



Bedminster Township School District Annual Emergency Remote Instruction Plan 2024-2025 School Year

BoE Approval: July 24, 2024

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Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2024-2025 School Year (SY)

The New Jersey Department of Education (Department) remains ready to assist every local educational agency (LEA) in full-time, in-person instruction. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2021-2022 SY as they faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for each school year.

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health-related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high-quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education (CoE). This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A chief school administrator or lead person must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the CoE, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding course credit, and such other matters as determined by the CoE.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the SY," in their plans for virtual or remote instruction for the upcoming school year. The plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website. The board-approved plan and checklist are due to the county office of education no later than September 30th. Attestation for the School Year can be found here on the website. In the event that the LEA is directed to provide virtual or remote instruction before garnering county office approval, the approval date will be retroactive. Questions should be directed to the county office of education.

Attestation and Board Approval Information:

- [Attestation for the School Year will be found here on the website](#)
- **Date of Board Approval:** 07/24/2024
- **The Bedminster Township School District Emergency Remote Instruction Plan can be found on the district website:** www.bedminsterschool.org

District Overview

To provide transparency and ensure that students continue to receive high-quality, standards-based instruction, The district will use this plan. This plan will be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared a public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The Superintendent will consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, implemented under this plan, is considered the equivalent of a full day of school attendance.

Length of Remote School Day

In the event of an emergency closure lasting more than three days, The district will maintain normal operating school schedules. The district will employ a regular day schedule. Based on the length of the emergency closure, the instructional day will be closely monitored and can shift to/from a full virtual instructional day or an early dismissal virtual day. The minimum hours of actual instruction is four hours excluding lunch if we were to move to a shortened day of instruction. Early dismissal scheduled times can be found in the district handbook and on the school website.

Equitable Access and Opportunity

As occurs during normal operating procedures, teachers will balance student screen time through the developmentally appropriate use of mini-lessons, small group strategy sessions, and student-teacher conferences. Google Meet will be used to facilitate all live, synchronous instruction. All students will use Google Classroom to access lesson resources and videos that support classroom instruction, in addition to the teacher links for live mini-lessons or conferences. All staff are expected to work their full contract day. In addition, if necessary, staff will make arrangements for the provision of paper-based products to support individual students who demonstrate a need for support and modifications that cannot be addressed through available technology resources. Paper copies of instructional assignments will be compiled as needed, for parent pick-up to ensure growth and learning is continuous.

Students will continue to be assessed by their teachers through benchmark assessments, district assessments, and standardized testing, per mandates. Teachers will use age-appropriate summative and formative assessments to measure student success in all subject areas.

All resource center, in-class support, and paraprofessional services will be provided to those students with identified needs. Programming will continue for students. Related services like speech and OT will coordinate services throughout the full contract day. Staff will work full days and meet with small groups of students to provide additional instruction and support in the afternoon only if the district moves to an early dismissal schedule. Recess would still be encouraged, as appropriate.

Special Education Needs and ELLs

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? 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? 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? 4. Does the program address procedures to conduct IEP meetings, evaluations, and other meetings to identify, evaluate and/or reevaluate students with disabilities? Answered below:

Should Bedminster Township School District need to initiate a virtual or remote instruction day, we are prepared to implement IEPs and provide instruction and related services in adherence to the IEPs to the greatest extent possible. Special education teachers can deliver instruction through varying digital platforms, paper packets, take-home "book bags", websites, or emails. Related service providers can provide services through teletherapy options, per state allowances. We would encourage families to work as a team with staff to support students' learning and development while schooling at home. Child Study Team members would be available to support students, their families, and our staff. Child Study Team members can work collaboratively with the Supervisor to ensure the district is meeting required legal timelines. The Child Study Team continues to have IEP meetings with options for in-person, online digital platform technologies, or through phone calls. District staff can and are already participating in out-of-district meetings in these capacities as well. We are providing options to our families and working collaboratively. If it is not possible to meet by online technology or phone, the district will document this and will hold the meeting on school reopening. We will continue to utilize staff to communicate in the student's native language for meetings.

MLL/ELLs:

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 MLLs? 2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information? 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 MLLs access the same standard of education as non-MLL 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)? Answered below:

Bedminster Township School District has programs for MLL aligned to requirements to meet the needs of MLLs. The MLL teacher works with families and students to ensure that school work and general communication is understandable to families. Chromebooks were issued to students in need to help with translation services and work completion. Staff is provided opportunities for professional development in the areas of culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching.

Bedminster Township School District has programs for MLL aligned to requirements to meet the needs of MLLs. The MLL teacher works with families and students to ensure that school work and general communication is understandable to families. Chromebooks were issued to students in need to help with translation services and work completion. Staff is provided opportunities for professional development in the areas of culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching. Lessons are regularly differentiated to be developmentally appropriate and meet the different learning and language proficiency levels of students. In addition, sheltered instruction is implemented in order to integrate language and content knowledge.

Technology Provision

The Bedminster Township School District provides all Pre-K-8 students with a fully functioning Chromebook or laptop for use in school or at home. All staff have district-issued laptop computers to manage all workflow. Chromebooks are issued to new students at the onset of the school year. Students previously enrolled in the district kept the device issued the previous year.

All instructional staff uses Google Classroom so all students are able to access instructional resources and materials daily. The district uses ClassLink to facilitate single sign-on to all district-approved applications.

During the annual student registration, parents indicate whether they have reliable Internet access. The families that do not have home Internet access are able to purchase it and have it installed. Those that indicate they do not have access and affordable means and are eligible for free and reduced services will receive access accordingly.

Attendance

Our policy indicates for each day of absence, they have that number to make up work; extending the marking period, as needed. Students will have NG (no grade) or INC (incomplete) until work can be submitted after the marking period closes. The collaboration with Educere targets MS students in need of remediation and is paid for by the parent.

Attendance is taken daily during Homeroom/Period 1 in Grades K-4 and AM Pre-K. Attendance is also taken daily for PM Pre-K. 10-day and 15-day notifications are sent to students/families via our Student Information System for full-day absences with the district policy allowing 1 day to submit work for each day out, and for up to 10 days until Home Instruction occurs. Inclusive of the notification is the DOE Chronic Absenteeism packet and reference to title 18A. Students use a Core Extension Period two times per six-day cycle to catch up on work and receive additional support, utilize Google Classroom in/out of school if they are medically able to access it while out, and may be given extensions beyond the end of the Marking Period reflective to match the number of days absent to complete the work. Students with excessive absences and/or work refusal or submission may be placed on a Student Improvement Plan after a meeting is held with the homeroom teacher, parent, student, Principal, and if applicable the school nurse and/or Elementary School Counselor. As the school year progresses, meetings may be held with the homeroom teacher, parent, Principal, and if applicable the Elementary School Counselor to further discuss the student's progress.

In consultation with appropriate professional staff, the Superintendent shall develop and present to the Board for adoption standards of achievement, proficiency, and attendance for retention and promotion which: (1) require that the parent/guardian be informed in writing of the possibility of retention of a student at grade level as soon as it becomes evident but no later than forty-five school days before the end of the school year; and (2) assure that every effort will be made to remediate the student's difficulties through Child Study Team recommendations as well as any resource that is available to the administration before he or she is retained. Any decisions to change a child's grade placement during the school year shall be made with the consultation and consent of the Child Study Team, classroom teacher, and Principal, and with the involvement of the child's parent/guardian. Classroom teachers shall recommend to the Principal the promotion or retention of each pupil. Parents and adult pupils may appeal a promotion or retention decision to the Principal whose decision shall be final.

Attendance is taken period by period in grades 5-8. 10-day and 15-day notifications are sent to students/families via our SMS for full-day absences with the district policy allowing 1 day to submit work for each day out, up to 10 days when HI occurs. Inclusive of the notification is the DOE Chronic Absenteeism packet and reference to title 18A. Students use IC/Advisory to catch up on work and receive support, utilize Google classroom in/out of school if medically able to access while out, and have extensions of MP reflective to match absences to master the material. Students with excessive absences and/or work refusal or submission in two or more academic areas are put on a Student Improvement Plan after conferencing with the student and parent to remediate work. Should the plan not be successful, they are referred to Educere for summer program remediation to be successful in skills building as grade levels progress.

Lack of Attendance during Virtual Learning

Teachers communicate with counselors and administration after contacting parents first if students are not in attendance during virtual learning and we intervene as needed for what is best for the child.

Impact on National School Lunch Program

In the event of an emergency closure lasting more than three days, the district will continue virtually with full-day instruction therefore no lunch will be served unless mandated for students. Information will be communicated to families directly if needed if home lunch deliveries will be required for any populations. Collaboration with our bus transportation provider will take place to deliver meals to designated drop-off spots for parent pick-up.

Facilities

Cleaning and maintaining healthy facilities, including improving ventilation The district purchased HEPA air purifiers for each room/area. The district is utilizing the highest recommended MERV rating filter already appropriate for our HVAC system. The district purchased electrostatic sprayers to clean, including student lockers, surfaces, and furniture. A complete disinfecting of the building will remain in place.

High touch areas:

- Restrooms, door handles, latches, push bars, handrails, cabinet handles, light switches
- Desks, chairs, computers
- Elevators, Media Center
- Bookshelves
- Blue wall mats
- Sinks, cubbies, water fountains
- Garbage and recycling cans (will be emptied and bags changed)
- Carpets, tiling, and floors in classrooms and hallways

Cafeteria:

- Tables, desks, chairs, floors, benches
- Faculty lounges, appliances, machines, counters, tables, sinks will be sanitized, carpets will be vacuumed
- Staff will be encouraged to wipe down their area before they eat
- Sanitize milk cooler, beverage cooler, ice cream cooler, pretzel warmer handle, chip rack, and keypad
- Sanitize top of garbage cans and recycle cans
- Empty garbage and recyclables

Health office:

- Isolation area/other areas including the bathroom(s) designated for nurse
- One additional bathroom can be used for potential quarantine isolation
- Areas will be wiped down throughout the nurses' office

Playground/Outside on School Grounds:

- Outdoor high-touch areas and playground equipment as needed

Procedures Manual Checklist - Cleaning of targeted areas:

- 1) Computers, bookshelves, cabinet handles, room light switches
- 2) Sinks and water fountains
- 3) Classroom cubbies
- 4) Garbage and recycling cans
- 5) Carpets and floors in classrooms and hallways
- 6) Door handles, windows, ledges
- 7) Student & teachers' desks and chairs
- 8) Whiteboards & blackboards, unless written on, (not Smart Boards)
- 9) Restrooms, elevators, student lockers
- 10) Media center, faculty lounge areas, copy rooms
- 11) Door handles, latches, push bars, handrails
- 12) Blue wall mats
- 13) Bleachers, if applicable
- 14) Bathrooms - toilets, sinks, mirrors, garbage, floors, walls, and supplies refilled
- 15) Sign-in areas, if applicable
- 16) Board and Main Office areas and bathrooms
- 17) Water fountains and bottle filling stations

Ventilation:

- Exhaust fans, heating, ventilation, and AC (HVAC) maintained and monitored
- individual classroom HEPA filtration systems will be utilized and monitored
- Windows may be opened to bring in outdoor air for teacher comfort (against best practice determined by ventilation professionals)
- Room layouts may be modified to maximize space and/or airflow

Other Considerations

- a. Accelerated learning opportunities are available through our math program and also our enrichment program - we offer individualized enrichment learning opportunities based on the learning level of the child which is evaluated through in-house assessments, parent conversations, standardized testing and teacher recommendations
- b. Social and emotional health of staff and students - the district has partnerships with providers that support the social and emotional well-being of students and staff that include in-house counselors, a behaviorist, a school psychologist, and relationships with vendors to offer extending learning opportunities that also support our district goals and sustainability
- c. Title I Extended Learning Programs - district offers students opportunities for remediation as well as extended school programming that can be accessed virtually, as needed, after review of assessment data and required parent meeting input each year. Students are identified yearly and exit/enter the program as needed based on performance and parent school compact.
- d. 21st Century Community Learning Center Programs - provided before and after school
- e. Credit recovery - parent pay option is available with BoE approved provider, parents should contact the building principal if such recovery is needed to support a child's academic growth
- f. Other extended student learning opportunities are available through sports, clubs and committees such as Student Council, Sustainability Green Team, and Wellness Team.
- g. Transportation - provided, as needed, through transportation provider
- h. Extra-curricular programs - sports and clubs offered with teaching staff
- i. Childcare - available through a provider and is based on their staffing ability
- j. Community programming - based on what partnerships are being accessed in any given year, such as scouting and recreational camp/sports

Essential Employees consist of teachers, paraprofessionals, cafeteria, administrators, support staff, and custodial. A list will be furnished to the county, when required.

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