The Virtual or Remote Instruction Plan
2024-2025 School Year

Mr. Michael Hunter
Superintendent

District Mission Statement

Mount Ephraim Public School District is a community school that prepares our students for high school, higher education and career readiness through innovative curriculum, relevant academic programming, and personalized learning so that all students discover the best version of themselves.

District Values
- Safe and healthy working and learning environment- both physically & emotionally.
- Clear, comprehensive and transparent communication that instills trust and home-school community partnerships
- Rigorous, innovative, inclusive and differentiated instructional programs with high academic standards that instill a love of learning
- Fiscal responsibility and long term sustainability with adherence to governmental requirements and expectations
- Accountable, ethical and self-reflective behaviors in all practices and interactions

District Vision Statement
We envision that Mount Ephraim Public Schools will be a thriving, dynamic and innovative educational environment where every students is achieving at their maximum potential in an engaging, inspiring and challenging learning environment that produces self-directed learners and stimulates the community to trust in, invest in, and benefit from public education. *Building upon our strong foundations of academic excellence, inclusion, voice, and cultural proficiency, we will:*

Mount Ephraim Board of Education Members

Holly Marrone, President
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Michelle Cannaday
Michael Casey
Brian Cavallaro
Lewis Greenwood Jr.
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Guiding Principles

1. The health and safety of ALL individuals who enter our buildings

2. Academic integrity for our teachers and to our learners

3. The impact on the Mt. Ephraim community

The Virtual or Remote Instructional Plan

Equitable Access and Opportunity to Instruction	
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes, the Mt. Ephraim Public School District will follow the timelines list in the The Road Forward Plan from 2020-2021 in the event of a future school closure. The timelines will be adjusted as necessary to reflect the impact of the emergency. Students will be required to attend and participate throughout the school closure and attendance will be recorded daily.
2. Does the program ensure that all students varied and age-appropriate needs are addressed?	Students in Kindergarten through 8th grade will have synchronous learning throughout the school day, operating the regular schedule for staff and students. Preschool students will have asynchronous and synchronous instruction throughout the school day.
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.	Yes, the plan is designed to maximize student growth and learning by providing a full day of synchronous learning.
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	While offering synchronous instruction throughout the day, we would continue to progress monitor our students utilizing I-Ready, Fountas & Pinnell, and NWEA Map as needed, according to our 2023-2024 testing calendar.
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	Access to technology devices and WiFi are integral to the successful delivery of at home instruction during an emergency closure. The District participates in the federal E-rate program, which provides schools with funding support for high-speed broadband connectivity and internal connection equipment. When possible purchases are made through cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County

| | Educational Services Commissions to procure technology and connectivity services. The District currently has devices for one-to-one access for faculty and students.

All of the District devices are cleaned, repaired, and updated yearly. Students in all grade levels have access to District Chromebooks. Students will be provided with applications for Comcast's Internet Essential (~$9.95/month) program for internet access. These programs do not require a contract, credit check, or in-home installation. These programs offer 'Hot Spots' if needed.

District devices that are malfunctioning may be returned for a working device at the student's school of attendance. Students are to contact their homeroom teacher, the technology coordinator and the building principal if they are having technology difficulties. Communications should include the parent/guardian's first and last name, contact number, email, student's first and last name, and a detailed description of the problem. All technology repairs will take place in a timely manner and will be available during regular school hours which may include direct phone lines, email, and/or Google Forms.

The District will conduct periodic surveys of faculty, staff, students, and parents in regards to technology needs including training sessions and the physical maintenance of equipment. |
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| **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? | The District will continue to meet the obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities will be critical points of discussion for every return-to-school scenario. As additional guidance is provided to districts by the United States Department of Education (USDE) and the NJDOE, the District will pivot and adjust in order to address the tenets of the Individuals with Disabilities Education Act (IDEA).

Special education may utilize a variety of modalities including virtual learning, electronic and video options, and paper-based |

	instructional activities and assignments. Related services including Occupational Therapy, Physical Therapy, Speech-Language Therapy, and school counseling that are provided remotely will be delivered through a variety of modalities including online tools and platforms, electronic communication, and paper-based materials/activities.
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 supports and services outlined in students' Individualized Education Plans (IEPs) will be implemented to the greatest extent possible. The child study team will develop procedures to complete any pending or incomplete evaluations necessary to determine or re-determine eligibility for special education. The child study team meetings, including identification or referral meetings will be performed remotely using conference or video call options. In-person meetings will resume when available and according to CDC guidelines. Special services providers and/or contracted specialists will work in consultation with the child study team in order to assure accurate accounting and delivery of services.
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?	Email is used to provide parents with copies of written notice and other required copies of documentation. Paper copies are mailed to parents in addition to electronic copies. The district will communicate to parents/guardians regarding the referral procedures for the identification of potentially disabled students. Special services providers and/or contracted specialists will work in consultation with the child study team in order to assure accurate accounting and delivery of services. The district will communicate frequently with families of students (placed in and out of the district) with significant medical risk factors and determine if additional precautions

	or unique measures are necessary to support individual students' return to school.
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Evaluations and reevaluations that can be conducted remotely will be conducted in that manner. Evaluations that cannot be completed remotely will be completed utilizing all necessary personal protective equipment to ensure the safety of both students and staff.
	The child study team will review student data/progress/levels of functioning to determine the need for additional services to address learning loss.
	The CST will consider the impact of missed services on student progress toward individual goals and objectives and determine if compensatory services are needed to address any regression to recoup skills within a reasonable amount of time.
Addressing English Language Learners 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?	The in-person program is aligned with State and Federal requirements; the virtual or remote instruction plan has similar support as modified for our general education and special education students. Students will be supported during a block of time in their schedule similar to the in person program.
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	The teachers provide translated materials for families as needed. The teacher also offers translation services, parent/guardian outreach, and provides for individual student attention. At times, the District employees use outside translation services, for IEP meetings.
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 Districts' educational program is a tier model of instruction, which provides differentiation throughout the grade levels and content areas. Differentiation may include but is not limited to the type and level of materials, presentation styles, assessment design, frequency, and duration of instruction, mode of instruction (synchronous, asynchronous, in-person, remote, etc), group size (individual, small group, whole class), and group design (homogeneous/heterogeneous).

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)?	The District incorporates a comprehensive and sustained job-embedded professional development program. For example, the District is in year two of a partnership with Dr. Josue Falaise and GOMO Educational Services
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?	Student attendance for both in-person and remote learning will be accounted for based on student engagement in instructional activities including but not limited to in-person attendance, participation in synchronous and asynchronous learning, and assignment completion. In-person attendance will be taken daily. Students assignments must be completed in a timely manner. School-based staff (e.g. classroom teacher(s), counselor(s), administrative assistant(s), and principal(s)) will identify students who are not attending or participating regularly and assist with addressing barriers preventing student attendance. Absentee patterns will be monitored and addressed as needed, i.e. communications with CCDOH and families. Through the targeted use of assessment data and school structures (Response to Intervention: RTI, Intervention & Referral Services: I&RS, and Team and Grade Level meetings), the District will focus on decreasing learning gaps and assuring each student to meet or exceed the NJSLS at their grade or instructional level. Students and staff will follow the official grading and promotion policies. Assignments will be graded true-to-scale. Work that has not been completed or that is below grade level expectations will be returned. Work that has not been completed independently will be returned. Grading practices and expectations will be consistent across grade levels, content areas, and throughout individual schools.
2. Does the program describe how the LEA communicates with the family when a student is not	School communication will follow the chain of command and come in the following order 1) teacher(s); 2) in-class support and

participating in online instruction and/or submitting assignments?	instructional staff; 3) school counselor; 4) principal; 5) superintendent.

Safe Delivery of Meals Program	
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of our students. Meals (breakfast and lunch) will be available for pick up daily on short closures. If the emergency closure extends, meals for the week will be available for pick-up on Tuesday of each week between 11:00 a.m. and 1:00 p.m. It is important to note that the Mt. Ephraim Public School District is a walking district and all meals will be available for pick up at the Mary Bray Elementary School. If meals are not available from the homeschool of our Choice students, alternate meal deliveries will be made for qualified students. It is also important to share that in emergency and/or unique situations school-to-home delivery of meals will be provided.

Facilities Plan	
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	In order to return to in-person instruction, healthy school environments will be a priority for the District. The custodial department has a comprehensive cleaning procedures. These protocols have been expanded and include an increase in frequency of cleaning and disinfecting. Daily and nightly inspections sheets are incorporated into our current plans. The District will be implementing the guidelines for daily, weekly, bi-weekly, and monthly deep cleanings, disinfecting, and improved ventilation as recommended by the Centers for Disease Control and Prevention and the Camden County Department of Health. The following protocols and procedures will be updated and refined upon further guidance from the CDC and/or CCDOH. Maintenance and custodial staff are fully informed regarding expectations for the use of cleaning agents and disinfectants. As is practice, the District increases the use of disinfectants during

	the months of January, February, and March (Cold and Flu season) and when student and/or staff absentee rates increase. An electrostatic disinfectant sprayer is used in areas where an exposure is identified. The COVID-19 protocols include additional measures. Questions regarding building cleanliness are to be directed to the building custodial staff AND the building principal.
Other Considerations	
a) Accelerated Learning Opportunities	Students in Kindergarten through 8th grade will have synchronous learning throughout the school day, operating the regular schedule for staff and students. Preschool students will have asynchronous and synchronous instruction throughout the school day.
b) Social Emotional Health of Staff and Students	Conditions for learning involve the social, emotional, and environmental factors that can affect educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. Social Emotional Learning (SEL) and School Culture and Climate focuses on re-engaging students, supporting adults, and building relationships, and creating a foundation for academic support. When the school reopens, the impact of social isolation on both educators and students is a key area of concern for the District. The District will capitalize on district, local, county, state, and national resources. By building a strong foundation and continuing with ongoing support throughout the year(s), the district will be able to grow, adapt, and support faculty, staff, students, parents/guardians, and the community. Mental Health and Trauma supports may include and are not limited to counseling support in each school, live and virtual counseling and mental health for students and families, training sessions for administration, faculty, and staff, and trauma-informed mental health activities for all stakeholders. Trauma-informed SEL is an approach to fostering youth's social-emotional development practices that support all

	students; however, the district will need to be particularly inclusive and responsive to the needs of students who experienced trauma related to a school closure. Social-Emotional Learning. The administration, faculty, and staff will be reminded of the developmental trajectory of student's social-emotional learning. There will be needed ongoing professional development in order to naturally infuse and integrate social-emotional learning across the curriculum. The Mindfulness work that has already been completed, will need to be revisited and reinforced being 'mindful' of the impact of COVID-19.
c) Title I Extended Learning Programs	The Mt. Ephraim Public School District will provide basic skills instruction to eligible students synchronously during any remote or virtual school closure as it would be while in person.
d) 21st Century Community Learning Center Programs	N/A
e) Credit Recovery	N/A
f) Other Extended Learning Opportunities	N/A
g) Transportation	The Mt. Ephraim Public School District is a walking district. Choice students self-transport as well. District assigned students that are attending out-of-district placements will follow the guidelines set-forth by the contracted service providers. All NJDOE, CDC, and CCDOH guidelines must be followed. As an employee of the District, drivers must adhere to all waivers and screening protocols.
h) Extra-Curricular Programs	The Mt. Ephraim Public School District students will continue to participate in extracurricular activities with our sister school, Audubon High School as long as they are permitted to play under the NJSIAA rules and regulations during school closures.
i) Childcare	The Mt. Ephraim Public School District partners with Archway, Just Kids for our before and after care programming. If the need arises for a short-term closure, we will work with the vendor to

	see if they have the staffing to support childcare during the instructional day. If the closure is long-term, we will not be able to sustain childcare during the instructional day.
j) Community Programming	The Mt. Ephraim Public School District will collaborate with Audubon School District as well as the Mt. Ephraim Police Department (MEPD), the Mt. Ephraim Fire Department (MEFD), and the Mt. Ephraim Youth Athletic Association (MEYAA).
Essential Employees	
1. 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.	The administration, technology coordinator, custodial, and food service team are deemed to be essential employees. Currently we have 4 administrators, 1 technology coordinator, 6 custodial staff and 6 food service employees.

Appendix A: School Resources

Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries

5 Strategies for Teacher Self-Care

Educator Stress Spectrum

Educator Resilience and Trauma-Informed Self Care

Handout: Supporting Healthy Mindsets Behaviors

NJEA's Member Helpline

Resiliency Resources at Rutgers University Behavioral Health Care

Maintaining Wellness for Teachers and Staff During Remote Learning

[Seven Strategies for Teaching Students in a Remote Environment](#)

Appendix B: Community Resources

[General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion Lis (NJDOH)](#):

[Disinfectants for Use Against SARS-CoV-2 (EPA)](#)

[Guidance for Cleaning and Disinfecting Public Space, Workplaces, Businesses, Schools, and Homes (EPA)](#)

[Families Portal (NJDOE)](#)

[National Standards for Quality Online Learning](#)