The Calais School

Exceed Your Possibilities

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Chapter 27 Emergency Virtual or Remote Instruction Programs 2022 – 2023 School Year

School: The Calais School - 45 Highland Avenue, Whippany, NJ 07981

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Population: The Calais School is a state-approved private school for students with disabilities. All students in grades K-transition are students with documented disabilities.

1. Technology surveys are sent to families. Calais utilizes Google Meet for virtual instruction. Students and/or staff without access to a laptop are provided with a laptop or Chromebook by The Calais School. Individual technical support is provided by Calais. Any emerging technology issues are addressed by teachers and counselors (i.e., one-to-one assistance on how to successfully access technology, providing alternate supports such as email assignments, and paper copies when possible). A technology coordinator is also available for immediate, live support. For families without internet access, a hot spot is provided so they have internet access at home. A student learning virtually due to illness or quarantine will have all course subjects and assignments commensurate with an in-person school day. Assignments and instruction will meet/exceed the four-hour requirement.

    *Since Calais is utilizing Google Classroom and Google Meet and has been doing so since the Spring of 2020, the school will be able to make a quick and efficient shift to the all virtual model in the event of a

district-wide closure.

2. School lunch is provided to Calais students through their sending districts.
3. Calais School's hours are a full in-person school day from 8:10 - 2:45

Continuity of Learning

The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The Calais School will work closely with its stakeholders to ensure decisions are made collaboratively and transparently.

The Calais School will consider the following to ensure continuity of learning:
- Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications. The Calais School will communicate with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary.
- Essential Employees will be identified and a list will be provided to the county office at the time of transition to remote instruction.

Technology and Connectivity:

The Calais School will strive to ensure that every student has access to a device and internet connectivity. The Calais School will prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, The Calais School will include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- Conduct a needs assessment. Determine the number of students that will require school-provided devices and/or internet access in order to access remote education. It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
- Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment. The information provided in this section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.
- For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.

Curriculum, Instruction, and Assessments

When planning for the 2022-2023 school year, whether instruction be remote, in-person, or a hybrid of the two, The Calais School Attestation Plan is built around the following critical tenants:
- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
- Attendance will be determined by one of the following determined by the lessons delivery methodology (synchronous or asynchronous):
  - Virtual presence
  - Task completion

- - Student - Teacher interaction
  - When a student has not been participating in online instruction, a school representative will communicate with the family in order to encourage participation.
  - This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
  - Strong instruction, student engagement, and effective assessment ard interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
  - Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
  - Thoughtful planning is necessary to provide necessary support for instructional shifts.
  - Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
  - The Calais School will encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques including discussions:
    - Synchronous and asynchronous remote learning benefits
    - Social Emotional Learning (SEL) and school Climate and Culture (for students and staff)
    - Multi-Tiered Systems of Support (MTSS)
    - Wraparound Supports
  - Learning and Growth will be continuously monitored through teacher designed formative and summative assessments

Professional Learning
- Professional Learning Prior to the Beginning of the School Year
- The Calais School will identify the consistent technology that will be used throughout the school community in a remote instruction model and provide training in the use of all platforms.
- Additional considerations include:
- Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology (see Remote Learning During the COVID-19 Pandemic)
- Ensuring that novice provisional teachers, teachers new to The Calais School and other new staff have sufficient training in the technologies that will be used.
- Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction.
- Professional Learning Throughout the School Year:
- The Calais School will develop training schedules and staff collaboration time in accordance with the needs of the school.
- The Calais School will develop professional learning experiences that ensure high
- quality instruction for all students.
- Professional learning must grow each educators' professional capacity to deliver developmentally and age appropriate, standards-based instruction remotely.
- The Calais School will plan how learning will be differentiated to accommodate the needs of the following students:
  - Students with Disabilities
  - English Language Learners
  - Students without devices and/or internet
  - Undocumented students

- Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
- Consider a survey of needs to gain input from various stakeholders
- Frequently and consistently communicate with all stakeholders prior to and during the school year
- Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the school, school and individual educator.

Special Needs
- IEP implementation will be documented through collaboration between counselors, teachers, and related service providers.
- Case managers will be provided with the most up-to-date contact information for the families of our students In order to ensure services are implemented in accordance with IEPs
- IEP meetings will be conducted using tele-conferencing or video-conferencing methods. This will be determined on a basis of Parental familiarity.
- Case workers and counselors will continue to provide access to community programming.

English Language Learners

- ELL students will continue to be supported throughout the duration of virtual schooling.
- Translators will be available to ensure proper communication with families of ELL students
- Professional development programming will be made available in the event of students affected by forced migration.

Building Maintenance
- The school building will be continually monitored and maintained throughout a prolonged closure.
- The Maintenance Supervisor will monitor deterioration and continue to perform the necessary maintenance and repairs.

Other Considerations
- Accelerated and extended learning opportunities as well as credit recovery are facilitated through Educere.
- Extra-curricular activities will be facilitate through virtual means or be facilitated through the sending district.
- Transportation staff will be on call to facilitate student learning in the case that a student needs something from school.