

**SEARCH Day Program  
Virtual or Remote Instruction Plan  
2022 – 2023**

SEARCH Day Program remains committed to maintaining a healthy and safe learning environment, which includes high quality and in-person educational services. However, pursuant to N.J.S.A. 18A:7F-9© and N.J.A.C. 6A:32-13.1 and 13.2, the SEARCH Day Program has developed this 2022-23 Virtual or Remote Instruction Plan. This current plan is based on a thorough review of the previous school year, which can be characterized as one of transition to more normalized school operations, and increasingly more effective means to conduct school operations in the context of COVID-19 protocols and practices. In the event of a school closure, or a health-related quarantine, our faculty has the experience and tools to conduct substantive remote or virtual education for our students and families.

**Equitable Access and Opportunity for Instruction**

The school has sufficient number of internet-ready laptop computers, Chromebooks and iPads to maintain a nearly 1:1 student/computer ratio. While these devices do not normally leave the campus, there is a process in place for parents to borrow a device from the school in the event of a school closure. All laptops have web-filtering software installed by Paradigm Pioneers and parents were instructed that they be used for educational purposes. A 2022-23 Home Technology Survey was distributed in September 2022 to determine any support families may need in the event of a school closure.

Parents have been advised that any school allocated device would require an internet connection. In the event there is no internet in the home, parents will be given information regarding how to purchase low-cost internet service. In the event, parents would need additional support to acquire internet service; the school will notify the sending school district until resolved. In the meantime, the teacher and related service providers would send home individually prepared lessons and schoolwork packets and provide telephone consultation with parents.

As technology issues arise for students or parents, they may contact the school principal or school supervisor for assistance in resolving their technology concerns.

Regarding technology needs, please email Mike Carpino, [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com), or Lori Evans, [levans@searchdayprogram.com](mailto:levans@searchdayprogram.com).

**Individual Virtual or Remote School Day Plans**

Based on the individual IEP, teachers will plan for a minimum 4 ½ instructional hours for each virtual or remote school day. To assist students and parents, teachers may schedule various forms of instruction into a sample remote school day. Parents should speak to teachers regarding such plans.

## **Instructional Platforms and Designs Available to All Students and Parents**

Due to the diverse educational needs of the students served in the school, the classroom teacher and related services provider will make decisions regarding which instructional designs will be used for individual students after consultation with parents and careful consideration of student's IEP objectives, the necessary accommodations and modifications, and the student's ability to use technology independently.

**Teacher/Related Services Internet-based Remote Lessons-** These are individual and small group remote lessons delivered by certified teachers and related service providers, with paraprofessionals and specific student assigned 1:1 aides, when appropriate, that address specific IEP goals and objectives; while utilizing the accommodations, modifications and supports that are written in individual student IEP's, to the greatest extent possible. The lessons are developed by certified teachers and related service providers to address a broad range of skills based on individual student needs. Most often, these lessons are arranged to be delivered synchronously.

**Teacher/Related Services Internet-based Remote Parent Consultation-**These are individually scheduled video conferences between parents and school personnel that are specifically designed to assist parents to use the accommodations, modifications, strategies and supports in their child's IEP and to assist them to participate in remote instruction. These consultations may use strategies such as guided practice, modeling and feedback, video role-plays, written descriptions, etc. to assist parents to become effective interventionists with their child in the home.

**IXL Learning-** This is an online program that is designed to improve student understanding, performance and confidence in mathematics and language arts. IXL creates differentiated learning environments that generate questions at the right level or rigor for every student and continues to adapt with students as they grow.

**Education.com-** This is an online easy-to-use, comprehensive, and secure supplemental digital learning program that empowers administrators and teachers to help PreK-5 students build essential skills and excel in math and reading. Education.com empowers teachers with concise and actionable learning data through the Progress Tracker, allowing them to quickly identify areas for enrichment and re-teaching.

**Starfall Education-** This is a publically supported and fully developed comprehensive pre-K, English, and language arts Kindergarten curriculum with a number of activities that extend into second and third grade. In the Starfall website, children have fun while learning language arts and mathematics through exploration, music, and play.

**Virtual Field Trips-** These are educational destination-based videos for social studies, geography, life and science curriculums. Under the direction of the classroom teacher, these activities allow students to visit sites around the globe, and open their eyes to the world around them!

**Email Lessons-** As a supplement to other communications (such as internet-based videoconferencing lessons, telephone communication, etc.); teachers may use email to deliver individual student lessons to parents. In general, these will be written descriptions of lessons that permit parents to implement instruction as home. When emails and videoconferencing are used as part of regularly scheduled communications, there is a powerful and effective means to ensure parents are prepared to use the

appropriate IEP accommodations, modifications and supports students need to help their children at home during remote instruction.

**Telephone Conferencing-** Like email lessons, when telephone conferencing is used with other forms of virtual and remote instruction, there is a powerful and effective means to use frequent contact with parents to promote the success of student's participation in remote learning. These contacts are used to "check in", identify issues that may require additional support via teleconferencing, and identify next steps in remote and virtual instruction.

**Individually Prepared Mailed Materials-** Teachers and related services providers may prepare a package containing instructional materials that students use at school to be sent home during remote and virtual instruction. This may include pre-vocational materials, schedule books, colored or number coded bins, and other supplies that are familiar to students and directly related to IEP goals and objectives. These materials may promote generalization of IEP skills and assist the student to learn new skills in the home setting. During videoconference, (Zoom) lessons or parent consultations, these materials may be used to assist the student to understand the expectations and reduce problem behavior that may result from misunderstanding expectations.

### **Community Based Instruction (CBI) and Structured Learning Experiences (SLE)**

The SEARCH Day Program recognizes the importance student skills addressed in the context of 21<sup>st</sup> Century Community Learning Center Programs and addresses such skills in the CBI and SLE instructional setting. In the event of a school closure, goals and objectives addressed in the context of CBI or SLE may continue. Using the IEP as a basis for all instruction, teachers and related service providers have prepared remote and/or virtual instructional lessons and activities with the broad range of skills all students will need to actively and meaningfully participate in home, community and career life. For lessons that address IEP objectives related to daily living skills (such as hygiene, laundering, using household appliances, simple snack/meal preparation, etc.), financial literacy (such as balancing checking account, money skills, weekly and daily budgeting, etc.) and career readiness (such as conducting on-line job searches, completing work applications, identifying work preferences, etc.) are available, as appropriate.

### **Extended/Accelerated Student Learning Opportunities**

The availability of resources to teachers and related service providers makes it possible for students and parents to extend learning beyond the remote or virtual lessons that teachers and related service providers that available to students. Parents are encouraged to speak to their child's teacher and/or related service providers, in the event they would like to explore additional learning opportunities for their children during remote or virtual instruction.

### **IEP Documentation and Measures of Student Learning**

The implementation and provision of all instruction and IEP services, as well as accommodations and modifications, will be tracked by all the teachers, related service providers, and behavior analysts, using the available data collection tools, lessons and remote consultation notes, and other available logs (online platforms such as IXL Learning, specifically student assigned 1:1 aides, etc.). Progress reports will continue to measure student performance on IEP goals and objectives via teacher generated data

collection tools and assessments of student learning and growth. Among the methods that are available to be used are:

Teacher (teacher aide or specific student assigned 1:1 aide) collected trial-by-trial data on student performance in **individual** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected trial-by-trial data on student performance in **group** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected prompt/prompt-fading data on student performance in **individual** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected prompt/prompt-fading on student performance in **group** teleconference lessons

Anecdotal teacher/therapist notes of student performance from **individual** lessons

Anecdotal teacher/therapist notes of student performance from **group** lessons

Teacher recorded parent anecdotal notes of student performance during parent-directed learning activities using IEP accommodations, modifications and supports.

Parent collected trial-by-trial data collected

Videotaped recordings submitted from parents

Photographs submitted from parents with narrative description

Samples of student written work

### **IEP Meetings, Evaluations and Other School District Requests**

In coordination with sending school districts, all IEP meetings will continue as scheduled. SEARCH Day Program may use teleconferencing, Zoom teleconferencing, etc. to conduct such meetings. Districts that choose to conduct evaluations, or other meetings, will coordinate such with the appropriate SEARCH Day Program administrative team members by contacting the school office at 732- 531- 0454, as customary procedure.

District representatives, such as case managers, may request the records pertaining to the remote services provided, or conduct follow up with families, to ensure services are implemented in accordance with IEP's to the greatest extent possible. Such requests can be arranged by contacting the school principal, Mike Carpino, [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com) or supervisor, Lori Evans, [levans@searchdayprogram.com](mailto:levans@searchdayprogram.com).

### **Communicating with District Case Managers**

All efforts will be made to resolve technology issues efficiently, including delivering devices, resolving software concerns, repairing school devices, and obtaining internet services. When necessary, the school administration will contact the student's sending school district and case manager to assist in resolving technology issue. When there is an absence of communication by a student, or parent, that extends more than 3 school days, it will be reported to the school administration for follow-up. Follow-

up may include telephone contact with parents to assist in resolving, or providing support to alleviate circumstances that may be preventing the child, and or their parents from participating in remote and virtual instruction. A record will be kept of these communications; when needed, sending school district assistance via case manager and or Director of Special Services will be sought to resolve such matters.

### **Virtual Support**

SEARCH Day Program school principal, supervisor of education, and other faculty are available to support students, parents and staff members to use the various platforms associated with the remote learning plan every school day.

### **Student Attendance**

Student attendance will be monitored each day and recorded by teachers, related service therapists and designated attendance aides each day students are logged into scheduled remote and virtual instruction. Attendance includes completing assignments for the day, participation in individual and small group virtual lessons using internet-based videoconferencing (such as Zoom), parent recordings, parent data collection and notes, if appropriate. In addition, student participation using online platforms, such as IXL Learning and Education.com, will be recorded and monitored by classroom teachers. Student attendance will be sent to the SDP attendance officer for recording in the school register.

On March 13, 2020, The NJDOE noted that “ any day on which all students impacted by a public health-related school closure have access to home instruction service will count as a day towards the 180-day requirement in accordance with N.J.S.A. 18A:7F-9. Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures”.

For the student population served at SEARCH Day Program, student attendance is not a factor in decisions regarding student retention, promotion, graduation, discipline, etc.

Most of the students served in the school maintain the requisite skills necessary to independently plan, organize and operate technology and access the internet. Because of this, the students served by the school most often require parental guidance for student participation in remote and virtual lessons and instruction.

### **English Language Learners**

There are no ELL learners in the program. However, when parents and caregivers require translation services, the sending school district and SEARCH Day Program have services available to assist those who require it. For example, The SEARCH Day Program translates written materials (i.e., permission forms and general information flyers, etc.) when corresponding with families, as requested. Designated staff members are available to communicate with parents via phone calls, as needed. Google Translate is utilized by teachers and related service providers for translating the contents of emails. The sending school district is responsible for providing interpretive services at mandated meetings (i.e., Annual Reviews, Re-Evaluation Meetings, etc.), when needed. This will continue to be available during remote or virtual school days, as needed.

The school has a student population that requires a faculty that is trained in promoting a culture of safety, engagement, and empowerment. This is accomplished by ensuring that student, faculty, parents receive services that are comprised of evidence-based interventions and promote well-being, and healing. When necessary, sending school district case managers are advised in any potential trauma, crisis, dilemmas, or challenges that may affect students and/or parents so that support, referral, and potential resolution can be offered. Teachers, administrators and related service providers are provided with access to information regarding culturally responsive teaching and learning, social-emotional learning and trauma-informed teaching, as needed.

### **Food Delivery Program**

The school does not maintain a school-based food service program during the regular on-site school day. Parents, caregivers and group homes prepare all student's meals at home and send students to school with a lunch. Any arrangements for free and reduced lunches are made through the responsible sending school district.

### **Facilities Maintenance**

As essential employees, our facilities manager and custodial staff will continue to clean and disinfect school buildings, receive deliveries, and coordinate annual inspections, as necessary and appropriate according to required timelines during an extended school closure. As needed, they will make recommendations to the director regarding needed repairs. Lead testing will be conducted, as required. The facilities manager and custodial staff will continue to work closely with the nurse and Department of Health to ensure all cleaning products are sufficient, and any necessary health or safety protocols are implemented during a school closure, as expected.

### **Social and Emotional Health of Staff and Students**

Using the Crisis Prevention Intervention (CPI) Model, the SEARCH Day Program has continuously implemented trauma informed care and promoted the health, welfare, safety and security of all members of our community. By including all faculty in regular CPI training, school personnel are well versed and practiced at recognizing and intervening appropriately when our special needs student population may be experiencing trauma, and social or emotional health challenges. Likewise, resources will continue to be made available to faculty in regards to accessing mental health and trauma supports. As typical, our medical professional/school nurse will be available to provide any type of support and guidance to the school community. In addition, self-care and wellness will be a focus for faculty by providing relevant professional development and workshops. In the event of a school closure, this information will be delivered electronically via emails and teleconferencing meetings, when appropriate.

### **Extra-Curricular Activities**

For students, when arrangements for extra-curricular activities (examples: cheerleading, track, unified sports) are made with a sending school district and parent, a SEARCH Day Program administrator will communicate to the case manager and/or parents any remote or virtual school days that may prevent a student's participation in the extra-curricular activity. Depending on the circumstances, alternative arrangements may be available.

### **Transportation**

When the school is closed due to a Public Health Related School Closure, or student(s) are required to participate in remote or virtual instruction, the school principal, or a designee will contact the transportation company to inform them of the dates in which they will be closed, or dates a student(s) will not be riding the school bus.

### **Essential Employees**

Essential employees will be identified based upon the conditions surrounding the rationale for closure. The list of employees will be shared with the Monmouth County Department of Education in the event of a transition to remote instruction. Due to the educational, behavior and therapist needs of the students we serve and support, all employees are absolutely considered essential.