



— THE SCHOOL DISTRICT OF —
**South Orange
& Maplewood**
"MANY VOICES, TWO TOWNS, ONE DISTRICT"



South Orange & Maplewood School District
Emergency Virtual or Remote Instruction
Plan
2024-2025 School Year

South Orange Maplewood School District Emergency Virtual or Remote Instruction Plan for the 2024-2025 School Year

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.

Technology Distribution for Virtual Learning

The Technology Department has distributed Chromebooks for the 2024-2025 academic year. If needed, families can find more information and sign up for appointments by visiting the following link: [Student Devices – 1 to 1 Device Initiative](#)

School Lunch Distribution

The SOMSD Food Service Department will offer meal pick-ups for students during all virtual learning. All students (free and reduced lunch and any student/family who needs food support) will be eligible for meal distribution. Meals will be distributed from Seth Boyden Elementary School and Columbia High School between 12 noon and 2 pm on school days*.

Instructional Model

In the event of a district emergency closure lasting more ***than 3 days***, SOMSD will implement an all-virtual instructional model for families:

Virtual Learning: This model includes live virtual instruction with teachers and classmates, along with self-paced activities, projects, and assignments aligned with state standards.

Virtual Instructional Methodology

For virtual instruction, all students will participate in daily live instruction for each of their courses. This may include live mini-lessons or instruction, followed by teacher-led small group breakouts and/or independent/investigative work to reinforce new learning. The lesson will conclude with a live session involving the entire class.

Each day will also include time for individual or small group conferencing, during which teachers will meet with students to provide tutorials, additional support, intervention services, or time to complete online assignments. Teachers will ensure breaks are incorporated throughout the day, and students will have opportunities to work independently to avoid excessive screen time.

Synchronous vs. Asynchronous Learning

Synchronous Learning (real-time) requires all participants to be present simultaneously in a virtual setting. This involves two-way, live instruction between teachers and students.

Examples include:

- Live interactive classes where students and teachers participate in real-time
- Teacher-supported work time during video conference calls
- Scheduled and timed online tests

Synchronous Learning Student Expectations

- Students will attend school daily on a designated schedule by course and absences will be documented.
- Students will commit to attending virtual classes on a designated schedule and actively participate in learning activities as if they were attending class in person.
- Students are required to adhere to the Student Code of Conduct just as they would during in-person attendance, as well as adhere to the Virtual Student Code of Conduct provided.
- In-person grading and GPA policies will be in effect, including policies for late work.

Asynchronous Learning (self-paced) allows participants to engage in instruction at their convenience without needing to be present simultaneously. This method includes self-guided student instruction available on-demand and may feature prerecorded video lessons, independent game-based learning tasks, or pre-assigned work and assessments.

Examples include:

- Self-paced online courses with occasional teacher instruction
- Pre-assigned work with formative assessments within the learning management system (Canvas)
- Watching prerecorded instructional videos with guided support from instructors

Asynchronous Learning Student Expectations

- Students must be engaged in Canvas daily to be counted as present; absences will be documented.
- Engagement is defined as one of the following:
 - Progress in the learning management system (Canvas) was made that day.
 - Progress (as defined in the approved learning plan) from teacher/student interactions made that day (phone calls, virtual meetings).
 - Turning-in of assignments that day.

- Students are required to adhere to the Student Code of Conduct just as they would during in-person attendance, as well as adhere to the Virtual Student Code of Conduct provided below.
- In-person grading and GPA policies will be in effect, including policies for late work.

ML(Formerly ELL):

ML (Formerly ELL) services will be provided to students designated Multilingual Learners and will be aligned with State and Federal requirements to meet the needs of Multilingual Learners.

- The District will provide information to families in their home language and use interpretive services wherever needed to ensure all families have information regarding their child's education.
- Teachers will provide differentiation to meet the needs of Multilingual Learners. This may include sheltered instruction, the Universal Design for Learning framework, and other methods.
- Multilingual learners will have access to technology to meet their needs. The district will continue to provide professional learning for teachers, administrators, and staff to understand strategies related to culturally responsive teaching, learning, socio-emotional learning, and trauma-informed teaching for students.
- Additionally professional learning will support instructional practices specifically for students affected by forced migration from their home country (e.g. refugee, asylee)?

Grades

Grades will be assigned for work completed through the virtual learning instructional model. The grading system and scale will align with the District's regular grading policy. Grades earned through virtual learning will contribute to student GPAs for high school credit-bearing courses.

Assessment

Students will participate in district-wide local, state, and federal assessment programs as mandated by the New Jersey Department of Education. Assessments will be used to measure student growth and achievement on the NJDOE Student Learning Standards. Assessments will be differentiated and based on the needs of the student. Formative, summative, benchmark, and alternative assessments will be used.

Attendance

Student attendance is crucial for success. Therefore, students must sign in to their classes on Canvas at their designated times. According to the District's "Virtual Student Code of Conduct," students must have their video turned on and kept on for the duration of the live instruction unless directed otherwise by the instructor. Students' faces should be visible to the instructor during live virtual sessions. Teachers will take attendance and

submit it daily via PowerSchool. Attendance and tardiness rules will follow the District's general attendance policy.

Teacher Expectations

Synchronous Teaching Requirements

- **Daily Instruction:** Synchronous teaching must be provided for every period.
 - Live Sessions: Must be live.
 - Content: Introduce new concepts.
 - Engagement: Teacher-led small groups.
 - Conclusion: Close the lesson.

Weekly Instruction Planning

- **Posting Schedule:** The following week's focus for instruction must be posted on Canvas by 4:00 pm on Fridays.
- **Grade Updates:** Post grades in Canvas and ensure the PowerSchool grade book is up to date by the end of the day on Sunday.

Communication

- **Response Times:** Return emails within 48 school hours to parents and guardians, and within 24 hours to administrators and colleagues.

Additional Requirements

- **Social-Emotional Learning:** Incorporate social-emotional learning and Restorative Practices into classes weekly at a minimum.
- **Consistency:** Keep lesson planning, learning, and pacing consistent with colleagues.
- **Teacher Attendance:** Teachers will sign onto Canvas by their daily start time.
Professional Development: Teachers will complete all required virtual instructor professional development courses.
- **Attendance Tracking:** Teachers will take attendance in PowerSchool, marking students absent and tardy as done when in school.

Staff Absences - Absences should be entered into the (Frontline) absence management system

- **Asynchronous Lessons:** Teachers will post asynchronous lessons to Canvas.
- **Class Coverage:**
 - A substitute teacher will be assigned to the class.
 - An available teacher will cover the class.

If you experience internet issues, teachers are expected to reach out to the District IT Department.

Support for Attendance:

- If students struggle with attendance, the I&RS team will work closely with the teacher, student, and family to provide the support and resources needed for success.

Special Services

Child Study Team meetings will continue to be held virtually. School Counselors, Social Workers, and Child Study Team members will conduct virtual meetings with students and parents as necessary to ensure services are implemented in accordance with IEPs to the greatest extent possible. Child Study Team evaluations will continue to be conducted in person if possible. Safety precautions and parental acknowledgment of the safety procedures will be sent to parents prior to evaluations taking place.

Related Services, both individual and group, will be provided virtually to the fullest extent possible. In specific instances where IEP goals require in-person OT and PT that cannot be met virtually, services will be provided, if possible, in person at one central school location. The applicable therapists will reach out to parents to discuss service delivery models and scheduling.

Teachers and school staff will ensure that all modifications and accommodations are implemented during remote/virtual instruction to the greatest extent possible. Administrators, teachers, and child study team members will work together to ensure that students with disabilities have access to the materials and technology platforms that are used for instruction. Additionally, teachers will continue to assess students using appropriate measures to monitor student progress toward IEP goals as well as NJ Student Learning Standards.

Schedules for Virtual Instruction by School

- All students will follow their customary building academic schedules. Monday - Friday.
 - If the closure lasts beyond two weeks, alternative schedules will be considered to ensure interventions are emphasized.
- Food service distribution will continue as expressed above.*

Virtual Learning Code of Conduct for Students

Overview

The **SOMSD Virtual Code of Conduct** is intended to give our students, families, and staff members clear guidelines for what is expected of our students in a virtual setting. As we navigate our online learning environment, clarity of expectations will set us up for collective success.

General

Students are expected to comply with the SOMSD Code of Conduct and Restorative Practices document and policies therein. If, while engaged in the use of the Internet, technology, or social media outside of school, a student engages in behavior that fails to comply with the Code of Conduct, and such behavior causes a substantial disruption to the virtual or in-person learning environment, a student may expect appropriate consequences with restorative practices as the lens, mindset, and approach.

1. Upon entering an online class, video should be turned on and kept on for the duration of the class (unless directed or excused by the instructor). A student's face should be visible to the instructor during live virtual sessions. Students will follow class procedures for alerting the teacher/requesting permission to turn off screens for a period of time. Instructors will employ sensitivity to personal matters and available workspaces for students when granting permission to periodically remain off-camera. Instructors will be mindful of the need for managing time on screen, breaks, etc. Screen time will be used to engage and connect students with the instructor and with one another.
2. School-appropriate attire should be worn while on camera.
3. Students and families are encouraged to remain in contact with school counselors, administrators, and instructors regarding their needs as it relates to access to technology and Wi-Fi. The South Orange Maplewood School District remains committed and available to families in need of additional wireless and device access. The district will send out a survey to families every 8 weeks to determine the technology needs of our district families in order to measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices.
4. The device used should be identified by the student's full name, which is the name the instructor will see on the screen. Students may not change their names unless the instructor has provided permission for the child to do so. Students are permitted to use names aligned with their gender identity even if this name is not listed in Power School as per District policy.

Privacy, Data Protection, and Security

1. Taking screenshots or screen recordings of virtual classrooms without explicit permission from the instructor and class members is not permitted. The instructor may choose to record sessions for students to watch remotely or to use for subsequent groups for educational purposes. The instructor will announce in

advance if a session is recorded. Recorded sessions may not be distributed to third parties outside the District and will be stored in and made accessible only through District platforms.

2. You may inform your instructor if you do not wish to be filmed/recorded, and can subsequently choose to turn off your webcam. In this case, a student will work with the teacher regarding expected participation.
3. Students may not create or post images of class meetings using screenshots or screen recordings of any member of the faculty, staff, student body, or administration without the express permission of the instructor. Derogatory posts, memes, etc. are not permitted.
4. Students and families will make a concerted effort to protect student privacy above and beyond the efforts of the District. Please be aware that anything done online or electronically is not private and can be monitored.
5. Please do not share personal information, including passwords, online about yourself, family, friends, or faculty.
6. Do not upload or post personal information, private communications, or photos of others without their permission.
7. Do not engage in behavior that puts yourself or others at risk. Students should seek the help of the instructor if they feel unsafe, harassed, intimidated, bullied, or witness unkind behavior.

Appropriate Participation

1. All classroom and school rules apply: Harassment, intimidation, and bullying are not permitted.
2. Students will share any concerns they have about another student with their teacher and let their teacher know immediately if they feel unsafe in a large virtual class or breakout room/small group.
3. While in a breakout room, students are expected to follow all virtual and in-person code of conduct expectations.
4. Please minimize background noise to the extent possible (muting, use of headphones, closed doors, quiet areas, etc.).

Discussion

1. Always use a device in a way that shows consideration and respect. The use of obscene, profane, threatening, or disrespectful language, both while speaking or in discussion posts, chats, etc., is not permitted.
2. Do not disrupt the virtual learning environment in any way. Please remain muted unless speaking, "raise" your physical hand or virtual hand (if applicable in the online platform) to ask a question, make a comment, etc.

3. Communication with students and staff should be of a course-related nature during online sessions.

Academic Integrity

1. Cutting and pasting, copying, or plagiarizing Internet content, work that is not your own, or the work of your classmates is not permitted.
2. Students may not post assessments, assignments, answers to assessments or assignments, or any other curricular materials on any media that can be seen by other students or other third parties.
3. Students may collaborate with peers when the instructor has shared that this is part of the assignment or task.

District Equipment (Chromebooks)

1. Exercise extreme care with District devices including securing the equipment whether it is in use or not in use.
2. Do not leave District devices in a hot or cold environment for an extended period of time.
3. Do not modify or attempt to circumvent security measures on District devices.
4. Do not leave District devices plugged in for an extended period of time. Once the device is fully charged, unplug the device's power cords.
5. Damage or theft to devices or components must be immediately reported to the District.
6. The student shall not, in any way, tamper with or misuse school equipment, either software or hardware. No form of tampering is acceptable.
7. Students may not download copyrighted software, audio or video files, or any other copyrighted material from the Internet not legally allowed to be used. Any such material found will be deleted without prior notification.
8. Only licensed software/apps may be installed on District computing devices. If students require special or non-standard software to be installed on this computing device for virtual learning, the installation must be cleared by the school beforehand.
9. District devices may not be used for any form of personal financial gain.
10. District devices and their contents remain the property of the school. No data stored on District devices are personal or private and the student has no reasonable expectation of privacy in such data. Any application or data (apps, music, etc...) will become the property of the School District upon completion of the program.
11. District devices may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera,

global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. If School District equipment is issued to a student for use outside the District, it is possible this collection of information on the student's activity or use of the device may occur outside of the school.

12. The School District shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student as per. N.J.S.A.18A:36--39 (P.L. 2013, c. 44).
13. Food and drinks should be kept well away from District devices. The student should also take care when shutting down and closing the lid of the computing device (if applicable) to ensure that nothing is left lying on top of the computing device's surface.
14. Students will keep District devices in their possession at all times. They will not give or lend it to anyone except to return it to the School for repair in case it is damaged.

Additional:

Accelerated learning opportunities

Students will be supported with accelerated learning opportunities through differentiation in the classroom. Students will continue to be identified through multiple measures.

Social-Emotional Health:

The social emotional health of students and staff will be priorities. The HR Department will continue to provide resources through the Monthly CONCERN newsletter. The Special Services Department, guidance counselors, and Counseling Intern program will continue to operate to meet the needs of students.

Title I

Title I programs will support students as they normally do through virtual instruction.
21st Century Community Learning Center Programs

Credit recovery:

Credit recovery will be provided and aligned to district policy and procedures.
Transportation: NA

Extra-curricular programs: To the greatest extent possible, extracurricular will be provided virtually