



Education, Careers & Lifelong Community for People with Special Needs

Virtual Remote Instruction Plan

A. Purpose

1. Pursuant to N.J.S.A. 18A:46-21.1, all approved private schools for students with disabilities must annually submit a proposed program for emergency virtual or remote instruction to the New Jersey Department of Education (NJDOE). The following plan is intended to meet that requirement, while also incorporating updated statutes and regulations issued after the date of the enacted law.
2. As such, in accordance with the adoption of N.J.A.C. 6A:32-13.2 in July 2022, which includes amendments and new rules regarding the components of each virtual or remote instruction plan to satisfy the 180-day requirement, this document has been updated for the current school year and has been submitted to the appropriate County Office of Education, accompanied by the completed checklist provided in the “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022–2023 School Year” document issued by NJDOE.

B. Equitable Access and Opportunity to Instruction

3. At the beginning of each school year, ECLC will distribute a survey to each family to acquire information of each student’s access to the internet at home and a digital device adequate to participate in remote instruction via Zoom or similar virtual platform.

4. Each classroom and related service provider will be assigned an account with Zoom or similar virtual platform to be utilized for providing remote virtual instructions to students. Login information necessary to access instruction or related services will be provided to the family of each student at the beginning of the school year. Upon an emergency school closure, email reminders (or if necessary, telephone contact) of the login information will be provided.
5. Students with internet access but without a digital device will be provided a tablet, Chrome book or laptop capable of accessing the internet and receiving and transmitting virtual instruction.
6. Students without access to the internet will be provided with a tablet or smartphone device capable of accessing the internet through cell service, and a cell plan with digital access adequate for participation in virtual instruction.
7. Assigned staff will be designated to assist families to provide any assistance that may be necessary to access virtual instruction.
8. Remote instruction will be conducted on a synchronous basis to ensure continuous monitoring of student attendance and participation in classroom instruction and therapy sessions.
9. Student progress will be measured during periods of remote instruction on a daily basis by teachers and therapists, with the assistance of classroom paraprofessionals and one-to-one aids. Progress towards IEP goals will be shared with parents on a regular basis by email in lieu of the communication notebook normally sent home to parents.

C. Addressing Special Education Needs.

10. Classroom instruction provided remotely will be individualized to the extent possible for each individual student in accordance with the educational goals and level of achievement as set forth in the student's IEP.

11. In the event of an extended school closure requiring virtual instruction, instructional staff will prepare work packets to send home that will typically include at least two weeks' of school work. All work packets will be individualized according to each student's IEP, taking into account the student's age, level of educational achievement and educational goals. When necessary, additional work packets will be mailed home to families in the event the need to maintain virtual instruction extends beyond two weeks.
12. When monitoring student participation in virtual instruction and the return of homework assignments, particular emphasis will be placed on tracking the ability of each student to respond to virtual instruction as an alternative to in-class instruction. Formal progress reports will continue to be provided to parents and the sending LEA at least three times per year.
13. To the extent practical, accommodations and modifications required by students will be implemented during periods of virtual instruction to approximate those provided to each student for in-class instruction, with such supplemental accommodations and modifications that may be needed for progress towards IEP goals in the physical environment of the student while participating at home.
14. ECLC will consult with the Case Manager of the LEA to report on the adaptability of each student to learn in a virtual environment, and to determine any further accommodations and modifications needed to enhance the student's educational progress.
15. IEP meetings, evaluations, parent meetings and other meetings relating to the evaluation or reevaluation of a student's educational program, and the identification of any adjustments or modifications to a student's educational program, will be conducted by Zoom or a similar virtual meeting room.

D. English Language Learners

16. The needs of ESL students will be determined in accordance with the student's IEP, with supplemental accommodations or modifications that may be required to facilitate the student's participation in virtual instruction. Instruction methods may include differentiation, sheltered instruction, Universal Design for Learning and the like as designated in the student's IEP.
17. ECLC staff include persons fluent in several other languages to assist ESL learners and families who may need assistance. If necessary, ECLC will arrange for outside assistance to the extent we do not have anyone on staff capable of communicating to ESL learners and families in their native language. ECLC will also arrange for its IT vendor to provide assistance requiring technical expertise beyond the capability of our designated staff.
18. ECLC currently does not have any students affected by forced migration from their home country. If it receives any such students, it will secure appropriate training for teachers, administrators and counselors for strategies for culturally responsive teaching, socio-emotional learning and trauma-informed teaching after consultation with the LEA Case Manager.

E. Attendance

19. The virtual school day will be a minimum of four hours, exclusive of any time set aside for lunch or recess. The school day may extend beyond four hours, or take place intermittently during the day, to ensure the provision of related services.
20. Attendance will be monitored daily by the teacher or a classroom paraprofessional during synchronous instruction.
21. The teacher will communicate with parents for each absence to determine the reason why a student has not participated in virtual synchronous instruction.
22. If a student is absent for five consecutive days, or demonstrates a pattern of absenteeism that jeopardizes the student's educational program, the absence will be reported to the LEA Case Manager.

23. The impact of a student's attendance on promotion, retention, graduation, discipline or other decision, will be made on an individualized basis in consultation with the student's LEA Case Manager.

F. Student Meals.

24. ECLC does not participate in a meal plan program. Students who need meals delivered to them will be referred to their sending district for assistance.

G. Facilities

25. ECLC facilities will be maintained by its maintenance staff during any extended period of closure unless the closure to the extent safe to do so.

H. Other Considerations

26. Accelerated learning opportunities will be determined by a student's IEP.

27. ECLC social workers will be available to assist students with social and emotional health impacted by an extended closure. When appropriate, ECLC will offer outside professional counseling to staff and students to address severe conditions causing the extended closure.

28. ECLC does not offer Title I Extended Learning Programs, 21st Century Community Learning Center Programs, Credit Recovery, extended student learning opportunities, transportation, childcare and community programming. Students and families will be referred to their LEA Case Manager to the extent they seek or may be appropriate for such programs.

29. ECLC will cancel any extra-curricular activities that take place in its facilities during a period of extended closure. Scheduled activities taking place outside of ECLC's facilities may be canceled or conducted depending upon the nature of the cause of the extended closure, the availability of student supervision and the interest level of students and families.

I. Essential Employees

30. ECLC will ensure essential employees are identified and a list is provided to the county office at the time of ECLC's transition to remote or virtual instruction.