collaborate and prioritize tickets.
 - Staff who required physical repair/replacement were directed to bring their equipment to the school building where it could be repaired or replaced by an IT staff member.
 - Administrative staff who required further support were provided with secure remote access to office computers. Some had printers and/or external monitors shipped or personally delivered to their homes.
 - Troubleshooting occurs on an as needed basis.
 - Used Google Meet Quality Tool and Admin Console Reporting to identify which individuals in a Meet session were responsible for poor quality audio and/or video.
- **Parent Training Topics (Annual & As Needed)**
 - Acceptable use of technology/online learning system (Annual).
 - Limits/bounds of confidentiality-specifically that by logging into the virtual learning environment they accept that S360 staff, students, and other families will be able to see and hear what is happening in the background.
 - The student's parent or other adult who has been designated by the parent shall be present during all periods of instruction delivered in a student's home.
 - Google Classroom (on laptop or iPad) - personal training via Meet/Phone/Teamviewer
 - Google Meet (on laptop or iPad) - personal training via Meet/Phone/Teamviewer
 - Configuring audio, video, display settings
 - Tips for videoconferencing handout (lighting etc) sent to parents
 - Using Google Classroom handout sent to parents
 - Using Google Chrome (logging in as a chrome user)
 - Individual training on router/wifi signal strength and location
- **Staff Training Topics (Annual & As Needed)**
 - Google Classroom (on laptop or iPad) - personal training via Meet/Phone/Teamviewer
 - Google Meet (on laptop or iPad) - group and training via Meet/Phone/Teamviewer
 - Configuring audio, video, display settings



- Setting up a Meet session
- Google Calendar integration with Meet
- Using Google Drive and/or Google FileStream for document management
- Using Google Chrome (logging in as a chrome user)
- Media Conversion (for graduation ceremonies)
- How to connect to an office computer using Teamviewer or GotoMyPC (for business office staff)
- RealTime training for staff
- Tips for videoconferencing handout (lighting etc) sent to parents
- Using Google Classroom handout sent to parents
- Individual training on router/wifi signal strength and location
- Group sessions on tips for teaching via video (power management settings, background selection, lighting)
- Group sessions on using Google Classroom
- Group sessions on using ScreenCastify
- Group and individual sessions on Electronic Signatures using Adobe Sign
- Group and individual sessions on Google Jamboard (computer and iPad versions)
- Group and individual sessions on learning management systems (KyteLearning, SafeSchools)

Staff Social & Emotional Health

Staff are supported through the following:

- Ongoing mentoring, supervision, or peer support.
- Access to school clinicians who provide peer-to-peer support and can recommend outside resources as needed or requested.
- Information on supports in the community including 988.
- Wellness programming funded by a grant from Cigna.
- Professional development and other training opportunities.

School Breakfast & Lunch

Pomptonian, our food service provider, will arrange for all students who qualify for free and reduced lunch to continue to receive meals while our schools are closed. Arrangements will be made for families to pick up meals at designated areas close to where they live.

Facilities Plan

During periods of extended closure our maintenance staff will continue to have a daily presence on campus as long as it is physically safe for them to do so. The building will also be cleaned on a regular basis during extended closures as well.



Essential Employees

Should we transition to remote or virtual instruction, a list of essential employees will be sent to the county office at the time of the transition.

Plan Communication

This plan can be found on our website. A copy was sent to the county and to our sending school districts.