

# LAKEWOOD SCHOOL DISTRICT'S 2023-2024 REMOTE LEARNING PLAN



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Superintendent

## **Remote Learning**

Should the Lakewood School District need to move to full time remote learning, students will follow their assigned school's daily schedule.

Students will access their remote learning each day via Google Classroom.

### **NJDOE – The Road Back Plan:**

Page 2: **Scope and Expectations of Full time Remote Learning:**

“...Like in-person and hybrid programs, full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

<b>School</b>	<b>Start Time For Students</b>	<b>End Time for Students</b>	<b>Shortened Day</b>
Lakewood High School	7:00 a.m.	1:30 p.m.	11:30 a.m.
Lakewood Middle School	7:00 a.m.	1:30 p.m.	11:30 a.m.
Ella G. Clarke School	7:45 a.m.	2:15 p.m.	12:15 p.m.
Oak Street School	7:45 a.m.	2:15 p.m.	12:15 p.m.
Clifton Avenue Grade School	7:45 a.m.	2:15 p.m.	12:15 p.m.
Spruce Street School	8:30 a.m.	3:00 p.m.	1:00 p.m.
Piner Elementary School	8:30 a.m.	3:00 p.m.	1:00 p.m.
LECC	8:30 a.m.	3:00 p.m.	1:00 p.m.

## **Remote Learning**

Certificated Staff – 6.75 hours a day

Paraprofessionals – 6.5 hours a day

Secretaries – 8 hours a day

## **Teaching & Learning**

Teaching will focus on the *continuation* of learning.

Teaching & Learning will be *focused* and *intentional* and reflect the highest priorities and essential standards at each grade level during the remote learning period.

## **Attendance is mandatory.**

Remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

**(A school day may never be less than 4 hours.)**

## **Expectations**

### **Students**

Will login to Google Classroom each day.

Will follow expectations and deadlines set by teachers for completing activities and turning in assignments.

Will respond to teacher (s) posting (s) each day.

Will reach out to teacher(s) with questions or concerns via school email and/or Google Classroom.

Will receive, at a minimum, one grade, across each content area, each week.

Will follow their academic schedule each day.

## **Teachers**

Will login to Google Classroom each day.

Will share their Google Classrooms with their building principals and the appropriate ELA and Math Supervisor, Bilingual/ESL/World Language Supervisor and Supervisor of Special Education.

Will post each day's lesson, activities and assignments.

Will give meaningful feedback to students on Google Classroom.

Will call parents, at a minimum, once a week.

Will email parents, at a minimum, once a week, using the Lakewood School District email system.

Will enhance and motivate student learning by giving students meaningful, personalized feedback and hands-on educational assignments.

Will refer and address the SEL needs of students.

Will refer any student who may be in danger to DCPD and the LPD immediately.

Will ensure a HIB free learning environment.

## **Parents**

Make sure your child attends class every day, all day!

Check your child's Google Classroom for assignments and announcements!

Make sure your child completes his/her assignments each day, as he/she is being graded!

Be prepared to receive a call from your child's teacher. They may be calling from a blocked number. Please accept the call!

If you have any questions or concerns, please contact your child's teacher (Refer to the District website for a list of staff members and email addresses. To the right, under announcements!).

## **Administrators**

Will post a daily message to staff.

Will display great work by staff members each day.

Will post announcements each day.

Will share best practices.

Will encourage the usual banter that occurs amongst staff.

Will encourage and promote as much “normalcy” as possible for students and staff.

Will have special days; such as, spirit day, crazy hat day, bring your pet day, etc., in order to excite and promote student engagement!

Will conduct professional development trainings via Zoom or Google Meet.

Will conduct grade-level meetings via Zoom or Google Meet.

Will ensure that staff members address the SEL needs of students.

Will refer any student who may be in danger to DCPD and the LPD immediately.

Will ensure a HIB free learning environment.

Will conduct daily walkthroughs of virtual classrooms and videos, and give teachers feedback.

## **Grades**

Grading during the remote learning period must reflect learning and growth via teacher-generated assessments.

Teachers must assess students, *at least once a week*, across all content areas.

How teachers assess their students will depend on the grade and subject matter.

All grades must be documented, with the date of the assessment, the assessment given, and student grade.

Grades must be maintained in the *Realtime Parent Portal*.

## **Feedback**

Feedback should be used to encourage and motivate learners.

Feedback should be used to engage student in activities such as; discussions, discussion boards, reflections, essays, story writing, etc.

Feedback should be informative and tailored to the assignment given.

Feedback should be personalized and meaningful.

Feedback should be accompanied with an understanding of the goals and objectives.

Feedback should be consistent, and ongoing, and used as a way of keeping students engaged.



### Virtual Learning Walkthrough Form:

<b>School:</b>	<b>Title &amp; Date of Video or Meet:</b>
<b>Instructor:</b>	<b>Date:</b>
<b>Subject:</b>	<b>Time:</b>
<b>Grade level:</b>	<b>Administrator:</b>

	Evidence	Yes	No	N/A
Evidence of grade level standards is observed.				
Evidence of district framework/curriculum/pacing structure is observed.				
High-quality questions, problems, and assignments prompt students to discuss or think critically about content.				
Content is presented clearly and accurately.				
Lesson is on pace with the District Pacing Calendar				
Students are engaged/focused on the lesson (will not be applicable for video walkthroughs)				

<b>Check all boxes that apply:</b>			
<b>The portion of lesson observed:</b> <input type="checkbox"/> Video Instruction <input type="checkbox"/> Google Meet <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group	<b>New content introduced with:</b> <input type="checkbox"/> Teacher model <input type="checkbox"/> Strategy	<b>Number of students present on Google Meet</b>  <hr style="border: 0; border-top: 1px solid black; width: 100%;"/>	<b>Video Expectations</b> <input type="checkbox"/> Teacher is visible <input type="checkbox"/> Instructional materials & written content are clear & visible

**Comments:**

A classroom whether in the traditional form, or the online form, must be a safe place to foster and engage in open discussions without hostile, discriminatory, or inappropriate comments. **Therefore, it is important for all teachers to set ground rules for online discussions.**

### **Rules for Online Discussions**

**(Rule of Thumb:** If you would not do or say something in real life, do not do it online either)

Before posting your question, check to see if anyone has asked it already and received a reply. Just as you would not repeat a topic of discussion right after it happened in real life, do not do that in discussion boards either.

Stay on topic. Do not post irrelevant comments links, thoughts or pictures.

Do not post in all CAPS! If you do, it will look like you are screaming.

Do not write anything that sounds angry or sarcastic, even as a joke, because without hearing because without hearing your tone of voice, your peers might not realize you are joking.

Always remember to say “Please” and “Thank you” when asking help from your classmates.

Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.

If you reply to a question from a classmate, make sure your answer is accurate. If you are not 100% sure, when the paper is due, do not guess!

If you ask a question and many people respond, summarize all answers and post that summary to benefit the whole class.

Be brief, if you write a long answer in response to a simple question, it is unlikely that anyone will spend the time to read it all.

Do not bad mouth others. You may disagree with their ideas, but do not mock the person, by calling them names.

If you refer to something one of your classmates said earlier in the discussion, quote just a few lines from their post so that others will not have to go back and figure out which post you are referring to.

Before asking a question, search the internet, to see if the answer is obvious or easy to find.

Check the most recent comments before you reply to an older comment, since the issue might have been already resolved.

Be forgiving if your classmate makes a mistake; do not badger him or her for it. Just let it go – it happens to the best of us.

Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make a difference!

## **Teaching Strategies that are Important for the Remote Classroom**

### **1. Establish your presence and create a sense of community.**

Welcome your students to their “**new**” learning community. Remote learning is new to everyone, establish guideline, and set rules.

### **2. Be available.**

Be visible and available to your students online.

Schedule “open” Google Meet meetings to review content with students. It is easy to come across as being an “absent” educator online, but good communication helps students see that you value them.

### **3. Use online resources.**

There is an abundant amount of material online – use them!

### **4. Keep students engaged.**

Plug in a story, pictures, videos, a little humor, keep students engaged!

### **5. Make your assignments clear.**

Students can find accessing and understanding assignments and notes online confusing, so make it easy for them to know what they have to do each week, when the work is due, and **how much it counts toward their final grade.**

### **6. Provide ongoing feedback.**

Provide students regular feedback so that they can quickly identify behaviors or skills they need to improve on, it is also another way to establish a personal connection with your students.

### **7. Create an Open Forum or Discussion Board**

Create an open forum or discussion board so that students can support and mentor each other (use the attached rules).

## **Interventionists**

Interventionists will use Google Meet to provide Tier 3 Intervention sessions every day, for each student per week. Some additional guidelines follow:

Interventionists will use the standard scrolling schedule template to document the session schedules worked out and continue to update this schedule in Google Intervention folder.

Interventionists will continue to use the standard Lesson Plan template to plan for your sessions and document student outcomes.

Interventionists will continue to use the standard Graphing Template to document student progress.

Interventionists will continue to jot notes in Realtime when they communicate with a parent and/or when a session has been conducted with a student.

Interventionists will share Bi-Weekly Progress Reports with the Classroom teachers and parents.

## **Special Education Teachers**

The focus of instruction should be individualized and based on the students' IEPs their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers, case managers, paraprofessionals, and therapists to support students in accessibility and in meeting their IEP benchmarks and goals.

Any changes to programs or goals should be made in conforming to federal and state required procedural safeguards.

Should special education students have social emotional concerns, special educators should collaborate with the students' therapists, Case Managers and social workers to work on activities that support students with stress/anxiety reduction and other SEL activities.

Everyone is responsible for the efficacy of the IEP.

Scaffolding, communication and breaking up assignments into more manageable parts are extremely important in regard to remote learning.

**Special Education teachers, and 1:1 paraprofessionals must meet the needs of individual students, according to their IEP goals and objectives. Lessons should be held via Google Meet in small groups and individually if needed.**

Parent phone conferences **must be held** in order to get parent input on how to meet the needs of the student during remote learning – document all communications on Realtime.

All student data, Google Meet lessons, and parent communications must be **meticulously** documented on Realtime.

**Program Paraprofessionals** should also participate during Google Meet sessions; they may take student data, and participate and assist students with their work, etc.

## **1:1 Paraprofessional Support During Remote Learning**

1:1 Paraprofessionals were hired by the Lakewood School District to meet the needs of **specific** students, as per each **their** IEP.

1:1 Paraprofessionals will plan with Special Education/General Education Teachers, as to what supports are needed specific to IEP Goals and Objectives.

1:1 Paraprofessionals will review strategies specific to IEP Goals and Objectives, as instructed by the Special Education Teacher.

1:1 Paraprofessionals will answer any questions or concerns from the teacher or student regarding assignments or tasks for the day, via school email or Google Meet.

1:1 Paraprofessionals will mirror classroom accommodations when applicable, if possible.

1:1 Paraprofessionals will provide clarification and support during assignments.

1:1 Paraprofessionals will assist the student during Google Meet lessons, as per the student's IEP.

1:1 Paraprofessionals will provide behavioral supports when needed, as collaborated with the Special Education and/or General Education Teacher.

1:1 Paraprofessionals may assist the General Education and/or Special Education teacher with daily communications with the families of their assigned student via school email. All communications must be documented on Realtime.

1:1 Paraprofessionals may assist the General Education Teacher and Special Education teacher in devising accommodations, modifications, and special strategies for reinforcing material or skills based on an understanding of individual student's needs.

1:1 Paraprofessionals **must meticulously document** all communications with the **individual student** via Google Meet, and email, on Realtime.

1:1 Paraprofessionals **must meticulously document** all communications with the **individual families** via school email, on Realtime.

1:1 Paraprofessionals will complete all **Safe Schools** online training, unless they are working as a bus aide for the school lunch program.

**(1:1 Paraprofessionals may be 1:2 or 1:3)**



## **Program Paraprofessionals**

Program Paraprofessionals will plan with the Special Education/General Education Teacher, as to what supports are needed specific to IEP Goals and Objectives,

Program Paraprofessionals may answer any questions or concerns from the teacher or students regarding assignments or tasks for the day, via school email or Google Meet.

Program Paraprofessionals will mirror classroom job duties, when applicable, if possible.

Program Paraprofessionals will provide clarification and support during classroom assignments.

Program Paraprofessionals will assist the students and teachers during Google Meet lessons.

Program Paraprofessionals will provide behavioral supports when needed, as collaborated with the Special Education and/or General Education Teacher.

Program Paraprofessionals may assist the General Education and/or Special Education teacher with daily communications, via school email. All communications must be documented on Realtime.

Program Paraprofessionals may assist the General Education Teacher and Special Education teacher in devising accommodations, modifications, and special strategies for reinforcing material or skills based on an understanding of individual student's needs.

Program Paraprofessionals must meticulously document all communications via Google Meet in a notebook for their records.

Program Paraprofessionals must meticulously document all communications with the **individual families** via school email, on Realtime.

Program Paraprofessionals will complete all **Safe Schools** online training, unless they are working as a bus aide for the school lunch program.

## **Attendance**

Your child's teacher will monitor **student attendance** each day.

If your child is sick, and cannot log into the **Remote Learning** program for the day, you must report the absence via **email**,

**Email your child's Teacher, Principal and Director of Guidance (on the same email):**

1. Barbara Morcos, Director of School Counseling:  
[\*\*Bmorcos@Lakewoodpiners.org\*\*](mailto:Bmorcos@Lakewoodpiners.org)

<b>School</b>	<b>Principal</b>	<b>Email &amp; Phone Number</b>
Lakewood High School  <b>Grades 9-12</b>	Rich Goldstein	<a href="mailto:Rgoldstein@lakewoodpiners.org">Rgoldstein@lakewoodpiners.org</a>  732-364-2400 Extension 7467
Lakewood Middle School  <b>Grades 7 &amp; 8</b>	Deb Mazzeo	<a href="mailto:Dmazzeo@lakewoodpiners.org">Dmazzeo@lakewoodpiners.org</a>  732-364-2400 Extension 7528
Piner Elementary  <b>Preschool &amp; Kindergarten</b>	Aleida Salguero	<a href="mailto:Asalguero@lakewoodpiners.org">Asalguero@lakewoodpiners.org</a>  732-364-2400 Extension 7902
Spruce Street School  <b>First Grade</b>	Marcy Marshall	<a href="mailto:Mmarshall@lakewoodpiners.org">Mmarshall@lakewoodpiners.org</a>  732-905-3660 Extension 7705
Ella G. Clarke School  <b>Grades 3-6</b>	Ebony Rivera	<a href="mailto:Erivera@lakewoodpiners.org">Erivera@lakewoodpiners.org</a>  732-905-3620 Extension 7301
Clifton Avenue Grade School  <b>Grades 2-6</b>	Jessica Ring	<a href="mailto:Jring@lakewoodpiners.org">Jring@lakewoodpiners.org</a>  732-364-2400 Extension 7201
Oak Street School  <b>Grades 2-6</b>	Joe Schroepfer	<a href="mailto:Jschroepfer@lakewoodpiners.org">Jschroepfer@lakewoodpiners.org</a>  732-905-3670 Extension 7606
Lakewood Early Childhood Center (LECC, Campus 1, 2 & 3)  <b>Preschool &amp; Transitional K</b>	<b>On-Site Supervisors:</b> Sara Garfunkel, Campus 1 & 3  Marisa Moses, Campus 2  District Supervisor: Heni Mozes	<a href="mailto:Sgarfunkel@lakewoodpiners.org">Sgarfunkel@lakewoodpiners.org</a> 732-364-2400 Extension 7809  <a href="mailto:Mmoses@lakewoodpiners.org">Mmoses@lakewoodpiners.org</a> 732-364-2400 Extension 7101  <a href="mailto:Hmozes@lakewoodpiners.org">Hmozes@lakewoodpiners.org</a> 732-364-2400 Extension 7024

If your child does not log into Google Classroom for the **entire day**, he/she will be reported by his/her teacher in Realtime as an unexcused absence.

### **Student Progress**

Your child's teacher will monitor your child's progress and communicate with you in regard to **bi-weekly progress reports, attendance, and student expectations.**

### **State Reporting**

The Lakewood School District will report Full Time Remote Learning student data to the NJDOE, as requested.

## **Remote Learning Program Offered for High School and Middle School students:**

- Students will follow their **LHS/LMS schedule** from 7:00 a.m. to 1:30 p.m. each day.
- Teachers will email all of their students a Google Classroom Link.
- LHS/LMS teachers all have a webcam installed in their classrooms for this purpose.
- Teachers and paraprofessionals will teach remotely from their assigned **classroom, not from home.**
- Attendance must be taken **every period.**
- LHS/LMS teachers are responsible for **all** students on their roster.

## **Harassment, Intimidation, and Bullying (HIB)**

All students are entitled to an educational environment that is free of Harassment, Intimidation and Bullying.

Any student or parent/guardian that reports a HIB incident during Remote Learning, a HIB Investigation will be conducted, as per Board Policy.

## **School Nutrition Benefits for Eligible Students**

Students in the Lakewood School District who are eligible for free **lunch** and **breakfast**, may pick up their **breakfast and lunch** at their assigned **MORNING bus stop.**

**Full Time Remote Learning Program Offered for Preschool and Elementary School Students:**

- Students will follow their **regular schedule** from arrival time to dismissal time.
- Teachers will email their students and paraprofessionals a Google Classroom Link.
- Teachers all have a webcam installed in their classrooms for this purpose.
- Teachers and paraprofessionals will teach remotely from their assigned **classroom, not from home.**
- Attendance must be taken **every period.**
- Teachers are responsible for **all** students on their roster.

## **Addressing the Social-Emotional Needs of Students**

**The Lakewood School District adopted a Social-Emotional & Mental Health curriculum that will be embedded into the School day, and not be taught in seclusion:**

- Rethink Ed SEL

Rethink Ed SEL Professional Development provides an on-demand training series focused on Social-Emotional-Learning, Equity and Inclusion, and Mental Health for educators.

The series consists of 38 video-based training modules, 5-8 minutes each, discussion guidelines, research library, instructional guides, and links to correlated student lessons.

**The videos will also be available to parents!**

## **What is Rethink Ed SEL?**

- Rethink SEL is a K-12 comprehensive solution that promotes well-being, connectedness and success for students and adults.
- It focuses on the entire school and community to promote healthy and confident students and adults.
- Technology offers flexibility and cost effectiveness.
- It develops self-awareness, self-management, responsible decision-making, relationship skills and social awareness.
- It provides on-demand video training for adult learning.

## **Rethink Ed SEL**

- Is the first SEL program to address the needs of all learners!
- It addresses:
  - Discipline problems and aggression.
  - Emotional distress, such as anxiety and depression.
  - Attitudes about self, others and school.

- Low social and emotional skills
- Social inequality
- Inadequate achievement
- **Parents can access the powerful video-based modules.**
- **Available in English and Spanish!**

### **Parents Home Language**

All communications will go home to parents in English **and** the Parents Home Language.

### **Full Time Remote Learning Contact – Have Questions?**

Parents/Guardians who have any questions regarding the full time Remote Learning Program may contact Ana Faone at the District Office.

Ms. Faone's District Cell Phone Number is: (732) 228-2955.

Ms. Faone is bilingual!

### **Computer Loan Requests**

If you are in need of a computer, or do not have internet access, please notify the Director of Technology, James Trischitta at:

(732) 364-2400, extension 7046 or email: [Jtrischitta@Lakewoodpiners.org](mailto:Jtrischitta@Lakewoodpiners.org)



## **Attendance**

Attendance will be monitored each day, and truancy charges will be filed, if and when applicable.

Attendance Officers will conduct home visits, upon request, wearing protective gear and utilizing “Social Distance,” safety measures, in order to ensure the health and safety of **ALL District students.**

Attendance Officer will also conduct home visits, if a student is not completing work, as required during Full Time Remote Learning.

## **DCPP 1-877-652-2873**

DCPP, and the Lakewood Police Department, will be called if a child is believed to be in danger, for any reason.

## **Report Cards and Progress Reports**

Parents will receive **progress reports, as per the district's 2023-2024 Staff Handbook.**

All Reports cards will be posted on the Parent Portal with a hard copy being mailed home.

## **Community Resources**

### **Community Ambassadors**

1563 Old Freehold Road, Toms River

Juan and Mary Guarin at (732) 349-1550, Extension 339

<https://www.communityambassadorsnj.org/>

### **Food Pantry Hours:**

Saturday: 11 a.m. -12 p.m.

Sunday: 5:00 p.m. – 6: 00 p.m.

Wednesday: 6:00 p.m. – 7:00 p.m.

Thursday: 1:00 p.m. – 2:00 p.m.

**Additional hours can be made upon request.**

### **Voz Latina**

Alejandra Morales

Casa de la Tia

206b Main Street

### **Calvary Lighthouse Church - House of Blessing**

1133 East County Line Road, Lakewood

For more information, call (732) 924-1541

Yvonne Marti De Daniels

Days of operation: Monday, Tuesday and Wednesday from 11:00 a.m. to 1:00 p.m.

## **COVID-19 Testing**

Immigrants without legal status, who do not have a state driver's license, can visit a **Federally Qualified Health Center**, which provides health care to people without insurance and immigration status, for a free COVID-19 test.

**Call the center ahead of time** for availability and instructions on what documents to bring to receive a test!

### **Ocean County Health Centers:**

Chemed	1771 Madison Avenue (Route 9)	<b>732-364-2144</b>
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Ocean Health Initiatives	Second Street	<b>732-363-6655</b>
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## **Financial Assistance**

The United Way located in Wall Twp. can help with rent and utilities through the Community Economic Relief Fund [877-652-1148](tel:877-652-1148)

## **Mental Health Support Services for Children up to age 21**

PESS - Hospital Emergency Service for Psychiatric Assessment for people experiencing thoughts of harm to self or others. - [732-886-4474](tel:732-886-4474)

Performcare - For immediate crisis assistance from Mobile Response or for non-crisis mental health support please continue to contact Performcare for assessment and assistance [877-652-7624](tel:877-652-7624)

Crisis Text Line - Text "NJ" to 741741

Second Floor Youth Helpline - [888-222-2228](tel:888-222-2228)

## **Mental Health Support Services for Adults**

Family Helpline for Parents and Caregivers experiencing stress [800-843-5437](tel:800-843-5437)

Domestic Violence Hotline - [800-572-7233](tel:800-572-7233)

Mental Health Hotline for children and adults for immediate mental health support and referrals - [866-202-4357](tel:866-202-4357)

## **Related Services**

Related Service professionals play a vital role in the daily instruction of students with IEPs.

It is essential during remote learning that these professionals are a part of the continued learning of our students.

Speech Therapy, Occupational Therapy and Physical Therapy Services are offered via live video conferences, as per IEP mandates of individual students pending parental approval to participate.

All therapists will utilize ***Google Meet*** for video conferencing, as the Lakewood School District is part of Google, ***G Suite***, which has a Business Associate Agreement in place, and is HIPAA compliant.

All communications must be documented on Talk Trac, in log notes.

All sessions must be documented in SEMI.

**All Therapists** must be **meticulous** in maintaining their documentation on **Talk Trac**.

Documentation must include; attendance, quantitative and qualitative data and a session note.

### **Child Study Team**

The New Jersey Department of Education requires that the Child Study Team include a school psychologist, a learning disabilities teacher-consultant, and a school social worker. These professionals are all certified and employed directly by the Lakewood Board of Education.

Child Study Team meetings also include general and special education teachers, therapists, translators, and administrative staff, when applicable.

**Child Study Team Meetings be held via Google Meet, should the district need to transition to remote learning.**

Child Study Team members must be *meticulous* in maintaining documentation on **Realtime**.

### **Intervention and Referral Services Team (I&RS)**

The Intervention and Referral Services teams are building-based, inter-disciplinary teams that meet regularly to develop intervention plans for students experiencing significant academic and/or social/emotional difficulties in the classroom.

I&RS Teams continue to meet via Google Meet, should the district need to transition to remote learning.

I &RS Team Members must be *meticulous* in maintaining their documentation on **Realtime**.

## **Guidance Counselors/SAC**

Guidance counselors work with students and families by providing support.

They are helping students develop self-confidence, and coping skills, so when faced with a problem, they have the ability to adapt to changing situations.

### **Responsibilities include, but are not limited to:**

Working with administrators and staff to develop a plan for how staff, students and families can reach them via phone, school email or Google Meet.

Contacting families and students as needed.

Meeting with students individually and in groups via video conferencing (Google Meet), in order to meet the social emotional learning needs of students.

Supporting students and families by providing the necessary academic counseling in order to graduate high school.

Supporting students and families by providing the necessary academic, college and career counseling and advisement.

Support students and families by providing the necessary academic counseling in order to graduate junior high school.

Collaborate with administration and staff to determine the remote learning options available to provide consultation, as well as counseling support services based on grade level bands.

Monitor the social/personal development of their students and their students' *active participation* in remote learning.

## **Wraparound Supports**

### **Health Services**

The Lakewood School District collaborates with **Ocean Health Initiatives** (OHI) and **Chemed Health** in order to provide students and their families with primary health and dental care.

**2023-2024**

## **Counseling & Mental Health Programs for Students & Families**

<b>School/Building</b>	<b>Counseling/Mental Health Programs</b>
<b>Lakewood High School</b>	<ul style="list-style-type: none"><li>• Preferred School Based Counseling</li><li>• Behavior Therapy Associates</li><li>• Kirby Jones</li><li>• Enhancing School Mental Health Service Project (NJDOE &amp; The Rutgers Center for Comprehensive School Mental Health)</li><li>• Social Worker – Carla Marmelstein</li><li>• Guidance Counselors</li><li>• SAC</li><li>• RETHINK SEL &amp; Mental Health Program</li><li>• Dr. S. Dyckman/FTR</li><li>• Preferred Behavioral FTR</li><li>• Depression &amp; Anxiety Assessment</li></ul>
<b>Lakewood Middle School</b>	<ul style="list-style-type: none"><li>• Behavior Therapy Associates</li><li>• Kirby Jones</li><li>• Social Worker – Sally Castellano</li><li>• Guidance Counselors</li><li>• SAC</li><li>• RETHINK SEL &amp; Mental Health Program</li><li>• Dr. S. Dyckman/FTR</li><li>• Preferred Behavioral FTR</li></ul>



	<ul style="list-style-type: none"> <li>• Depression &amp; Anxiety Assessment</li> </ul>
<b>Lakewood Early Childhood Center (LECC)</b>	<ul style="list-style-type: none"> <li>• Lakewood Community Services Corporation (LCSC)</li> <li>• Social Worker – Deidre Krok</li> <li>• RETHINK SEL &amp; Mental Health Program</li> </ul>
<b>Ella G. Clarke School</b>	<ul style="list-style-type: none"> <li>• Lakewood Community Services Corporation (LCSC)</li> <li>• Social Worker – Carol Bowers</li> <li>• Guidance Counselor</li> <li>• RETHINK SEL &amp; Mental Health Program</li> <li>• Dr. S. Dyckman/FTR</li> <li>• Preferred Behavioral FTR</li> </ul>
<b>Oak Street School</b>	<ul style="list-style-type: none"> <li>• Enhancing School Mental Health Service Project (NJDOE &amp; The Rutgers Center for Comprehensive School Mental Health)</li> <li>• YMCA Counseling &amp; Social Services</li> <li>• Social Worker – Sally Castellano</li> <li>• Guidance Counselors</li> <li>• RETHINK SEL &amp; Mental Health Program</li> <li>• Dr. S. Dyckman/FTR</li> <li>• Preferred Behavioral FTR</li> </ul>
<b>Clifton Avenue Grade School</b>	<ul style="list-style-type: none"> <li>• YMCA Counseling &amp; Social Services</li> <li>• Social Worker</li> <li>• Launch/CARES – Christine Morgan-Preferred Behavioral</li> <li>• Guidance Counselors</li> <li>• RETHINK SEL &amp; Mental Health Program</li> <li>• Dr. S. Dyckman/FTR</li> <li>• Preferred Behavioral FTR</li> </ul>
<b>Piner Elementary School</b>	<ul style="list-style-type: none"> <li>• YMCA Counseling &amp; Social Services</li> <li>• LAUNCH/CARES – Alanna Cosgrove</li> <li>• Guidance Counselors</li> <li>• RETHINK SEL &amp; Mental Health Program</li> <li>• Dr. S. Dyckman/FTR</li> <li>• Preferred Behavioral FTR</li> </ul>

<b>Spruce Street School</b>	<ul style="list-style-type: none"> <li>• YMCA Counseling &amp; Social Services</li> <li>• Enhancing School Mental Health Service Project (NJDOE &amp; The Rutgers Center for Comprehensive School Mental Health)</li> <li>• Launch/CARES (In progress)</li> <li>• Guidance Counselors</li> <li>• RETHINK SEL &amp; Mental Health Program</li> <li>• Dr. S. Dyckman/FTR</li> <li>• Preferred Behavioral FTR</li> </ul>
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## **NOTICE TO PARENT(S) OR GUARDIAN(S) REGARDING VIRTUAL/REMOTE INSTRUCTION AND STUDENT CONFIDENTIALITY**

Should the Lakewood School District offer remote instruction for general and special education instruction, related services, and Section 504 accommodations, whether for whole class, group or individual instruction or services during the 2023-2024 School Year, due to an Emergency Health Crisis the Lakewood School District will continue to respect the privacy rights of its students during the provision of distance learning.

Although circumstances may necessitated instruction in the form of “virtual classes,” they are still classes. As such, it is important that students, as well as parents, guardians, family members or other individuals who may be at home with students during the provision of Lakewood Public School’s remote educational opportunities treat it as they would a school-based classroom. It is especially important that any student, parent, guardian, family member, or other individual: 1) Not disrupt the delivery of instruction to any student or during any other aspect of the educational process; 2) Avoid unnecessary access to confidential or personally identifiable information regarding other students, as well as of their families; and 3) Not disclose any information that in any way pertains to other students or their families that you may have incidentally discovered during any observations of a class or instruction. While the Lakewood School District continues to welcome and encourage parents or guardians to communicate with their child’s instructional staff as they would under normal circumstances, they should refrain from doing so when remote learning is occurring.

Finally, as with classroom visitations, electronic recording or video/audio taping by students, parents, guardians, family members, or other individuals of either students or teachers in our schools, in the classroom, or during the provision of remote instruction is **not permitted** (and with respect to remote-instruction audio and visual communications may be illegal under federal and state law).

Any such 1) recording, 2) release or disclosure of confidential information concerning other students or their family members, or 3) any disruption of the remote learning to any students may result in disciplinary consequences, including but not necessarily limited to the suspension of online/remote privileges.

The recording of the remote instruction by students, parents, guardians, family members, or other individuals, teachers and service providers are entitled to, and may, make a recording of a virtual classroom, or remote learning, lesson so that it will be available to students enrolled in the class, particularly students who were unable to attend a specific lesson due to illness or some other reason. While such recordings may briefly include student responses and images, please be advised that such recordings are only being made available to students through Lakewood Public School's online instructional platforms and are not available to the public at large or through any other media. The display or transmission of these recordings by student or parents to others is strictly prohibited and could result in disciplinary consequences, including but not necessarily limited to the suspension of online/remote privileges. It is Lakewood School District's goal to continue to protect all students' confidentiality during these unprecedented times.

The Lakewood School District believes that the policies and procedures as set forth herein offers appropriate safeguards and provide informed consent for any child's participation in its virtual/distance-learning program.