

**Waterford Township School District
Emergency Virtual / Remote Instruction Plan
2025-2026**

Equitable Access and Opportunity to Instruction

1. *Is the LEA ensuring equitable access and opportunity to instruction for all students?*
 - WTSD will provide virtual or remote Instruction to students who may not have access to sufficient broadband, or to any technology required for virtual or remote instruction, in the following way:
 - Parents completed technology information surveys via the Realtime Parent portal to assess needs with respect to devices and internet access.
 - The district will follow up with families who do not have necessary access to ensure they can still access the instructional program in an equitable manner. This may result in taking actions such as lending devices for students to borrow so students have what they need.

2. *Does the program ensure that all students' varied and age-appropriate needs are addressed?*
 - Teachers will continue to deliver the District curriculum during virtual instruction. Waterford Township's curriculum is a differentiated model of instruction that uses data to monitor student strengths for the purpose of providing enrichment as well as identifies gaps in instruction for the purpose of providing intervention.

3. *Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.*
 - Students will zoom in (or use Google Meet) for instruction, **following the in-person building schedule.**
 - To prepare students for remote instruction, staff will:
 - Follow all technology protocols, so that students have access to a device.
 - Ensure that all students' families in your classroom have the **in-person building schedule** and **zoom** (or Google Meet) **link(s)** to log in, as well as usernames/passwords to access Google Classroom, SeeSaw, Reflex, etc. (anything they need to be able to access virtually on a regular basis).
 - Provide links for Tier III interventions, special education/related services, and enrichments. (Note: ICR teachers will collaborate with the classroom teacher to send out links; self-contained and POR classrooms will send out all links to their families).
 - **POS & Tier III services/minutes will be maintained synchronous instruction.**
 - Breaks:
 - Teachers will provide zoom breaks throughout the day; while students cannot maintain engagement on zoom (or Google Meet) for a complete school day, they will receive synchronous instruction for at least 2 hours daily and will receive a minimum of 2 hours of asynchronous work each day. For most students, they will receive more than the minimum 2 hours of synchronous instruction.
 - Asynchronous work will be assigned that students can complete during breaks.
 - For example, students may be asked to sign in for ELA and the teacher will teach a reading or math mini-lesson; at that point, they may give students a 15-minute break to read independently/begin math practice problems, so that they may practice applying the reading/math skill, strategy, etc. from the mini-lesson.
 - Staff will document student concerns (not logging in, technology issues, family schedule conflicts, etc.) and share with their building principals regularly.

4. *Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?*
 - Student growth and learning is measured through on-going formative/summative alternate and benchmark assessments. In addition, anecdotal notes are taken to monitor student understanding with concepts being taught daily. This on-going collection of data drives instruction daily. Student groups are flexible in nature to provide students with immediate intervention after delivery of instruction.
 - The District uses LinkIt to warehouse district and state assessments. This has become a source of data to drive curriculum decisions for the district.

5. *Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?*
 - Grades K-6 are currently 1:1, so all students will be able to take a device home in the event of virtual/remote learning.
 - For preschool, devices will be sent home with students who need one.
 - For families without internet service, the district would provide hotspots.

Special Needs

1. Does the program address 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?
 - Teachers and related service providers have digital access to student IEPs
 - Multisensory, physical materials will be provided to students via a coordinated parent supply pick up or a district supply delivery.
 - In order to accommodate various needs, The Google Suite provides a variety of accessibility features and additional add-ons for their digital platform. Additional platforms and/or online resources, such as StoryBoard, will be incorporated on an as needed basis.

2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?
 - Teachers and related service providers will utilize Google Sheets to track supplemental instruction, the accommodations/modifications utilized, as well as student outcomes.
 - Staff will use Real Time to update student progress reports.
 - Related services staff will input appropriate student contact hours into the SEMI system.

3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?
 - Case managers will perform typical duties by keeping updated and accurate teacher consult records. They will also have access to the instructional Google Sheet as well as the Linkit Information in order to keep track of student IEP implementation and progress. The case manager will set up a calendar to ensure regular parent communication.

4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?
 - Case managers utilize Google Meet in order to host virtual IEP meetings.

- Excluding social history information, evaluations must be conducted in person. Safety protocols are established for in person student evaluations.
- Teachers can enter student information digitally through Real Time surveys. These surveys are then combined to create the necessary components of the student IEP.

English Language Learners

1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?
 - Yes, the district has a DOE-approved ELS plan that provides services for ELLs, including administration of the Home Language Survey, following the identification process, having a process for entry & exit, and a plan to deliver services to identified students.
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?
 - Yes, the district provides materials and appropriate information that our families need (including translation materials, interpretive services, etc.).
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?
 - Yes, identified students receive differentiated services/instruction to meet their individual needs.
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylum)?
 - Yes, we provide staff training (recently, a large portion of our training has focused on SEL and trauma-informed teaching)

Attendance

1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?
 - Attendance will be taken daily. If a student is absent the global system will contact the parent to inform them of the child's absence. In addition, the district has resumed its attendance committee to review chronic absenteeism monthly. Action plans will be developed for students that struggle with attending school.
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?
 - The teacher will communicate with the parents regularly to inform them of missed assignments, poor test results, and general behavior. In addition, parents may access the Parent Portal to review student progress as they deem necessary.

Safe Delivery of Meals Plan

1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?

- WTSD's plan addresses the impact of virtual or remote instruction on the school lunch and school breakfast programs in the following way:
 - The district provides a week's worth of breakfast and lunches to eligible families.
 - Parents pick up the meals each Wednesday afternoon.
 - The district will coordinate delivery, in the event that an eligible family cannot pick up the meals.

Facilities

1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?

- The Supervisor of Facilities and Maintenance has updated the Cleaning/Disinfectant Manual. All custodial staff will be trained on the procedures and expectations for maintaining the facilities during a shift to virtual instruction. High-touch surface areas will be cleaned throughout the day through scheduled cleaning. Bathrooms will be cleaned after each scheduled hygiene class has used them. A schedule of these times will be provided to each building custodian. The use of water fountains will be prohibited unless filling a water bottle.
- Hand sanitizer will be provided to each classroom. The custodian will routinely check hand sanitizer stations for refill. All staff members will be provided hand sanitizer and wipes at the start of the school year. Refills will be available upon request.

Other Considerations

- Accelerated learning opportunities
 - Students will be offered virtual options for accelerated and extended learning opportunities in grades PK-6.
 - Extended learning opportunities will be provided through Google classroom or Zoom after school hours for students that are identified at-risk. The district has a differentiated approach in which we use flexible grouping to frequently assess student needs to provide an individualized approach to instruction. Title I students will receive Tier II or III instruction upon need.
- Social and emotional health of staff and students
 - The district has adopted Sanford Harmony for social emotional learning. The teachers have a morning meeting to provide the students with a safe space to convey current mental health status. In addition, the K-2 schools have an SEL enrichment period for additional social emotional education.
- Other extended student learning opportunities/ Title I Extended Learning Programs
 - The district offers Title I summer school and ESY for five weeks in the summer. The program facilitates a project based approach to engage students in the learning process with a hands-on approach.
- Transportation
 - Transportation will not occur during remote instruction, however if needed transportation may be used to deliver meals when appropriate.
- Extra-curricular programs N/A
- Childcare
 - The district is contracted with Just Kids of Archway Schools for before and after care. Before and after care will be provided to allow parents to continue to work as needed.
- Community programming

- The district is exploring options to partner with mental health facilities to assist with needs that arise due to an unforeseen shift to remote.

APSSD

- Was your plan shared with all sending districts? Yes

Board of Education Approval

Plan Posted on LEA Website

- The plan was posted on the district website on 8-1-2024, following Board of Education approval on 7-17-24.

Essential Employees

1. The LEA 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.
 - Essential employees include administrative, secretarial, and lead custodial staff.
 - Superintendent: Michael Nolan, mnolan@wtsd.org
 - Business Administrator: Chris Eberly, ceberly@wtsd.org
 - Payroll: Denise Niedoba dniedoba@wtsd.org
 - District Technology Coordinator: Ed Leypoldt eleepoldt@wtsd.org
 - Supervisor of Facilities: James Weaver jweaver@wtsd.org
 - Transportation Coordinator: Aimee Poris aporis@wtsd.org
 - Supervisor of Food Services: Christine Storey cstroey@wtsd.org