

Institute for Educational Achievement
Emergency Virtual or Remote Instruction Plan
2024-2025 School Year

Revised 6/3/20

Updated 8/24/21

Updated 8/25/22

Updated 7/20/23

Updated 7/19/2024

School:

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In accordance with P.L. 2020,c.27, the following plan will be implemented during a closure that lasts for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Equitable Access to Instruction

In the event it becomes necessary for the Institute for Educational Achievement (IEA) to implement a health-related closure for an extended period of time, the following steps will be taken to prepare for and implement remote instruction.

Preparing for Remote Instruction

1. IEA's Principal and Executive Director will establish and disseminate to IEA staff a protocol for enhanced school cleanliness and disinfection based on recommendations from the Centers for Disease Control and Prevention (CDC) and the New Jersey Department of Health (NJDOH).
2. Information will be obtained from parents, via a survey, about access to/available technology in the home in the event that remote instruction will involve on-line learning.
3. Student demographic information will be reviewed and updated if necessary.
4. Instructional staff members will identify instructional activities for each student that can be implemented at home. Instructional activities will be aligned with the student's current IEP goals across various instructional areas.
5. Instructional activities for each student will be approved by the Principal.

6. Materials will be developed that allow for the implementation of the selected instructional activities.
7. A data sheet will be created for each student that allows for the monitoring of progress with respect to the instructional activities.
8. An information sheet will be created for parents that provides information about the roles and responsibilities of the parents during the implementation of remote instruction.
9. Materials for each student, as well as the data sheet, will be reviewed by the Principal.
10. Materials for each student, along with the data sheet and information sheet, will be packaged and prepared for delivery.
11. Laptops and iPads will be prepared for dissemination to staff and students in need of such devices in order to participate in remote instruction.

Implementing Remote Instruction

Once a decision has been made to implement remote instruction:

1. Parents and staff will be notified of the decision via school messenger.
2. An email will be sent to the case managers from the sending school district for each student to inform them of IEA's decision to implement a health-related school closure.
3. In the event that any IEP meetings, eligibility meetings, or child study team member observations/testing are scheduled during the period of the school closure, the Principal will contact the case manager, via phone or email, to make alternate arrangements (e.g., reschedule, postpone until school is re-open, conduct meeting remotely).
4. The previously prepared remote instruction materials will be delivered to each student's home by IEA instructional staff.
5. IEA staff will be provided with the forms that will be used to document phone conferences, parent training, and instruction that will take place during the period of remote instruction.

During the time that remote instruction is implemented, instruction will be provided to IEA's students using the following methods:

1. Parent implemented instruction - Parents will implement instruction using the instructional materials provided by IEA. Materials will be updated, as needed, based on student progress.
2. Virtual instruction - Instructors (i.e., certified teachers and instructional paraprofessionals) will provide virtual, one-to-one, individualized instruction to students via zoom.
3. Group instruction - Instructors (i.e., certified teachers and instructional paraprofessionals) will provide group instruction to two or more students via zoom.
4. On-line learning - Instructional activities will be assigned to students via web-based educational programs (e.g., IXL online learning platform).
5. Video modeling - Instruction will be provided via video modeling using videos created by IEA staff and posted on IEA's remote learning YouTube channel.

Because IEA is an ungraded program, instruction is not differentiated by grade. In accordance with the individualized instruction typically provided at IEA, the type of instruction, and the amount of instruction provided using the methods indicated above, will vary based on the individual goals and learning style of each student as well as the needs of the family.

Oversight and Support During the Implementation of Remote Instruction

In addition to the instruction provided, oversight and support will be provided in the following ways:

1. Phone or video conferences will take place each week (i.e., Monday through Friday) between parents and the instructor (i.e., certified teacher or instructional paraprofessional) assigned to provide virtual instruction. The conference will provide an opportunity to discuss any questions or concerns. The student's level of participation in remote instruction will also be reviewed. Each phone conference will be documented using the provided forms and submitted to the Principal.
2. Phone or video conferences will take place regularly, between the instructional paraprofessionals assigned to provide virtual instruction and the certified teacher. Phone conferences will provide an opportunity for teachers to provide oversight and guidance to the paraprofessionals regarding the virtual instruction being provided. Each phone conference will be documented using the provided forms and submitted to the Principal.
3. Parent training via zoom or face time will be provided to parents with respect to the implementation of the instruction using the instructional materials sent home.
4. A summary will be provided to parents (via email) at the end of each week that details the training and/or instruction that was provided during the week as well as any suggestions that were made. The summary will also be sent to the Principal.
5. In order to ensure the advancement of instruction, new materials will be created and introduced based on student progress. New instructional materials will be provided to parents in the following ways: a) staff will arrange for a no contact delivery of materials to the home, b) materials will be sent via email, and/or c) materials will be ordered (e.g., via amazon) and sent directly to the parents. If any staff member needs any materials from the school building for the purpose of developing curriculum and/or providing instruction, he or she will contact the Executive Director or the Principal. The Executive Director or the Principal will obtain the materials and arrange for a no contact pick up.
6. For each classroom, weekly classroom meetings will take place via zoom with all instructors (i.e., certified teacher and instructional paraprofessionals) in the classroom. Those meetings will be attended by IEA's Executive Director and/or Principal.
7. During the period of school closure, the Executive Director and/or Principal will periodically attend virtual instruction sessions to provide support and guidance to the staff members implementing the instruction.
8. During the provision of remote instruction, instructional staff will be in regular contact (Monday – Friday) with families. If there is any indication from a family that their child is unable to participate in remote instruction because they no longer have access to, or do not have consistent access to, the necessary technology the staff member will convey this

information to the Executive Director. The Executive Director will contact the family to arrange for the loan of a laptop or iPad.

9. Periodic updates will be sent to staff and families via school messenger to provide information on the status of the school closure and the implementation of remote instruction.
10. During the duration of the school closure IEA's Principal and Executive Director will remain available to IEA staff and parents via phone and/or email.
11. In the event that a student is affected by forced migration from their home country, the Principal will provide training to the relevant staff (e.g., the teacher and instructional paraprofessionals that work with that student) regarding strategies for providing culturally responsive teaching, socio-emotional learning, and trauma informed teaching.

Addressing Special Education Needs

Because IEA is an APSSD, all students have special education needs. Using the instructional methods described above, individualized instruction will be provided to each student to facilitate acquisition of goals identified in his or her IEP.

For each student, instructional activities will be defined and data will be collected on the skills being taught via remote instruction. For the skills for which parents are implementing instruction (using the instructional materials provided by IEA) parents will collect data. Those data will be forwarded weekly (via text or email) to the IEA instructional staff member working directly with the family. For the skills being taught by IEA instructional staff (individualized one-to-one instruction, group instruction) the staff member will collect data on those skills. Those data will be used to monitor student progress and to make decisions regarding the introduction of new instructional activities.

The skills being taught via remote instruction will be aligned with the goals in each student's IEP. In accordance with the individualized instruction provided at IEA, the instructional activities, and the curriculum that is developed to teach those activities, will be developed to meet the specific needs of each student, and will incorporate the necessary modifications and accommodations. Information that documents the provision of remote instruction will be sent weekly to the Principal. The Principal will review that information to ensure IEP alignment and incorporation of the necessary modifications and accommodations.

For any student whose annual review (IEP) meeting due date will occur during the period of school closure, the Principal will contact the student's case manager from the sending school district via email to arrange a date and time for the meeting. IEA's Principal and the student's teacher will participate in virtual IEP meetings, as scheduled by the case manager.

For any student who is scheduled for re-evaluation IEA's Principal will be in contact with the student's case manager from the sending school district to discuss plans for the re-evaluation process.

Related services (OT, PT, speech therapy) are not provided at IEA. Throughout the school closure IEA will provide virtual instruction in all skill areas. That instruction will be individualized based on the goals identified in each student's IEP.

IEA's Principal will send regular updates via email to each student's case manager from the sending school districts. Updates will be sent approximately once a month to provide information about the status of IEA's implementation of remote instruction.

Addressing ELL and Bilingual Needs

IEA does not have any ELL students and the parents of all current students are English speaking.

Safe Delivery of Meals

IEA does not provide meals to students nor do any students currently receive meals from their sending school districts.

Length of Remote Instruction

Because IEA is an ungraded program, instruction is not differentiated by grade. In accordance with the individualized instruction typically provided at IEA, the type of instruction, and the amount of instruction provided using the methods indicated in this plan, will vary based on the individual goals and learning style of each student as well as the needs of the family. Instruction will be designed such that students receive a minimum of 4 hours of instruction per day (excluding lunch and recess). That instruction can include:

Instruction implemented by parents	up to 2 hours per day (M – F)
Virtual, one-to-one, individualized instruction	at least 2 hours per day (M – F)
Group virtual instruction	up to 1 hour per day (M – F)
Independent work	up to 2 hours per day (M – F)

IEA's educational program is designed to have a 1:1 ratio. Therefore, each instructional paraprofessional will be assigned the responsibility of assisting in the provision of daily virtual instruction to one of IEA's students during the period of school closure, under the supervision of the certified teacher. That staff member will also assist in the preparation of materials for independent work and for instruction implemented by the parents, for that same student, at the request of the certified teacher. For the instruction provided by instructional paraprofessionals,

the student's certified teacher will oversee that instruction via regularly scheduled individual meetings with the instructional paraprofessional and during weekly classroom meetings.

For each student, specific skills will be identified for which virtual one-to-one and group instruction will be provided. Those skills will be aligned with the goals identified in each student's IEP. The specific skills to be taught will be defined and a data sheet will be created. Data will be collected and graphed on a regular basis for each skill taught via virtual instruction and those data will be used to monitor student progress.

Instructional staff will also have the responsibility of preparing for, and implementing, group instruction for students in their class. During weekly classroom meetings (held via zoom) the implementation of group instruction will be discussed and decisions will be made regarding:

- Activities for group instruction
- The schedule for group instruction including which students will participate
- Which staff members are responsible for assisting in the preparation of the materials and instructing the group.

Each week, each instructional staff member will complete a log for their assigned student. The log will include the amount of time the student spent engaged in each type of instruction (e.g., virtual instruction, parent implemented instruction, group instruction) each day for that week (Monday – Friday). That log will be sent via email to the Principal at the end of each week. Each instructional staff member will also maintain an ongoing log that summarizes the skills being taught, the date each skill was introduced and the date that proficiency was achieved. Each staff member will forward the most recent version of that form to the Principal at the end of each month.

Attendance

Phone or video conferences will take place each week (i.e., Monday through Friday) with each family and an IEA instructional staff member. During that conference, the student's level of participation in remote instruction will be reviewed. Instructional staff members will report the level of participation in remote instruction to the classroom teacher. Each week, the teacher will report the attendance for the week, for each student in the class, to the Principal.

For any day that a student has not participated in remote instruction, via any of the methods outlined in this plan, he or she will be considered absent.

If a student is absent for three consecutive days, the IEA instructional staff member in contact with that family will report those absences to the Principal. The Principal will then call the family to check in and follow up with the family regarding participation in remote instruction.

Consistent with IEA's typical reporting procedure, if a student is absent for 5 consecutive days, the Principal will inform the sending school district with a letter sent via email to the student's case manager.

Because of the individualized nature of the instruction provided at IEA, and the fact that IEA is an ungraded program, attendance does not impact promotion, retention, or graduation. In addition, disciplinary measures are not implemented based on attendance.

Facilities

Throughout the duration of the health-related school closure daily cleaning of IEA’s school building will continue as regularly scheduled. In addition, the contracted cleaning company will sanitize all areas of the building at least once during the closure.

IEA’s Executive Director and/or Principal will enter the building at least once a week during the period of the school closure to ensure that the building is safe and secure. Any facilities issues identified by the Executive Director and/or Principal will be addressed/resolved accordingly.

Essential Employees

The following IEA staff members are considered essential employees. These employees will be in the school building as needed during the school closure. The names of the identified essential employees will be sent to the county office when IEA transitions to remote instruction.

Eric Rozenblat, Ph.D., BCBA	Executive Director
Dona De Feo, Ph.D.	Principal
Marlene Haftek	Business Manager

Summer Programming

If it is determined that the school closure will continue through the ESY, instruction will continue to be provided remotely as outlined in this plan. The ESY will run from July 8, 2024 through August 16, 2024. During that time period instruction will be provided Monday through Friday. Typically, IEA’s school day runs from 9:00 – 2:45. If remote instruction is implemented during the ESY, the hours will vary based on the individual needs of the family, with at least four hours of instruction being offered per day (excluding lunch and recess).

For students, whose IEP’s include goals related to Career Readiness Life Literacies and Key Skills, skills related to those goals will be incorporated into the remote instruction provided by IEA. For example, instruction might include practicing vocational tasks, budgeting, or learning interactions that are appropriate for a work setting.

Once instruction in the school building is resumed, data will be collected on the specific skills students were learning prior to the school closure. Those data will be analyzed and used to assess learning loss. Based on those data, individualized instructional strategies will be developed to facilitate recoupment of skills.

Board Approval

At a regularly scheduled meeting held on July 24, 2024 IEA’s Board of Trustees approved this emergency virtual or remote instruction plan.

Posted on Website

Following approval by IEA’s Board of Trustees, IEA’s emergency virtual or remote instruction plan was posted on IEA’s website (www.ieaschool.org).

Sharing of Plan

IEA’s emergency virtual or remote instruction plan was sent via email from IEA’s Principal, to each student’s case manager from the sending school district. If/when revisions are made to the plan, the revised plan will be sent via email to each student’s case manager from the sending school district.

Demographic Profile

IEA’s current enrollment consists of 27 students ranging in age from 3 to 19. All students have an educational classification/diagnosis of autism.

Total number of students	27
Number of homeless students	0

Student Ages

Age Range	Number of Students
3 - 7	*
8 - 11	11
12 – 15	*
16 - 21	*

*= fewer than 10 students

Sending School Districts

Bloomfield	Old Tappan
Chatham	Oradell
Emerson	Parsippany Troy-Hills
Englewood	Ridgewood
Fair Lawn	Tenafly
Hackensack	Wanaque
Ho-Ho-Kus	Wayne
Montclair	West Milford
Nutley	Woodbridge

Access to Technology

Students

Prior to implementing a health-related school closure information will be obtained from parents, via a survey, about access to/available technology that could be used to access on-line learning in the home.

Based on the results of the survey, laptops or iPads will be loaned to those families who do not have access to the technology needed to ensure that their child can consistently participate in remote instruction.

During the provision of remote instruction, instructional staff will be in regular contact with families. If there is any indication from a family that their child is unable to participate in remote instruction because they no longer have access to, or do not have consistent access to, the necessary technology the staff member will convey this information to the Executive Director. The Executive Director will contact the family to arrange for the loan of a laptop or iPad.

Staff

Prior to implementing a health-related school closure information will be obtained from staff, via a survey, about access to/available technology that could be used to provide on-line instruction to IEA's students.

Based on the results of the survey, laptops or iPads will be loaned to those staff members who do not have access to the technology needed to ensure that they can consistently provide remote instruction to IEA's students.

Other Considerations

Accelerated Learning Opportunities

During the period of time during which remote instruction is being provided, IEA will continue to provide individualized instruction based on the goals in each student's IEP. Data will be collected on the skills being taught and instruction will advance as students demonstrate acquisition of skills, as evidenced by the data.

Social emotional health of students

Any concerns related to a student's social emotional health, as noted by instructional staff who are working with students, will be shared with the Principal and/or the Executive Director. The Principal and/or the Executive Director will work with the instructional staff to develop an individualized plan about how to best address the social emotional needs of the student.

Social emotional health of staff

The Principal and the Executive Director will have regular contact with all staff in order to provide ongoing and continued support to foster the social/emotional health and well-being of staff.

Title I Extended Learning Programs

IEA does not have any Title I Extended Learning Programs.

21st Century Community Learning Center Programs

IEA does not have any 21st Century Community Learning Center Programs.

Credit Recovery

Students attending IEA do not receive credit hours

Other extended student learning opportunities

IEA does not provide extended student learning opportunities

Transportation

IEA does not provide transportation

Extra-curricular activities

IEA does not have extra-curricular activities

Childcare

IEA does not provide child care

Community Programming

For students who were receiving instruction via community programming prior to the school closure, skills related to the goals being addressed will be incorporated into the remote instruction provided by IEA. For example, instruction might include creating a shopping list, identifying the amount of money needed to pay for a purchase, selecting preferred items from a menu, or calculating a tip.