

***Proposed Program for Emergency Virtual or Remote Instruction Plan School  
Year: 2024-2025***

County: 03/Bergen

District: 8370/YCS George Washington School

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### **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. 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 are 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 2024-2025 school year.**

### **COMPONENT 1**

#### **Preparedness Plan Components**

#### **Equitable Access to Instruction:**

We will host parent "academy sessions" virtually to assist parents and caregivers with extra support and family events to stay in touch (for example a family exercise class). We implemented on-line assessments to continuously monitor student growth and progress and needs etc. We are constantly assessing effectiveness.

All teachers have received training on trauma informed teaching practices and building based SEL programs. A culturally responsive teaching lens is used during professional learning experiences. Through SEL lessons, teachers have access to resources on a variety of topics such as SEL skills, trauma informed practice and the impact of forced migration from their home country. GW staff will continue to implement daily "check-in" and wellness questions to open instruction and infuse the trauma-informed strategies appropriate for student needs.

If there is another virus issue that requires us to not be able to go into the community, we can bet this will cause a lot of emotional distress for our children and families.

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. Surveys will be ongoing throughout the school year.

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.

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.

**The school has purchased an additional learning platform that compliments and enhances current learning, Let's Go Learn Edge Plus. Wi-Fi Hotspots have also been purchased to be used for families that may need them.**

The YCS George Washington School is a state approved private school for students with emotional regulation impairment, behavioral needs and Autism. Students at the

YCS George Washington school are all classified and have IEP's which are implemented by certified staff.

### **Demographic Profile:**

The school services students from over 30 sending districts. A majority of our students come from low socioeconomic homes, at risk and eligible for free or reduced meals.

YCS George Washington School's Remote Instructional plan aims to comply with student IEP goals and objectives.

### **Curriculum:**

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. Based on these levels students are automatically placed in their prospective leveled groups and teaching staff will then create varied lessons through Let's Go Learn, Twinkl, Health Curriculum: The Great Body Shop, Scholastic magazines, Rosetta Stone, and The Savvas Curriculum which is a Digital and Text program (enVision). SEL curriculum to include Zones of Regulation and A Spot.

### **Enrichment Program:**

#### **Mindfulness and Yoga:**

Mindfulness and yoga Zoom sessions will be available for the students. Research shows that mindfulness and yoga programs over time decrease 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. YCS George Washington School understands that many of our students may not be afforded exact individual assistance at home as in school. Flipgrid provides an immersive reader which is a text to speech feature allowing for our learners to work independently at home. Via Flipgrid students will be afforded the opportunity to receive video feedback from teachers, tutorials, record responses, post questions to the

teacher on assignments via Flipgrid videos, access to instructional materials both teacher made and through a variety of educational publishing companies including but not limited to Remedia Publications, Scott Foresman, Pearson, Globe Fearon, PCI Education, Steck-Vaughn, Houghton Mifflin Harcourt, Spectrum, Carson Dellosa, Macmillan/McGraw-Hill, Scholastic, and Teacher Created Resources.

### **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. BrainPop provides a wide variety of resources such as student videos for the audio visual learners, games and art for the more interactive tactile learners, related reading on topics, worksheets, graphic organizers, content vocabulary words, and Quizzes.

### **Addressing Varied and Age-appropriate Needs:**

All topics adhere to core standards. Students will be required to take Quizzes and email results to teachers. Teachers will review the results and plan intervention lessons if necessary or advance students to next skills and concepts.

### **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
- ❖ Teach-nology.com
- ❖ AdventureAcademy.com
- ❖ ReadingIQ.com
- ❖ Storylineonline.net
- ❖ Scholastic Learn at Home
- ❖ DOGOnews.com
- ❖ GoNoodle.com

- ❖ Kahoot.com
- ❖ Happynumbers.com

Families and Students of the YCS George Washington School will receive notification of the virtual platforms being utilized via 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 on the Google Suite platform. Students will be provided with login step by step directions for each site clearly outlining the entire process. This will be repeated if an additional closure is required. YCS George Washington School staff will be available to support staff during the transition to virtual home instruction. Teaching staff will incorporate their own individual tutorials on Flipgrid for students during the first full week of virtual instruction to assess each student's ability to navigate the site and to provide feedback and assistance to students who are struggling.

## **COMPONENT 2**

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.

### **Knowledge and Access for Online Platforms:**

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. As the YCS George Washington School continues to be informed of new state guidelines and requirements, the school will adjust its current IEP template to reflect new remote learning instructional schedules, student participation and engagement and related service updates and platforms.

### **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 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.

### **COMPONENT 3**

The YCS George Washington School does not currently have any ELL students. The program includes a plan for 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 information. The program includes 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. 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 during professional development training.

## **COMPONENT 4**

### 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.

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.

## **COMPONENT 5**

### 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 a virtual day is the same as the length of an in-school building day, 8:45AM - 3:00PM. All staff will be available and do work with families beyond those hours as needed during remote learning.

## **COMPONENT 6**

### Attendance Plan

Each morning teaching staff communicate with parents, guardians and caregivers via email with follow up as needed by telephone and additional emails. School social workers are also in regular communication with families to establish attendance and absences. The school's attendance liaison will follow up daily with students' families. The school secretary keeps attendance in the same manner as completed within the school building. The school social workers follow up with families is the same procedure virtually as conducted in the school building. Communication will be ongoing by the Principal and Assistant Principal to the various stakeholders. Administrative staff

communicate concerns to sending districts and there is a weekly check in with each family or student's guardian or support system.

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. Synchronous and/or asynchronous virtual or remote learning plans would take place to maximize student growth and learning. The program ensures that all students' varied and age-appropriate needs are addressed via the school safety team meetings.

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 by holding weekly supervision meetings. The program addresses methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications via the pre IEP meetings. Case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible via phone calls and emails. The program addresses procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities when the secretary reaches out to the districts.

Monthly events are planned for the social and emotional health of staff and students. One example is the Heart program that encourages staff to shout out other staff at meetings. The new enrichment program once per week includes photography, culinary, basketball, cheerleading, crafts, art and music. The LEA will provide continued safe delivery of meals to eligible students with supporting the ACE food program (breakfast, lunch and snack). The pamphlet available to parents/guardians contains an outline of how buildings will be maintained throughout an extended period of closure. The maintenance department will uphold the cleanliness of the school building.

The program 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 with communication via attendance reporting each school day. The program describes how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments by home visits by the social work team and/or administrative team.

## Resources

Chiang, E. P., & 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/10.1080/00220485.2018.155109>