

# **Frenchtown School District Board of Education**



## **EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM PLAN IN ACCORDANCE WITH P.L. 2020, C.27 FALL 2023**

**James Hintenach  
Chief School Administrator**

## INTRODUCTION

In accordance with the Department of Education's Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2023-2024 School Year (SY), the Frenchtown School District offers this school emergency closure preparedness plan. Specifically, this plan addresses all of the required components and checklist requirements.

- Component 1 - Equitable Access to Instruction Plan
- Component 2 - Addressing Special Education Needs Plan
- Component 3 - Addressing ELL and Bilingual Needs Plan
- Component 4 - Attendance Plan
- Component 5 - Safe Delivery of Meals Plan
- Component 6 - Length of Virtual or Remote Instruction Plan

### **Component 1 - Equitable Access to Instruction Plan**

#### I. EQUITABLE ACCESS TO HOME INSTRUCTION

Frenchtown's plan for offering home instruction in the event of a health-related closure will utilize a combination of district-issued student iPads with access to the district's Google platform through a wireless connection. Accommodations and modifications will be implemented for students who do not have wireless access to the internet in the home.

Every year we survey students and families to determine their access to wireless internet in our community. Our most recent survey indicates all students have internet access.

We are prepared to offer wireless internet access to these and any other families who emerge as needing assistance through arrangements with vendors such as Comcast and through the lending of wireless "hotspot" devices.

In the event that we are unable to offer access, or in the face of any other disruption of access either in portions of or throughout our region, we will provide paper copies of materials and arrange for delivery or pickup of such copies in accordance with any guidelines or restrictions imposed by the Department of Health or other agencies.

#### II. DEMOGRAPHIC PROFILE

As of the date of this revision, Frenchtown's demographic profile is as follows:

Total Active Students: 102

Homeless: 1

Low Socioeconomic: 26

Students with Disabilities: 24 Students with IEP's, 6 Section 504 Plans

English Language Learners: 7

State-funded Pre-school: 0

### III. ADDRESSING THE DIGITAL DIVIDE

The district uses surveys to identify students' and teachers' access to devices and network connectivity within our educational community. Students and staff are queried at least once each year about the physical technology that is available to them both in school and at home, the level of support in which they receive for technology-related questions, needs, and services available.

Upon registering at Frenchtown School, and completed annually thereafter, parents and guardians complete survey questions indicating the availability of technology infrastructure at home. These responses are held in our PowerSchool Student Information System. Current records indicate that zero students do not have internet access.

All teachers and students are issued 1:1 devices. The district maintains a reserve of 100 extra retired student iPad devices at all times that can be used as loaners if units need to be repaired or replaced. Student and staff devices are remotely managed and issues that arise during Remote Learning Days are easily reported to our Student Help Desk (via an email) or Staff Help Desk (via our staff HelpDesk ticketing system). Issues reported are triaged remotely via email, phone calls, or use of our Mobile Device Management software (MDM) or Splashtop, our remote service assistance software, by the entire technology department for effective and efficient service. In the event of a true physical break, a loaner device is configured and delivered via our transportation department to ensure social distancing standards are addressed at all times.

#### **Component 2 - Addressing Special Education Needs Plan**

##### I. PROVISION OF REMOTE/VIRTUAL INSTRUCTION

Frenchtown recognizes that not all related services and/or portions of a student's Individualized Education Plan (IEP) can be implemented during closure. Our special education staff will determine those services and portions of IEPs prior to any closure.

Throughout any closure, special education staff will remain in contact with out-of-district placement schools and families to ensure continued instruction and to work in collaboration on the provision of any necessary home instruction. Our special services staff maintains a directory of contacts at each out-of-district school to discuss specific considerations in the event of a closure.

For students requiring discrete trial instruction, special education staff will determine if parents can implement any maintenance programs at home. We will endeavor to engage related service staff in the development of home-based activities (e.g., fine motor work, speech worksheets, and more) that align with the goals in the student's IEP.

In the event that we cannot provide a related service, that service will be deferred and banked. Upon reopening, assessments will occur to gauge any loss in progress as a result of the closure and to determine the need for any compensatory education.

The special education staff and support team will provide virtual services and classes via the Google platform. The team will distribute instructional resources, including physical academic, and support materials prior to the school closure. Additional academic resources utilized include electronic classroom assignments via online instructional applications such as Google Classroom and other learning modules. Modified classroom schedules and work assignments will also be completed for individual IEP students, including scheduling 1:1 virtual meetings.

## II. DOCUMENTATION OF IEP IMPLEMENTATION

Teachers will follow all IEP and 504 Plan modifications and accommodations in work assigned to students, including medically fragile students, and in the assessment of work that students submit.

Each special education teacher, instructional aide, and related service provider will document their individual sessions and student progress via logs and teacher checklists. At the beginning of distance learning, each team member will receive a paper and electronic copy of the student IEP modifications along with special education and related service programming.

## III. FAMILY FOLLOW-UP

Case managers will be in contact with students' families via phone, email, and video conferencing throughout the duration of the virtual learning period. Special education and team meetings will be held every week using a virtual platform. CST meetings will be held as necessary.

## IV. VIRTUAL IEP MEETINGS, EVALUATION, OR OTHER MEETINGS

Special education staff will attempt to hold virtual IEP meetings via video-conferencing or other appropriate tool. For students engaged in an Initial Planning Process or the Re-Evaluation Process, special education staff members will attempt to hold virtual meetings when appropriate, or work to determine mutually agreeable scheduling after the closure has concluded. After reopening, special education staff will prioritize those meetings.

Virtual IEP meetings will be conducted in accordance with the Chapter 6A:14 code using Google Meets as a platform. In accordance with the DOE, no new evaluations will be conducted virtually; therefore, all new initial/current incomplete/re-evaluation testing will be conducted immediately after returning to a physical school environment.

## **Component 3 - Addressing ELL and Bilingual Needs Plan**

### I. PLAN TO MEET THE NEEDS OF ELL AND BILINGUAL STUDENTS

Teachers of students who are English Language Learners (ELLs) will continue to be provided materials appropriate to the individual student levels of English language acquisition.

English Language Learners will continue to receive ESL services throughout distance learning. Remote classes for ESL middle school instruction will be held via Google platforms. Students are provided iPads via the district's one-to-one initiative and we will ensure that all students have internet access at home. All classes will continue to emphasize the four strands of English language acquisition (listening, speaking, reading, and writing) while also ensuring that students are socially and emotionally in a safe space.

Remote classes at the elementary level will support mainstream classroom instruction and assist students with learning challenges. The ESL teacher will attend classroom meetings via Google platforms and hold ESL classes separately. Emphasis will be on building vocabulary and maintaining reading and writing skills. Regular communication with the school guidance counselor and administration will be in place to address any needs that may arise.

### II. DISTRICT COMMUNICATIONS WITH ELL FAMILIES

District communication will remain constant with the continued option to translate all information on the district website. The district will also utilize translation services in collaboration with the district alert system. Directions for classwork will be provided in English and the first language as needed. District-level communications regarding closure will be provided in multiple languages as necessary, utilizing the school alert system, translation services, and other tools and resources.

### III. ALTERNATE METHODS OF INSTRUCTION, DIFFERENTIATION, ACCESS TO TECHNOLOGY AND TROUBLESHOOTING STRATEGIES

The ELL teacher will assist content-area teachers to modify and differentiate classwork, readings, and assignments for ELL students. Modifications for distance learning will include individual meetings to re-teach content material as needed, the use of translation devices, assigning fewer questions, using simplified text, and partnering ELL students with native English speakers. Collaboration between teachers allows for maximized troubleshooting for learning concerns, technology issues, and other challenges. Students are provided iPads via the district's one-to-one initiative and all students have internet access at home. Staff members who require additional support to provide culturally responsive teaching and learning will be provided with professional development and assistance from the ELL teacher as well as district administrators.

## **Component 4 - Attendance Plan**

### I. ALIGNMENT TO DISTRICT POLICY

The district follows the existing attendance [policy #5113](#). Parent(s)/guardian(s) are responsible to notify the school nurse if their student is unable to participate in Remote Instruction for that day. The school nurse will then alert the staff that the student will not be present for school on that day.

A student is considered present in school as long as they attend a scheduled Google session and/or hand in an assignment for the day. Attendance is a part of the student's remote instruction grade and will be reflected in the student's individual grade.

### II. FAMILY FOLLOW-UP FOR NON-PARTICIPATING STUDENTS

At the Middle School level, the student will receive email correspondence from the school when they have missed more than “3” Google sessions for each week of their scheduled instructional sessions. At the K-4 Grade Level, we will address students who frequently miss their scheduled Google meetings with an email from the teacher, parent phone call, and correspondence from the school, if needed.

The district's philosophy, as it relates to promotion/retention/graduation, is to support the student and family to have a successful academic outcome during the period of virtual learning. This task would be accomplished collaboratively through Google Meetings with parents/guardians, check-ins with students, and ongoing electronic communication amongst school team members.

Teachers will contact students and their parent(s)/guardian(s) who consistently do NOT hand in classwork initially via email. Students who continue to be inefficient in their studies will have a “Parent meeting with Chief School Administrator and the teaching team” to come up with a plan that will support both the student and parent on the home front. The Chief School Administrator will schedule additional check-in meetings with the teachers of struggling students, as necessary. The Chief School Administrator will appoint additional staff members to conduct Google Meets with struggling students as deemed necessary.

## **Component 5 - Safe Delivery of Meals Plan**

SFA: Delaware Valley Regional High School (Consolidation Agreement)

Agreement #: 019-01050

Date meal distribution will begin: To Be Determined

Date meal distribution will end: To Be Determined

Central delivery site: Delaware Valley Regional High School

Meals to be claimed for reimbursement per day: 2 (breakfast and lunch)

Delaware Valley will work with our food service management company to provide a bagged breakfast and lunch to all eligible students on each day that the school is experiencing a health-related closure. Meals will be prepared by employees of the food service management company, all trained in safe food handling procedures and knowledgeable of school nutrition meal requirements. Meals are received at the central delivery site in individual bags containing all required meal components. Meals are transferred to a vehicle owned by Delaware Valley Regional High School. The Delaware Valley Regional High School transportation department delivers the meals to the student's homes.

All persons who come in contact with the meals are wearing personal protective equipment (masks and gloves). There is no personal contact with the families at the homes. Bus drivers acknowledge their arrival by ringing a doorbell or knocking on the main entrance door. The meals are left outside at the main entrance.

Unless in receipt of Department of Health recommendations to take other measures, we will deliver bagged meals to eligible students upon request.

Meal content and claiming will comply with Department of Agriculture, Division of Food and Nutrition requirements. The District's food service vendor and District staff are trained and follow these standards throughout the school year. A roster of students receiving meals will be developed and maintained to ensure accurate meal counts.

Student lunch accounts will be charged for meals received unless they qualify for the meals benefits program.

Families will have a telephone contact in the event of any issues, questions, or concerns.

## **Component 6 – Facilities and Other Considerations Plan**

### **I. FACILITY MAINTENANCE DURING AN EXTENDED CLOSURE**

In the event of public health conditions that require an extended closure, the Facilities Manager will work with the School Business Administrator to create a schedule that meets the needs of facility maintenance and technology support while maintaining safety and distancing protocols established during the closure. Maintaining the facilities during the public health emergency will support the instructional backbone that provides access to learning by our educational professionals.

Other essential employees, in addition to the administrators listed below, will be identified and permitted access to the building as job responsibilities necessitate during the crisis. Only identified staff members will be scheduled and be physically present if their role requires in-person attendance and all individuals will follow established social distancing protocols.

<b>SCHOOL LEADERSHIP:</b>	<b>Name</b>
Chief School Administrator:	James Hintenach
Business Administrator:	Teresa O'Brien
Facilities Manager:	Brett Liskowaski

II. VIRTUAL OR REMOTE LEARNING DAYS

The current 8-period 50-minute schedule will be condensed to 30-minute periods. Students will receive class invites on their Google Calendars via their district-issued iPads beginning at 8:20 a.m. The general school day will run through the condensed in-person model of eight 30-minute blocks from 8:20 a.m. to 12:20 p.m. Students will be dismissed at 12:20 p.m. and be able to connect with their teachers via em (sail during afternoon office hours. Special education and related services will be rendered throughout the typical school day.

Preschool will run on a modified schedule in-person from 8:20-12:20 p.m. We will work closely with the local Department of Health to make the best overall decisions for this population. In-person instruction will remain the goal but a combination of activity packets and remote learning instruction will be provided as needed.

Technology and alternate resources will be used to assist students in successfully completing their work. Teachers will modify said lessons/materials in accordance with student IEPs. Teachers will accommodate student Section 504 Plans.

Students will be supported by providing ongoing access to school counselor and other related school personnel, as well as professional staff members that serve as the Child Study Team for the district.

III. PLAN TO MAXIMIZE STUDENT GROWTH

Remote learning is designed to maximize student growth to the maximum extent possible. We will use Google platforms and live instructional sessions in all grade levels. Student expectation meetings are gauged appropriately depending on the grade level of the student. Staff members utilize collaborative features such as whiteboards and individual/group conferences as well as discussions within the learning management system to provide real-time interaction between staff and students.



In addition to the synchronous class meetings that all students attend, teachers also have the option of providing additional virtual “office hours” to assist students in a smaller setting. Extensive and continued support for teachers in the use of our learning management system provides teachers with numerous ways to differentiate instruction. As necessary and available, enrichment programs will be offered virtually to support students in the development of skills that will support engagement, problem-solving, and other individual goals.

In order to support our school community and student families, district administrator and other school personnel will serve as key communicators to identify needs and determine how to best support our families, and facilitate the continuity of instruction during a public health crisis. By providing office hours and utilizing technology platforms to communicate, we can connect families with technology support, school counselors, local health providers, meal services, and facilitate communication with classroom teachers. In the case of long-term closures, consideration can be given regarding opportunities for child care. Additionally, the school can serve as a conduit to local and county service providers that assist families with specific needs and services during times of crisis.