

Proposed Program for Emergency Virtual or Remote Instruction Plan School Year:
2022-2023

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| County | 03/Bergen |
| District | 8370/YCS George Washington School |
| Date Submitted | September 27, 2022, Updated 11/14/22 |
| Chief School Administrator/ Charter Lead Name/Director | Dr. Tatum Stein |
| Phone Contact | 908-370-5441 |
| Email Contact | Tatum.stein@ycs.org |

Summary Statement

Should school closure be necessary due to the need for emergency virtual or remote, the YCS George Washington School is prepared to meet the requirements and needs of our school population by creating, implementing, and transitioning from school-based instruction and related services, to virtual or remote instruction. Virtual or remote instruction will be provided utilizing online technology and will be facilitated by credentialed staff remotely as approved by Bergen County protocols and by the New Jersey Department of Education. Remote Instruction definition: live instruction/live streaming through Google Meet. Whole group or small group (with breakout rooms), activities and interaction will also occur through Google Classroom. Students in both schools will receive a minimum of four hours of direct instruction during remote learning. Emergency Virtual or Remote Instruction Plan focuses on providing continuity of instruction in the event of a public health-related closure. The YCS George Washington School will utilize emergency virtual or remote instruction to provide instructional services to enrolled students. The provision of services will be guided by N.J.A.C 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a declared emergency resulting in district-wide closure that students have access to home instruction services provided in alignment with this guidance will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in N.J.S.A. 18A:7F-9. This plan will be distributed to all sending districts and parents at the start of the 2022-2023 school year.

Preparedness Plan Components

Equitable Access to Instruction:

To ensure equitable access to instruction for enrolled students, the YCS George Washington School administration in collaboration with key staff conduct regular surveys of the entire student body. This survey consists of polling families on access to technology, access to internet and/or Wi-Fi and access to devices including desktops, laptops, Chromebooks, tablets, and smartphones. The LEA ensures equitable access and

opportunity to instruction for all students since Wi-Fi and laptops will be provided for each student.

As a result of the Spring 2020 survey, the YCS George Washington administrative team along with the Licensed Clinical Social Worker team identified students without internet access and conducted research and contacted local cable companies and cell phone providers in regards to options for free access. These options were then shared with and offered to families. Students having no access to devices for instruction were identified and school Chromebooks were distributed by YCS authorized personnel. Sending districts were notified of these situations.

The program is designed to maximize student growth and learning to the greatest extent possible based on the differentiation of lessons via break out rooms online. A new technology survey is being conducted in the Fall of 2022 to determine the updated needs of our families. Students will be provided with paper instructional materials to supplement the online learning and to reinforce skills. Chrome books and iPads will be distributed to families whose needs for devices have changed. Regular communication with families allows the school to know their needs and address as we can.

Demographic Profile:

The demographics are mixed, 15 Black/African American students, 9 White/Caucasian, and 4 Latino/Hispanic students. Currently there are 20 male students and 10 female students. The YCS George Washington School is a state approved private school for students with emotional and behavioral needs. Students at the YCS George Washington school are all classified and have IEP's which are implemented by certified staff. The school services students from over 20 sending districts. Most of our students come from low socioeconomic areas and/or eligible for free or reduced meals.

Addressing Varied and Age-appropriate Needs:

YCS George Washington School's Remote Instructional plan aims to comply with student IEP goals and objectives. The program ensures that all students varied and age-appropriate needs are addressed through HMH math textbooks and Edmark reading program. The school has purchased an additional learning platform that compliments and enhances current learning, Let's Go Learn Edge Plus.

The program describes 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 by Wi-Fi Hotspots being purchased to be used for families that may need them. The program describes how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment through individualized goals.

Let's Go Learn/Blended Learning/Khan Academy:

Instructional staff will utilize Let's Go Learn to continue to assess and monitor student progress and growth. Let's Go Learn is a platform where students can complete the following assessments: DORA-Diagnostic Online Reading Assessment and ADAM-Adaptive Diagnostic Assessment of Math. The DORA and ADAM results are utilized by teaching staff to provide individualized instruction based on functioning levels to best address student needs and fill in educational gaps.

Mindfulness and Yoga:

Mindfulness and yoga Zoom sessions will be available for the students. Research shows that mindfulness and yoga programs overtime decreases stress and sadness levels in students (Chiang, 2019).

Flipgrid:

Flipgrid will be the main engine for facilitating instruction, organizing additional online resources and assessment, tracking student engagement hours, and keeping a virtual portfolio of student work. Flipgrid offers the students a variety of accommodations and can be navigated easily.

BrainPOP:

Students will access BrainPOP under the instruction of teaching staff in order to complete reinforcement assignments in all academic areas including special subjects such as; Music, Art, Physical Education/Health, Personal Finance, and Social Emotional Learning.

Additional Educational Sites:

Instructional staff will utilize additional sites to provide supplemental instruction and to enhance individualized lessons with available resources. Sites being utilized and future sites that will be incorporated are as follows, but are not limited to:

- ❖ EdHelper.com
- ❖ SuperTeacherWorksheets.com
- ❖ SplashMath.com
- ❖ Prodegy.com
- ❖ XtraMath.org
- ❖ Math-drills.com
- ❖ K5learning.com
- ❖ ABCmouse.com
- ❖ AdventureAcademy.com
- ❖ ReadingIQ.com
- ❖ Storylineonline.net
- ❖ Scholastic Learn at Home
- ❖ DOGOnews.com
- ❖ GoNoodle.com
- ❖ Kahoot.com
- ❖ Happynumbers.com

Knowledge and Access for Online Platforms:

Synchronous and/or asynchronous virtual or remote learning plans will maximize student growth and learning. Families and Students of the YCS George Washington School will receive notification of the virtual platforms being utilized via by instructional staff with a letter from administration detailing the direction of remote learning and the links for each site. At the time of a needed closure, this information will be redistributed. Additionally, tutorial links for students were created by instructional supervisor on YouTube for each site. Students struggling to connect with the wifi or a broken computer will notify their teacher and the teacher will contact the IT department.

Addressing Special Education Needs

Individual Educational Plans (IEP's):

As per the NJDOE guidelines, The YCS George Washington School will continue to closely work with sending school districts and honor requests to either reschedule, conduct and/or plan for future IEP reviews, eligibility meetings and reevaluation meetings. The platform in which IEP's will take place will be decided collaboratively between the case manager and school administration be it via phone, Zoom, Google Meets, or any other platform that is conducive to all participants including the families.

Related Services:

All parents/guardians/caregivers of students receiving related services as per their IEPs will be contacted by the related service specialists to provide information regarding remote learning in their disciplines. The related service providers will continue to be in contact with students and families. Our related service providers will be utilizing Zoom, Boom Learning platform, phone sessions, paper packets and teletherapy for delivery of the following IEP mandated therapeutic services applicable to our student IEPs.

- Speech Therapy
- Counseling Sessions
- Occupational Therapy
- Physical Therapy
- Social Work Services

Data will continue to be collected and analyzed and compensatory sessions will be decided upon by the IEP team.

Please note, these services are provided as per NJAC 6A:14-3.9.

Communication:

Consistent and ongoing communication with families and caregivers is essential to ensure a successful remote learning experience. Parents, guardians and caregivers will receive daily emails from teaching staff to account for student attendance and to share updates and daily assignments, as well as daily phone calls from the clinical team who will be instrumental in case managing and directing family questions and/or concerns to the proper staff. Administration, instructional staff and clinical staff and nursing staff will be available daily to provide families with support as needed. School Administration will utilize One Call communication system to send frequent notification and alerts to parents,

guardians and caregivers via telephone. The school website will be updated to keep parents, guardians and caregivers informed of changes and updates as they become available. Ongoing communication with sending districts is essential and will continue.

ELL

The program includes an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs. The program describes how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate details and information. The YCS George Washington School does not have ELL students currently. The implementation of sheltered instruction strategies ensures comprehension and engagement, and consequently, academic and language proficiency. The school would use iStation and LAS Links to measure the comprehension and phonemic awareness of our Bilingual students. If an ELL student were to enroll, we would work to meet their individual needs, like that of our other special populations. Outreach to families through both written and oral communication would continue with bilingual staff as needed. One of the School Social Workers will attend more extensive training to serve as a support for the ELL community. The program includes the use of alternate methods of instruction access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers. Students who migrate both voluntarily and involuntarily to the US, teachers and administrators will receive training regarding culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for all students, with an added emphasis regarding students and families affected by forced migration from their home country. The program includes 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, asylee) via Relias staff training platform.

Safe Delivery of Meals

Food will be delivered regularly to each of our virtual or remote students' homes each week. The food delivery follows the FDA guidelines for a week's worth of breakfast, lunch, and snack items. The program will provide continued safe delivery of meals to eligible students. As of now all GW students are eligible for the meal program.

Vendors utilized are:
Driscoll Foods;
339-345 Bergen Ave
Clifton, NJ 07014

Nu- Way Concessionaires
174 Delawana Ave.
Kearny, NJ 07032

The Center for Food Action

Resources will be provided to all families as to where they can also access food in their home districts.

Food is delivered fresh weekly to the school. Essential staff safely separate the food items for breakfast, lunch and snack and bag these items. Essential staff deliver to students' homes. Staff will follow all State health and safety protocols in effect.

Length of Virtual or Remote Instructions Day

As previously stated in Component 2 all instruction is differentiated and specific to each student's IEP. The online assessments are utilized by teaching staff to provide individualized instruction based on functioning levels to best address student needs and fill in educational gaps. Based on these levels students are automatically placed in their prospective leveled groups and teaching staff then creates varied lessons following their IEPs.

The length of virtual day is the same as the length of an in-school building day, 8:45AM-2:15PM. All staff will be available and do work with families beyond those hours as needed during remote learning.

Attendance

School social workers are in regular communication with families to establish attendance and absences. The school secretary keeps attendance in the same manner as completed within the school building. Administrative staff communicates concerns to sending districts and there is a weekly check-in, in person with each family when food is delivered. If a student is attending virtual classroom sessions but not submitting assignments, the teacher will reach out to the parent/guardian to set up a conference, identify expectations and create a plan for improvement. The attendance secretary addresses 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. The program describes how GW staff communicates with the family when a student is not participating in online instruction and/or submitting assignments.

Facilities

In the event of district closure, all vehicles involved in the transportation of meals will be cleaned and disinfected daily using a combination of sanitizing wipes and Atomizing Disinfectant Sprayers. Deep cleaning efforts would be employed. The program contains an outline of how buildings will be maintained throughout an extended period of closure.

Special Education Resources

The program describes how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible at weekly virtual teacher meetings. All annual review meetings, re-evaluation planning meetings, initial planning meetings, and eligibility/ineligibility meetings will be conducted, via a web-conferencing platform, with parental agreement. If a parent wishes to postpone a meeting, this request must be submitted in writing with a date and original signature. GW school will continue to comply with State and Federal guidelines, by reviewing all data during and all IEPs, as appropriate. Any student evaluations that are needed will be conducted virtually.

The 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 via Realtime platform. The program addresses methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications via Realtime platform. The program addresses procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities through online meetings with the Child Study Team.

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| Other Considerations |
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A list of essential employees will be provided to the county office at the time of the LEA's transition to remote or virtual instruction.

New Jersey law, N.J.A.C. 6A:14, ensures the right of students with disabilities to receive a free appropriate public education in the least restrictive environment as required by the Individuals with Disabilities Education Act (IDEA). Staff will contact the Principal if they test positive for COVID and the Principal will notify the Supervisor of Nursing. Thus, a substitute will replace the teacher on Google Meet lessons.

Social and Emotional Health of Staff and Students - Frequent check-ins on staff and students will occur to ensure they are being socially and emotionally supported. School Social Workers, and a School Nurse will be used to provide additional support for those in need of additional resources. During an extended shift to virtual or remote the use of questionnaires would be combined with face-to-face feedback to help aid in decision making.

A list of essential employees would be provided to the county office if the needs to transition to virtual or remote learning (see appendix A)

All robocalls and letters addressed to parents are made in English and Spanish.

If necessary, the School Social Worker or Principal can be sent to the home for a Wellness Check.

Tele-therapy will be given for all related services including Speech, Occupational, and Physical therapies.

a. Accelerated learning opportunities

Students engage in project-based learning for accelerated learning opportunities based on Maria Montessori and William Kilpatrick's project models.

b. Social and emotional health of staff and students

Students learn a variety of Social Emotional Learning lessons when the therapy dog comes for monthly visits. If we were to go back virtual then the therapy dog sessions would become virtual.

c. Title I Extended Learning Programs

Title I Extended Learning Programs include independent study, internships, community service, apprenticeships, and online courses.

d. 21st Century Community Learning Center Programs

21st Century Community Learning Center Programs include partnering with Columbia University for technology opportunities for students.

e. Credit recovery

When GW had a high school program, credit recovery plans were implemented. GW currently serves students grades K-8. If high school was added back at GW, the credit recovery plan would be reinstalled.

f. Other extended student learning opportunities

Other extended learning opportunities include Extended School Year (ESY) in the month of July.

g. Transportation

YCS has YCS certified vans and drivers to transport food for students.

h. Extra-curricular programs

We do not provide childcare at this time however if the need arises then the Principal will create an extra-curricular programs committee with a group of staff members to provide extra-curricular programming.

i. Childcare

We do not provide childcare at this time however if the need arises then the CEO will meet with the Principal to implement childcare.

j. Community programming

Students will take virtual field trips to implement community programming events.

A list of essential employees will be provided to the county office at the time of the LEA's transition to remote or virtual instruction.

Appendix A: Essential Employees:

Dr. Tatum Stein, Principal, tatum.stein@ycs.org

Ms. Mary Vogt, Administrative Assistant (Office), mvogt@ycs.org

Ms. Diane Roefaro, Administrative Assistant (Office), diane.roefaro@ycs.org

Mr. Boswell Brown, Custodial Engineer

Teaching Staff:

Ms. Terry Ryan, tryan@ycs.org

Ms. Christina DePeri, cdeperi@ycs.org
Mr. David McKeon, david.mckeon@ycs.org
Ms. Jacquelyn Dykeman, jdykeman@ycs.org
Mr. Christopher Lee, cle@ycs.org
Mr. Joe Segro, jsegro@ycs.org
Ms. Nahla Nesheiwat, nnesheiwat@ycs.org

Supporting Staff:

Ms. Lulu, School Nurse, gertrudys.deblock@ycs.org
Mr. Dane Bender, Clinician, dbender@ycs.org
Ms. Joy Pagano, Clinician, jpagano@ycs.org
Ms. Antonietta Chiaviello-Fostere, Clinician,
achiaviello.foster@ycs.org
Ms. Lauren Hunt, Speech Therapist, lhunt@ycs.org
Ms. Shoshana Schmidt, Occupational Therapist (OT), sschmit@ycs.org

Support Staff:

Walik Albrogjt
Maiko Booker
Ajana Brown
Cornelia Capers
Elena Chereque
Dianna Crooks
Annette Fuller
Brandon Harris
Andrea Lara
Christajah Lighty
Lourdes Maisonet
Morris McKenzie (Blue)
Jamel McNeil (Charlie)
Yolanda Nickels
Tiffany Reardon
Nemesio Rosa (JR)
Lazette Wilson

Resources

Chiang, E. P., Amp; Sumell, A. J. (2019). Are your students absent, not absent, or present? Mindfulness and student performance. *Journal of Economic Education*, 50(1), 1–16. <https://doi-org.ezproxy.monmouth.edu/10.1080/00220485.2018.1551096>