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**St. Joseph's School for the Blind  
Emergency Virtual or Remote Instruction Plan  
2023-2024 School Year**

- **Delivery of virtual and remote instruction**
  - Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual, and remote learning plans to maximize student growth and learning to the greatest extent possible.
    - As an APSSD, we differentiate all instruction to meet the goals and objectives of the IEP. We will continue to practice this differentiation remotely and in homework assignments, both tangible and electronic. The submitted assignments will be assessed to determine progress.
  - Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.
    - For our ELL student(s), we will use bi-lingual teacher assistants to translate and conduct instructional and therapeutic sessions.
    - For Students with Disabilities, we will use a combination of tangible activity packets in regular print, large print and braille. We will also use online digital classrooms and meeting platforms for their audio and visual capabilities to deliver instruction and related services. Finally, emails and phone calls will be used to supplement instruction and related services, and to support parents and guardians.
  - Describe the district's plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.
    - During the 2020 COVID-19 pandemic, we purchased and delivered 11 iPads and offered to purchase a Wi-Fi extender and a mobile hotspot for families without Internet or with weak Internet connection. Our teachers will survey the parents and guardians of their students and our IT coordinator will compile a list of necessary mainstream, educational and assistive technology needed by our students for full participation in virtual or remote instruction programs. We will purchase and deliver or ship any required technology that we do not already own.
  
- **Attendance**
  - Describe the district's attendance policies, including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student.

- Students will be given credit toward attendance if any combination of direct instruction from their teacher, work with their related service providers or work on assignments equals two or more hours of time. Our evaluation of how attendance will affect other factors such as those outlined above will be the same as those used in the brick-and-mortar program.
- Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.
  - Phone calls will be made to the parent/guardian and will be followed up with an email if there is no response by phone. Given the population that we serve, parents are very involved in the remote instruction and related services.
- **Students with Disabilities**
  - Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.
    - We will use Google classroom and Cisco WebEx to deliver all of our remote instruction.
    - Staff will continue to experiment with a host of different apps and online services to find optimal tools for use with each student.
    - Teachers will use the Unique Learning System to continue to generate lesson plans according to the students' curriculum.
    - Teachers will visit the school on a regular basis to develop weekly or bi-weekly braille, large print and regular print packets that will then be shipped to students' homes.
  - Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
    - As an Approved Private School for Students with Disabilities (APSSD), 100% of our students have IEPs. Most of our teachers are certified Teachers of Students with Disabilities (TOSD), and all are certified Teachers of the Visually Impaired (TVI). All instructional staff are familiar with each of their student's IEPs and will continue the same level of tracking and provision of accommodations and modifications as they develop and deliver their instructional programs.
  - Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
    - Our School Social Worker serves as the case manager for all of our students and is in regular contact with the parents. Our School Social Worker will virtually conduct all student staffings and meetings prior to each IEP meeting and will virtually conduct the IEP meetings. She and the district

case managers are also in regular contact to discuss updates on students' achievements.

- Three times per year, the parents and the sending districts will continue to receive progress reports on each of our students.
- Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.
  - All of our IEPs will be scheduled or conducted virtually, using WebEx or Zoom, according to the timelines outlined in the IEPs.
  - We provide PLAAFs and goals & objectives for the IEPs.
  - Since the IEPs are generated by the sending districts, they conduct all initial evaluations and re-evaluations.
- **English Language Learners**
  - Describe the provision of ESL and bilingual education to meet the needs of ELL.
    - We are able to meet the needs of all ESL students with on-staff translators.
  - Describe how the district communicates with ELL families, including the translation of materials and directions.
    - Most of our ELL families are native Spanish speakers. Our School Social Worker is fluent in Spanish and communicates with them when necessary. For those who are not Spanish speakers, we have other staff members who translate on our behalf.
  - Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.
    - Teachers also use Google Translate to send materials home in the students' native language.
    - Our Braille Instructor is also fluent in Spanish and will provide braille instruction in both English and Spanish concurrently.
    - We are contracting with Vector Solutions to provide training for our teachers, administrators and social worker on trauma-informed practices and social-emotional learning.
- **Safe delivery of meals**
  - Provide an updated plan for the continued safe delivery of meals to students.
    - Since we are a receiving private school, we do not have a responsibility to provide meals during health-related closures. Sending districts will provide meals to our students who qualify for free or reduced lunches, and notification of this meal provision will be shared with parents and guardians in writing.

- **Facilities**

- Provide an outline of how the building will be maintained throughout this extended period of closure.
  - The Facilities Manager will visit the building regularly to monitor electrical, mechanical and other systems to ensure they are in working order and to have them repaired when problems are identified.
  - Prepping facility for return of staff and students, such as proper social distance spacing and ordering PPE.
  - Attempting to stockpile PPE and communicating with vendors on supply issues.
  - Researching options for purchasing or fabricating acrylic shields for the reception area and cafeteria.
  - Researching battery-operated disinfectant sprayers for our school buses.
  - During the health-related closure, a list of the staff who visit the school and the rooms they use will be provided to our Facilities Manager who will then sanitize each area.
  - Strategizing new cleaning/disinfecting procedures for janitorial staff.
  - Clorox 360 will be used when large spaces, such as classrooms and shared spaces need to be sanitized quickly and efficiently.
  - Purell hand sanitizers are located in the main office, therapy rooms, classrooms and other shared spaces.
  - Staff will be required to wear masks when they need to enter the facility and have access to medical-grade rubber gloves.
  - Soap dispensers are located in restrooms and in every classroom.

- **Summer Programming**

- Provide a preliminary outline for the provision of summer services, including:
  - Extended School Year (ESY) for students with disabilities including how ESY will be delivered.
    - Depending on when the health emergency begins, we will plan both a remote and brick-and-mortar program until we receive further clarification from the Governor. Given our students' need of physical support for many activities, and if given the option, we likely will choose to provide the ESY program remotely. If a brick-and-mortar program in some capacity is deemed necessary, we will follow guidelines on safely re-opening schools that are issued by the Governor's Office directly or through other departments or agencies such as the New Jersey Department of Education and the Centers for Disease Control and Prevention.

- 21st Century programs
  - Our SLE Program will not be conducted during remote or virtual instruction during the regular school year, nor will it be during the ESY. However, the skills needed for SLE and transition experiences will continue to be reviewed remotely during the closure.
- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
  - Given the continuity of instruction delivered remotely, we expect that students will receive full credit for courses taken. We are prepared to provide any compensatory instruction or related services to these students as deemed necessary by our internal assessment and/or by the State.
- Assessment of learning loss and an initial plan for potentially addressing learning loss
  - Given the continuity of instruction delivered remotely, we expect that students will receive full credit for courses taken. We are prepared to provide any compensatory instruction or related services to these students as deemed necessary by our internal assessment and/or by the State.
- STEM or other programs using reallocated grant funds
  - These programs and funds are not applicable to us.
- Title 1 extended learning programs
  - These programs and funds are not applicable to us.
- **Essential Employees**
  - We will ensure that essential employees are identified, and a list will be provided to the county office at the time of the transition to remote or virtual instruction.