



**INTERNATIONAL CHARTER  
SCHOOL OF TRENTON**

**Emergency Virtual / Remote Instruction  
Program Plan  
2023-2024**

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## Equitable Access and Opportunity to Instruction

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

Every student is expected to participate in their normal daily schedule and ICST will provide the support necessary to ensure that standard is met.

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

Teachers will use Google Classroom to communicate with families/students. Every student will be issued a chrome book, a username associated to the school URL and a password.

### 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 follow their regular schedules for a full day of school; Virtual “synchronous” instruction will be taking place for core subjects and intervention periods, according to the distance learning schedule, five days a week via live stream. Remote “asynchronous” instruction will be taking place for specials.
- ❖ Students will be trained by teachers in how to join the Google Classroom and the Google Meet link in order to be prepared in the event of a shift to remote instruction. All students should join their teacher’s Google Meet. Links will be posted on both their Class Dojo App and in their OnCourse Connect LMS classroom located on tabs in every student chrome book.
- ❖ At certain points during live lessons, teachers may allow students to log off or turn cameras off to allow time for independent work. This is a natural part of the teaching progression.
- ❖ Students will be engaged in guided learning experiences, meetings, and assessments using available online resources provided by their teachers using Google Classroom, Google Meet, OnCourse Connect and/or other approved digital applications pertinent to their curriculum and texts.

- ❖ Student cameras must remain turned on during instruction unless an accommodation is provided. Student conduct online must be appropriate and respectful as consistent with in-person learning and each school's code of conduct.
- ❖ Lack of student participation will be addressed by staff phone calls and/or emails to parents to address the issues and be considered as part of the course grade.
- ❖ The district will distribute a survey to staff and families at the start of the school year to determine who may be without internet. The district will work with staff and families who do not have internet access to provide a district issued hotspot.
- ❖ Extended Learning programs will continue to meet virtually.
- ❖ Families may request instructional technology assistance by calling the school, texting a staff member, or sending a message through Class Dojo.

4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?

- ❖ ICST uses MobyMax, an adaptive online benchmark assessment for reading and mathematics to identify students who are not demonstrating the expected rate of improvement. This program ensures that all students varied and age-appropriate needs are addressed.
- ❖ The MobyMax program is designed to maximize student growth and learning to the greatest extent possible. Synchronous learning plans will maximize student growth and learning. Asynchronous virtual or remote learning is not available unless the building is closed for an emergency for three or more consecutive days.
  - Should virtual instruction be required, the LEA will continuously measure student growth and learning in a virtual or remote instruction environment using Google, RAZ Kids, MobyMax, and textbook publisher assessment tools.
- ❖ Professional development will continue to be provided in use of remote programs and students will be provided with strategies to improve student outcomes.

## 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 with special learning needs will be able to participate in remote learning and also be provided hard copies of guided learning experiences in addition to textbooks and other print materials.
- ❖ Student support services (i.e., Speech, CST, counseling, nursing) will be provided remotely. To address mental health needs, school counselors will establish office hours either in person or remotely and will continue to meet with students.

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?

- ❖ The individual needs of special education students is addressed by case managers, teachers and administrators who identify individual student needs (social, emotional and/or academic) and determine the steps necessary to meet those needs while virtual. For example virtual support from a teacher assistant, coordination of outside agency support, collaboration with parents to navigate the online learning process, including support with parents to create schedules for students to work at home.
- ❖ Student sessions, assignments, and assessments will continue to be documented according to the student's IEP.

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?

- ❖ The Teacher of the Handicapped will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.

4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?
- ❖ Parents will be invited to participate in remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require direct 1-1 physical administration).

## 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?
- ❖ English as a Second Language and/or bilingual education program will continue to be aligned with State and Federal requirements to meet the needs of ELLs.
  - ❖ Certified teachers interact daily with their assigned English learners and use a variety of tools to meet the varied needs of learners. Instruction includes key content, vocabulary, and the review of models/examples necessary to complete assignments. Breakout sessions follow for individuals and small groups of students and utilize Google Meet.
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?
- ❖ Parental communication with ELL families is conducted through Class Dojo, telephone, and email. Communication is translated for staff and ELL families through ICST bilingual staff or on electronic platforms and translated through Google Translate.
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?
- ❖ The ICST program includes an English as a Second Language and sheltered instruction which is aligned with State and Federal requirements to meet the needs of ELLs. This 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.

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, asylee)?

- ❖ These programs 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.

## 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?

- ❖ In the event a student is chronically absent, an administrator will work with the teacher, parent and student to create a plan for the student's successful academic experience.
- ❖ Students who miss too many sessions (ie: always late and misses the first lesson) or days are expected to attend summer school.
- ❖ If the student does not attend, they are retained.

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?

- ❖ Attendance will be taken daily and notes will be entered for tardy or absent if the reason is known to the teacher.
- ❖ The standard for attendance in fully remote instruction will follow the same standard as outlined in the student handbook.
- ❖ An administrator reviews attendance by 9:00 AM and ensures each absence has an explanation. If not, calls are made to the family per our usual procedure in the event that a student is ill and unable to participate on any given day.
- ❖ If a student is not participating in online instruction and/or not completing or submitting assignments, parents will be notified by telephone, Class Dojo and or email with the intent of supporting the student and preventing chronic absenteeism.

## Safe Delivery of Meals

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

- ❖ Families that qualify for free meals will continue to receive meals at no cost, those who are required to pay may opt to receive meals if they choose to pick them up at the distribution point.
- ❖ In the event that we utilize a fully remote schedule, ICST will continue to distribute meals to students. Families will be notified of distribution locations and hours through the district's messaging system and through frequent updates on the school's website.
- ❖ In the event that a family is unable to retrieve meals, they will be delivered.

## Facility Plan

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

- ❖ The single district school building will be occupied by essential employees during an extended period of remote instruction. Daily enhanced cleaning procedures will be followed.
- ❖ ICST 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, should the need arise due to the school closure as a result of an emergency that lasts three or more consecutive days.

## Other Considerations

- a) Accelerated learning opportunities may be provided virtually by teachers.
- b) Social and emotional health of staff and students will be closely monitored. Counseling services will be provided in a virtual setting and online resources will be made available to staff, students and the school community to assist with the social and emotional health of staff and students.
- c) Title I Extended Learning Programs will meet virtually.
- d) 21st Century Community Learning Center Programs – does not apply
- e) Credit recovery—does not apply



- f) Other extended student learning opportunities may be provided virtually or via an electronic delivery system during non-school hours.
- g) Transportation will be conducted or not per the students' resident district protocol.
- h) Extra-curricular programs may be conducted virtually.
- i) Childcare, not normally available, may be available pending funding and subsequent staffing.
- j) Community programming—does not apply

## **Essential Employees**

- ❖ ICST will identify and provide a list of essential employees to the county office at the time of the district's transition to remote or virtual instruction.

## **Board Approval**

Date of board approval: July 27, 2023

## **Continuity of Operations**

### **General Information**

- ✓ In the event schools are ordered to close and move to complete remote learning due to a health concern, school and district offices will be closed to the public. The only exceptions will be for distribution of meals per a schedule to be announced on the district website and alert messaging. Any modifications will be communicated by the offices directly.
- ✓ All school related trips, and other extracurricular activities are cancelled for the duration of the school closure.
- ✓ The building and sidewalks will continue to be maintained during a fully remote scenario; cleaning procedures will be strictly followed to ensure the safety of essential staff and any students who may be require in-person learning.

### **Teacher Expectations**

- ✓ Become familiar with district online protocols and platforms.
- ✓ Plan standards-based lessons that are synchronous, live learning opportunities that meet the needs of students at various levels, ensuring versatility of lessons. At some points during a synchronous lesson, teachers may incorporate some portion of the lesson to include asynchronous time.
- ✓ Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- ✓ Provide regular feedback to students and families on expectations and student progress.
- ✓ Set clear expectations for remote students.
- ✓ Teachers will continuously measure student growth and learning in the virtual or remote instruction environment through daily teacher observation, regular student progress monitoring, and both teacher and commercial assessments delivered virtually.
- ✓ Instruct and maintain good practice in digital citizenship for all students and staff.
- ✓ Communicate regularly with both students and parents.
- ✓ Continue to include SEL time in the regular daily lessons; provide private break out rooms for students to meet and share problems; include 'group meet' sessions for the school counselor and students, and themselves.

### **Paraprofessionals**

- Paraprofessionals who usually serve in physical classrooms supporting students and teachers may also provide support in the remote environment, especially for students with special learning needs, English language learners, and those that need additional support at home.
- With direction from teachers and administrators, paraprofessionals are able to:

- Lead small group assignments under the direction of the classroom teacher;
- Pre-record read-aloud and videos around certain learning activities or caption pre-recorded instructional videos from general education teachers;
- Provide real-time support during remote sessions;
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons;
- Communicate with families and students to support them in accessing and participating in remote learning.

### **Administrator Expectations**

- ✓ Work with staff to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.
- ✓ Provide time for staff collaboration and planning.
- ✓ Remote collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote instruction.
- ✓ Define and provide examples of high-quality instruction given context and resources available.
- ✓ Assess teacher, student, and parent needs regularly. Offer access to mental health support to staff, families and students frequently.
- ✓ Monitor SEL sessions and maintain open communication with the school counselor.
- ✓ Ensure students and parents receive necessary support to ensure access to instruction.
- ✓ Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and for Leaders.
- ✓ Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- ✓ Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences.
- ✓ Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- ✓ Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.

### **Substitutes**

- ✓ Training and adherence to all protocols as outlined in the district plan.

## **Communication and Family Engagement**

- ✓ Our approach to communication comes from a customer service perspective to continue to build trust with our community.
- ✓ Personal contact through online meetings, telephone conversations, or individual emails is the norm and to be expected in most situations.
- ✓ Broad information will continue to be disseminated to families through Class Dojo, OnCourse, and district/school/teacher websites.
- ✓ District and school websites are an important source of information. Regular site management will be practiced.
- ✓ School owned devices are administratively limited to district issued accounts and will continue to be monitored for internet safety through GoGuardian.

## **Custodial Support**

- ✓ Daily cleaning of high-volume rooms: main office, health office, cafeteria, art, music, computers, library, health classroom, bathrooms, etc.
- ✓ Periodic cleaning of high-contact surfaces (doors and knobs, handrails, bathroom fixtures, condiment dispensers, etc.)
- ✓ Ensure bathroom sinks and soap dispensers are working.
- ✓ During the closure, the custodial team completes a deep clean of the school.

## **Cleaning of Building**

Preventative and proactive cleaning measures include

- ✓ Daily wiping down of desks, furniture, bathrooms, and other high-volume touchpoints (door handles, railings, walls, phones, etc.) daily.
- ✓ Disinfecting all areas multiple times per week.
- ✓ Regularly changing air filters in our HVAC equipment.
- ✓ Deep cleaning of the buildings each week.

## **CLEANING/DISINFECTION OF FACILITY, AIRFLOW, AND VENTILATION:**

Enhanced cleaning protocols established in the 2020-2021 school year have continued. Common touch points such as door handles, knobs, railings, water fountains, etc. will be disinfected on a rotating basis throughout the school day. Custodial crews will continue to thoroughly clean and disinfect daily once students are dismissed. The district recognizes the

need to create additional passive air circulation and the introduction of increased outdoor air into the building to promote safety.

Ventilation: School with Air Conditioning (N/A to date of this plan)

Ventilation: HVAC Maintenance Expectations

- ✓ (HVAC units will be adjusted to allow airflow into the building as required by code.)
- ✓ Windows will be opened 6" regardless of weather conditions.
- ✓ Air purifiers will run while the building is occupied.
- ✓ The district will replace air filters at least two times a school year.

### **Cleaning and Healthy Facilities**

ICST remains committed to providing additional daytime health/hygiene teams for essential operations and cleaning of high-touch areas. We will ensure the safety and health of all students and staff by implementing the following practices:

- ✓ Custodial Staff will conduct daily cleaning and sanitizing of classrooms, restrooms, cafeterias, kitchens, and hallways.
- ✓ Custodial staff and/or Health and Hygiene Team members will ensure that restrooms and high-touch areas are cleaned/sanitized on a rotational basis during the school day.
- ✓ Custodial staff and Health and Hygiene Team Members will conduct periodic and/or necessitated deep cleaning using enhanced protocols.
- ✓ Custodial staff and Health and Hygiene Team Members will ensure that an adequate supply of hand soap, disinfecting wipes, and hand sanitizing gel are available in each classroom, near main entrances, and other high-use areas.