

**Chapter 27 Emergency Virtual or Remote
Instruction Programs for the 2024-2025 SY**



Lianne Kane, Superintendent

**July 2024
To be BOE Approved 8.27.24**

District Mission Statement



BUILDING SUCCESS TOGETHER

Together, students, staff, parents, and the Eastampton community will work to foster excellence and empathy by providing a quality education and encouraging respect, promoting diversity, and nurturing the skills students need to exceed the New Jersey learning standards and succeed in today's world.

Together, we will provide a safe learning environment for our kids to explore, innovate, and grow into the individuals they are.

Board of Education:

Kerry Douglas
President

Dr. Florencia Norton
Vice President

Jamie Smith
Board Member

Edward Besko
Board Member

Stephanie McHugh
Board Member

Edward Hill
Board Member

Walter Maluchnik
Board Member

Administration:

Lianne Kane
Superintendent/Principal

Dr. Ashlee Caldwell
Business Administrator

Brian Barker
Buildings and Grounds Supervisor

Dawn Dilliplane
Child Study Team Coordinator

Nicole McGann
Curriculum Director

Ray A. Robinson, Jr.
Assistant Principal

Jenna Carrell
Assistant Principal

Nurses:

Cathy Alderman
Mary Ostaszewski

Section 1: Equitable Access and Opportunity to Instruction

The Eastampton Township School District will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services, as follows:

- 100 percent of our students are connected via Chromebooks, thus there is no digital divide. We are fortunate to have equitable access to instruction because of our schoolwide Chromebook adoption. In addition, our administration partnered with our families and Comcast to make sure that all students had affordable access to internet services.
 - If the district has to move to remote learning, we will assign one administrator and several staff members the responsibility of contacting families who are limited or not engaging in virtual instruction.
 - Students must appear on screen to be marked present. Consecutive absences lead to district contact from either a teacher, counselor, case manager or administrator.
 - The attendance policy is reviewed as well as the connection between attendance and school performance. A list of these communications will be kept as a data point for sharing with our BOE and staff.
- If the district needs to move to virtual instruction, the school district would reinstitute the virtual classroom for no less than six hours (synchronously and/or asynchronously): 8:45 a.m. - 2:45 p.m. Also, we leverage Google Classroom to communicate and share assignments, assessments and lessons.
 - Our program ensures that all students' varied and age-appropriate needs are addressed through grade level and subject area meetings, lesson plans and monitoring using LinkIt. The district has migrated away from NWEA and now uses Linkit to assess and address our students' individual levels of performance. This assessment will be administered at least three times per year with the goal to provide teachers, students and families feedback on level of performance and areas of improvement needed.
- Accommodations are included for all areas included, but not limited to: ELA, Math, Social Studies, Science, Physical Education, Health, Fine Arts, Technology, 21st Century Community Learning Center Programs, STEM, related services and specialty areas.
- Teachers are encouraged to monitor behavioral concerns using the district referral form. The administrative team, along with the intervention problem solving teams, will develop strategies for teachers to use to help students become more productive in the

classroom such as tangible reinforcers, routines, positive phrasing and breaks. In addition, mindfulness techniques, Lunch Bunch and social skill groups will all continue to help support the mental health of the students during this challenging time. Referrals to the district behaviorist and/or the social worker, the school psychologist, and the SEL counselor may be made to help develop plans to address behaviors, offer behavioral consultation and collect data in the classroom. The district will maintain and address behavioral trends. The district will assign check in/check out procedures, mentors to students who need positive one-on-one support, and meetings will maintain safety protocols relating to social distance.

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

Section 2: Addressing Special Education Needs

- The Eastampton Township School District is fortunate to employ a Child Study Team and homeless liaison who are our first line in making sure that families have access to housing, food, technology, and other resources. Our program addresses the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms as indicated in their IEP's. Our district utilizes Frontline to track student progress and communicate with families. Also, case managers routinely check in with teachers and families to ensure needs are being met. In the event of a return to remote learning, our IEP meetings will be virtual. Our district experienced an increase in parent participation with remote meetings and now uses it as an option when families have difficulties attending in person. This includes, but is not limited to; identifying, evaluating or reevaluating students with disabilities.
 - We also have a number of school counselors who are available to assist students in person, via phone, or via online sessions. We will continue to provide counseling services as delineated in students' IEPs and 504s. In addition, we also work frequently with local agencies to provide additional resources to families. Our approach is to support the whole family as needed, connecting families with outside resources and agencies for our students' long-term support.

Section 3: Addressing English Language Learners (ELL) Plan Needs

- Our program includes an English as a Second Language and bilingual education program aligned with State and Federal requirements to meet the needs of ELL.
 - Our Spanish teacher is available to assist in IEP meetings, translation of documents and answer any question in regards to access and instruction.
 - As with our non-ELL students, we ensure that our program includes differentiated instruction.
 - Routine checking of lesson plans ensures that all students' needs are being met.
 - Our district utilizes DuoLingo to support our students.

Section 4: Safe Delivery of Meals Plan

- The Eastampton Township School District contracts with Nutri Serve to provide meals for students. Careful planning will ensure that proper guidelines are in place for safe food preparation and delivery, including, but not limited to wearing masks and gloves, and frequent hand washing in between.
 - Lunches on virtual weeks will be picked up and delivered on the Monday of each week.
 - The Eastampton Police Department assists with distribution of meals when families are unable to come to the building.
 - Lunches are free of charge unless otherwise noted

Section 5: Facilities Plan

Cleaning and maintaining healthy facilities, including improving ventilation: The Eastampton Township School District will adhere to existing required facilities cleaning practices and procedures, and will implement all new specific requirements of the local health department as they arise. In addition, an enhanced cleaning schedule establishes targeted areas to be deep cleaned with methods and materials to use.

Cleaning/Sanitizing procedures include:

- A schedule for increased routine cleaning and disinfection
- Use of all cleaning products according to the directions on the label.
- Adherence to the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.)
- Sanitizing of bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

- Routine cleaning and disinfecting of surfaces and objects that are frequently touched.
 - Examples of frequently touched areas in schools are:
 - Classroom desks and chairs;
 - Lunchroom tables and chairs;
 - Door handles and push plates;
 - Handrails;
 - Kitchens and bathrooms;
 - Light switches;
 - Handles on equipment (i.e. athletic equipment);
 - Buttons on vending machines and elevators;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice;

- Drinking fountains;
 - School bus seats and windows; and
- Additional cleaning and disinfecting with particular emphasis on classrooms and therapy rooms that service medically fragile students and students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- Additional cleaning and disinfecting with particular emphasis on “high touch” areas and appliances.
- Increased cleaning frequency of walls/lockers to height of student

Section 6: Other Considerations:

Ventilation/Ventilation Improvements:

- Upon student and staff return, the district maintains adequate ventilation, including operational heating and ventilation systems in all indoor facilities where appropriate. Recirculated air must have a fresh air component, windows should be opened, where practical if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

Student behavior

- Teachers are encouraged to monitor behavioral concerns using the district referral form. The administrative team, along with the intervention problem solving teams, will develop strategies for teachers to use to help students become more productive in the virtual classroom such as tangible reinforcers, routines, positive phrasing and breaks.
 - In addition, mindfulness techniques, Lunch Bunch and social skill groups will all continue to help support the mental health of the students during this challenging time.
 - Referrals to the district behaviorist and/or the social worker, the school psychologist, and the SEL counselor may be made to help develop plans to address behaviors, offer behavioral consultation and collect data in the classroom.
 - The district will maintain and address behavioral trends.
 - The district will assign check in/check out procedures, mentors to students who need positive one-on-one support, and meetings will maintain safety protocols relating to social distance.

Social and emotional health of staff and students

- Support on training for school staff on the social emotional developmental trajectory will occur. Resources will be provided for school leaders to help support social emotional learning in their schools.
 - Grade specific relationship and community building activities can be implemented live or virtually by school counselors.
 - There will be a dedicated time each week for SEL instruction given by teachers or school counselors.
 - Virtual Professional development will be provided for all staff members

3. Public Comment

A. This plan was posted on June 8, 2022 for public comment. Public comment will be taken into consideration in amending this plan that will be submitted on or before July 31, 2024.

- A draft version of the district’s plan was posted on our website prior to the public hearing
- A public hearing will be held in conjunction with the regular meeting of the Board of Education on August 27, 2024
- The public will be provided an opportunity to comment and provide feedback on the plan to the Eastampton Township Board of Education
- The Board of Education will modify the plan as it deemed necessary based on community and stakeholder comments and feedback

B. Eastampton Township School District ensured that the plan is in an understandable and uniform format by: The Eastampton Township Board of Education incorporated language from “The Road Back Plan” in its current plan as “The Road Back” had already been carefully drafted in a clear and concise format. Our plan was organized to be understandable to parents and stakeholders alike, as well as to be logical and uniform in its presentation. The district can and will provide translations to any parent with limited English proficiency, both written and oral as necessary. All practicable accommodations will be made to provide an alternate format to any individual with a disability as defined by the ADA. In addition, the district website offers several language options and the website is ADA compliant.