

Margate City School District
Emergency Remote Instruction Plan for the 2026-27 School Year

v.
06/26/2026

Equitable Access and Opportunity to Instruction

1. Is the LEA ensuring equitable access and opportunity to instruction for all students?

All students enrolled in Margate Schools will receive equitable access to instruction in the event our district must resort to virtual instruction due to a school facility closure. A combination of synchronous and asynchronous instruction will be offered on all school days for which remote instruction is authorized. The school day will follow its normal class period schedule to provide a full day of learning for all the students.

2. Does the program ensure that all students' varied and age-appropriate needs are addressed?

The form of remote instruction and learning activities will be assigned according to the students' ages and abilities. Individualized or small group instruction will be planned and provided to students remotely during a school closure. Work completed at home will be specific to the content and learning needs of the students at that time. More independent work and asynchronous assignments will be given to older, more capable students. Younger students will receive instruction through video conferencing and more synchronous instruction, as varied types of activities will be used to maintain attention and participation.

3. Is the program designed to maximize student growth and learning to the greatest extent possible? Plans for instruction will reflect current topics under study in the curriculum to maximize the use of class time and avoid a delay in student learning and growth. Synchronous and/or asynchronous activities and assignments will be used, in an age-appropriate manner, to best provide instruction and continue student growth despite school closures.

4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment? Through the use of Meetings in Google Classroom and individual or small group meetings in Google Meet, teachers will maintain daily interactions with students and continue to measure progress through formative evaluations and questioning techniques. Feedback on questions and the proper completion of written work will also assist in the assessment of student learning.

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? All students will be provided with access to chromebooks for use at home, if needed. The district maintains more than enough devices for each child who may need to borrow one to have for use during virtual learning. The district also provides resources to

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families in need of low cost internet. Assistance with hardware or software needs will be managed by the school administration with help from classroom teachers.

Addressing Special Education 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? All students have been taught how to access Google Classroom and other synchronous methods of instruction, if age appropriate. During virtual instruction, students with IEPs will continue to have access to their specific classes and specialized instruction by qualified teachers to meet their needs. Materials can be delivered to the homes or shared virtually to enhance student learning. Instructional software will be utilized along with printed materials. Co-teaching will continue to take place during remote instruction to further address each child's learning.

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? Special education teachers will continue to meet with their students during remote learning, as will related services such as speech, PT, and OT. Progress on goals will continue to be tracked, and accommodations and modifications for instruction and evaluation will be provided by the special education teachers.

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 continue to check in on students during remote learning, as well as to answer any questions from guardians and to support any teachers struggling to meet the needs of these students. Following remote learning, case managers will evaluate how well their students progressed and provide additional support if warranted.

4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities? Child Study Team meetings will be held virtually through Google Meets during remote closures. Electronic signatures will be accepted for all documents. Evaluations will continue to be conducted in-person as long as safety and health protocols can be followed; otherwise they will be held virtually through Google Meets.

Addressing English language learners (ELL) Plan Needs

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? Our few ML students will continue to meet weekly with their ELL teacher through Google Meets, and they will be supported throughout any remote learning closure to ensure they are signing into lessons and completing their work assignments.

2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information? Our ELL teacher maintains regular communication with the guardians of our ML students, both during regular instruction and remote learning.

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? Our ELL teacher will ensure these students have access to technology and use of software during any remote learning time periods. If any of these children need technology for home use or help accessing software, assistance will be provided.

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)? Our entire staff has been trained on differentiation and the importance of identifying areas of need to best address the learning of each student. In the event we had a child/family forced to migrate to our district, we would make sure to involve our social worker and LDTC to best support the family and the child.

Attendance Plan

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 each day by our homeroom teachers. Students will be required to log into Google Meet and/or Classroom to access their learning and assignments, so we will be able to monitor attendance, participation, and the completion of work through these platforms. If a child fails to log in for consecutive days, the parent will be notified. In the event the parent is notified but the child still is not participating, possible discipline will be considered. If we cannot reach the guardian to maintain a line of

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communication with the child, we will involve our local police department to check on the status/safety of the family.

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? Students will be required to log into Google Meet and/or Classroom to access their learning and assignments, so we will be able to monitor attendance, participation, and the completion of work through these platforms. If a child fails to log in for consecutive days, the parent will be notified. In the event the parent is notified but the child still is not participating, possible discipline will be considered. If we cannot reach the guardian to maintain a line of communication with the child, we will involve our local police department to check on the status of the family.

Safe Delivery of Meals Plan

1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students? Meal distribution will be offered on the first day following the school closure, if possible. Meals will be provided to any student that qualifies for the free or reduced lunch program. Meals to be claimed per day: 1 (lunch). For all students that qualify, a grab-and-go bag lunch will be available for meal service delivery to their home. Parents will need to email jmichener@margateschools.org or call 609-822-1447 x 318 to order a meal between the hours of 8:00am – 9:30am. Lunches will be delivered to your porch between the hours of 10:00am – 12:00pm, and an adult must be available to receive the meals.

Facilities Plan

1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure? Key members of our facilities and administrative staff will still be required to attend work in the buildings during school hours, if at all possible. Our essential employees will be tasked with evaluating the status of the buildings, completing any work necessary to reopen the school buildings, and provide technology, print materials, and other support to staff working remotely or students working from home. Depending on the reason for the closure, our facilities staff will make any necessary changes to help get the students back in the schools for safe, in person learning as quickly as possible. Custodial staff will be expected to work in the buildings, if they can get to work safely.

Other Considerations

Does the program contain the following considerations?

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a. Accelerated learning opportunities Differentiation is a key component of every classroom learning experience, so students in need of acceleration will continue to get appropriate assignments and expectations even during remote learning.

b. Social and emotional health of staff and students Our administration, social worker, and child psychologist have led presentations on social/emotional health for staff and students that will provide approaches for supporting individuals struggling during remote instruction. Our staff has also received training on ACES, trauma-informed care, and anxiety reduction in the classroom, all of which would be beneficial for working with students during remote learning. The strategies and approaches taught during these training sessions will be utilized by local staff to best address the needs of the students.

c. Title I Extended Learning Programs Not applicable.

d. 21st Century Community Learning Center Programs Not applicable.

e. Credit recovery Not applicable.

f. Other extended student learning opportunities If the activity can be completed remotely, the staff will attempt to do so.

g. Transportation Transportation is only provided to a handful of students with IEP needs, so our bus will not be used to drive these children to and from school. Instead, our bus and driver will be used to deliver lunches, print materials, chromebooks, and any other necessary items to our children's houses during a closure.

h. Extra-curricular programs If possible, extra curricular activities will continue to be offered using Google Meets. For students in athletics, the coaches may advise exercises and practice activities for use at home.

i. Childcare We only offer an after school latchkey program in grades K-4 for a fee, but that will not be offered in the event that the school is closed.

j. Community programming Our community recreation department is housed in one of our school buildings, so community programs can continue only if safe and reasonable to do so. The Margate Recreation staff will determine which programs should still continue during any school closures, as long as their completion does not lengthen the amount of time school is closed by diverting manpower away from school needs.

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. We have a list prepared of essential employees that can be shared with the county office.