

Milford Public School Remote Plan

Milford Public School

Board of Education

Fall 2021

Milford Public School Remote Plan

The district will strive for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least 3 feet apart. If a school in the district is not able to maintain this physical distance, more practicable solutions will be utilized including, turning desks to face the same direction (rather than facing each other).

(1) Classrooms

(a) Classrooms have been assessed for occupancy standards with 3 feet of separation.

(2) Regardless of social distancing, the current directive is for face coverings. They will be required for students, staff and visitors unless it will inhibit the individual's health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Parents will be encouraged to teach their child to wear a mask.

Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2) School district policies for attendance and instructional contact time allows for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

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The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting remote virtual learning are prepared to provide or support instruction on day one, the district will:
 - (1) Survey teachers and families to determine technology needs/access
 - (2) Provide district one-to-one devices
 - (3) Provide district email addresses and access to online platforms (usernames/passwords)
 - (4) Provide ongoing support with technology to students, teachers, and families.

Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials will work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services will be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities:
 - (1) The district will review the needs of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

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- (4) The district will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The district will provide clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. The district is working to ensure that every student has access to a device and internet connectivity. The district will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access.
- b. The district will conduct Google surveys to assess the needs of teachers/students for home connectivity for remote virtual learning.
 - (1) The district will address all connectivity issues with necessary families to discuss alternate options for connectivity through hotspots or paper instruction.
- c. All students will be assigned a Chromebook or iPad that can be taken home for remote virtual learning.
 - (1) Students that are new to the district or do not have a school issued device will be notified of the time and date such devices will be available for pick up at the school
- d. All teachers will be assigned a laptop that can be used in school or at home for remote virtual learning.
- e. Training will be continually offered for teachers and staff for new and existing technologies that support both in-person and online instruction.
- f. Google Apps for Education will be utilized by both students and staff, allowing the district to monitor classroom activities and log in information.

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- g. Any technology problems (staff or student) that may arise will be supported through the technology department. The technology department will provide troubleshooting, tutorials and remote assistance to assist with any issues.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

Delivery of Meals Plan

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Milford Public School 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 students 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.