

Windsor Bergen Academy (04-8319)

56 Passaic Street, Ridgewood, NJ 07450

Chapter 27 Emergency Virtual or Remote

Instruction Plan 2024-2025

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Introduction

In April 2020, Governor Murphy signed A-3904 into law (P.L. 2020, c27, or “Chapter 27”), which in part requires each school district, charter school, renaissance school project, and Approved Private School of Students with Disabilities, hereinafter referred to as Local Educational Agencies (LEA), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. To assist LEAs in submitting their Plans, the Department is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2024-2025 School Year (SY),” which includes a checklist identifying components that must be included in an LEA’s Plan.

Rationale: The Windsor Bergen Academy Emergency Virtual or Remote Instruction Program ensures that students continue to receive high quality, standards- based instruction in the event of a state or local health department mandated school closure per N.J.S.A. 18A:7F-9(c).

Target Group: All students in grades PK-8 who attend Windsor Bergen Academy which is a school for students with disabilities.

Plan Goal: To continue to educate and support our students with disabilities with resources, accessibility and specialized distance learning options to meet their individual needs per A-3904, and N.J.S.A. 6A:32-13.2. The virtual instruction modality will be consistent with the student’s individualized plan (IEP) to the extent appropriate. Full-time remote learning will include all course subjects and assignments commensurate with an in-person school day in accordance with N.J.A.C. 6A:32-8.3. Assignments and instruction will therefore exceed the four hour requirement.

Equitable Access and Addressing Special Education Needs

Demographic Profile: All students currently enrolled at Windsor Bergen Academy are students with disabilities and are out of district placements. We will communicate with the districts and families to ensure that the students with disabilities have the necessary supports, including medical supports, in place during the closure. There are no students designated English Language Learners.

This plan will address all our students ages 3-14 with varying levels of special needs.

- All components of the plan are individualized based on the student’s IEP.
- Student instruction is based on student’s academic levels as well as individual behavioral, social, emotional needs in order to implement each student’s IEP to the maximum extent possible.
- Student instruction is differentiated each day through Microsoft Teams. Accommodations and modifications are implemented and reflected in Realtime lesson planner.
- Paraprofessionals and personal aides will be involved in all aspects of the learning environment; providing support, taking data, developing and integrating of online learning.
- Personal aides maintain direct contact with their assigned student for the duration of the virtual school day.
- All student schedules are posted daily on each classroom page as well as in each individual student channel on Microsoft Teams.
- Academic activities, assignments, exercises are monitored through Microsoft Teams in the classroom page or each student(s) individually assigned channel.
- A record of the student(s) participation, including dates and assignments are tracked daily on Microsoft Teams and in Realtime Gradebook.

- Benchmark and common assessment tools will be administered to track student growth and achievement.
- Individual Zoom meetings are scheduled weekly in consult with home and student to provide flexibility in scheduling to coordinate with other services.
- Related services and counseling sessions are scheduled with parents/caregivers to determine the mode of delivery and ensure compliance with IEP.
- Delivery of related services and frequency, including methodology, is tracked in Realtime. A “Remote Related Service Participation Form” is completed for students not participating or responding to services. This form is submitted to the administration and the sending school district will be promptly notified.
- IEP reviews, eligibility meetings and re-evaluation meetings will be scheduled in coordination with the sending districts.

Virtual School Day

Master Schedule I

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:50 9:10					
2	9:10 9:48					
3	9:48 10:26					
4	10:26 11:04					
	11:04 11:14	Break -----				
5	11:14 11:52					
6	11:52 12:32	Lunch 1 -----				
7	12:34 1:14					
8	1:14 1:52					
9	1:52 2:30					
	2:30- 3:30	Virtual Help -----				

Master Schedule II

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:50 9:10					
2	9:10 9:48					
3	9:48 10:26					
4	10:26 11:04					
	11:04 11:14	Break -----				
5	11:14 11:52					
6	11:52 12:32					
7	12:34 1:14	Lunch 2 -----				
8	1:14 1:52					
9	1:52 2:30					
	2:30- 3:30	Virtual Help -----				

- The virtual schedule will consist of a full day of instruction, not the minimum requirement of four (4) hours.
- Teachers will do virtual live instruction (Microsoft Teams or Zoom) for all scheduled classes.
- Related Services will be provided through Microsoft Teams or Zoom.
- Virtual Help: Students will have the opportunity between 2:30pm through 3:30pm to speak with a teacher or staff through Teams, Zoom or their individual channels. Teachers will post all their assignments and virtual help times on Microsoft Teams.

Technology Integration

Plan accounts for measuring and addressing any ongoing digital divide, whether it be network or lack of sufficient access to devices.

- Families will be surveyed for home internet or device access to determine appropriate means to deliver instruction prior to a closure.
 - Group 1- those with device and internet access.
 - Group 2- those with access to internet but no device (computer, iPad) will be provided with a device from the school.
 - Group 3- those with no access to internet. Paper copies for all subjects will be directly mailed to the child's home.
- All students without laptops will be provided a device prior to a closure.
- Information will be disseminated to families of internet providers offering free access in response to a school related closure.

- Ongoing communication with staff will assist in identifying students who are sharing laptops with other family members; creating inadequate access to instruction.
 - Distribute laptops to this new population of students.
 - Supervisor of Instruction contacts the family.
 - Tech support uploads programs on the laptops.
 - Pick up time is arranged at school or laptops are delivered to the home.
- Individual technical support will be provided by Windsor Bergen Academy. Any emerging technology issues will be addressed by teachers and school social workers. (i.e., one-to-one assistance on how to successfully access technology, providing alternate supports such as e-mail assignments and paper copies when possible)
- A technology coordinator will be available for immediate, live support.

Addressing English Language Learners (ELL) Plan Needs

Since we are an Out of District school, the sending district addresses ELL and bilingual needs for their students. We do not have any students who receive services for ESL or ELL.

We have approximately three parent/caregivers of students with limited English. We communicate with these families who do not speak English through a certified staff member who acts as an interpreter for the staff and translates materials and directions.

Although we currently do not have any students affected by forced migration from their home country, training related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching will be made available for staff.

Attendance Plan

- Student attendance is monitored through logging in on Microsoft Teams, including submission of assignments and participation in instruction. Attendance will be entered in Realtime daily. Parents/guardians will be contacted daily when students are absent and/or not participating in remote instruction. Course completion requirements and grading formula will determine a student's final grade.
- If a student does not make direct contact for instructional sessions for two consecutive days, the teacher will submit a Participation Form to administration indicating the attempts to contact the student.
- An administrator will attempt to make contact with the family at the end of Day 2 and notify the school social worker and the nurse.
- On Day 3 if all attempts were unsuccessful, the sending district will be notified.
- In the event of five or more cumulative absences, an Attendance Action Plan will be developed in consult with the nurse, teacher, school social worker and parent/guardian.
- Attendance Action Plan will be shared with sending district and/or appropriate resource.
- Attendance Action Plan will be reviewed at the end of each week and a Zoom meeting scheduled with the designated staff members.

Safe Delivery of Meals

Since we are an Out of District school, the sending district develops the plan to provide for the continued safe delivery of meals during a school closure.

- As a “receiving school”, we have students from many different districts. We will provide application forms to students to determine their status as either Paid, Reduced, or Free.
- During the time of a closure, students can pick up meals from their sending school district or designated community site.

Facilities Plan

The plan contains an outline of how the building will be maintained throughout an extended period of time.

- The entire building will be sanitized and disinfected by the school’s custodial staff.
- In addition, the entire building will be electrostatically disinfected by an outside vendor.
- The custodial staff is assigned individual daily work schedules. The schedules are prepared in half hour increments that list areas of the building to be cleaned and sanitized. These schedules include all school building offices, classrooms, bathrooms, gymnasiums, kitchen, hallways and stairwells.
- The custodial staff’s responsibilities also include regularly disinfecting doorknobs, handrails, desks, tabletops, light switches, sink and urinal handles.
- HEPA Purifier units are located in classrooms and offices that students frequent.

Other Considerations

- Accelerated learning opportunities will be offered through Microsoft Teams, either one-to-one or in small group.
- Social emotional learning activities will be provided and embedded in the curriculum.
- Community resources and website links for additional social emotional support will be provided to students, families, and staff.
- Extended learning opportunities (clubs, level activities, community outreach) will be offered to the best extent possible during virtual instruction.
- Community opportunities and involvement will occur in a virtual format or as permitted by community programs.

Essential Employees

A list of essential employees will be provided to the county office at the time we transition to remote or virtual instruction. Below are the job titles of our essential employees.

- Classroom Teachers
- School Social Workers
- School Counselor
- Speech Therapists
- Occupational Therapists
- Instructional Paraprofessionals
- Custodians
- Business Office Staff
- BCBA
- Nurse
- Technician
- Secretary
- Non-Instructional Paraprofessional
- Administrators

Board Approval

Board approval resolution dated July 25, 2024.

Posted on Website

This plan was posted on the Windsor Bergen Academy website on July 26, 2024.

APSSD Sharing Plans

This plan was shared with all sending districts on July 26, 2024.