

Hope Community Charter School
836 South 4th Street, Camden, New Jersey 08103

Chapter 27 Emergency Virtual or Remote Instructional Program 2024-2025

In an effort to provide for continuity of instruction in the event of a public-health related district closure or partial closure, Hope Community Charter School will utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7-F-9. This plan will be implemented during a district closure or partial closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or directive by the appropriate health agency or officer to institute a public health-related closure. A day of virtual or remote instruction under this plan will be considered the equivalent of a full day of school attendance.

Equitable Access and Opportunity to Instruction

Hope Community Charter School ensures that all students have equitable access and opportunities for instruction, digital technology, and support via our emergency remote learning programming plan as outlined.

Communication of Closure

Parents will be notified of the shift to virtual/remote instruction as soon as possible. Notifications will be made via Class DoJo, Blackboard Connect text messaging system and phone calls. All notifications will be in the parent's native language.

Communication During Closure

Families can reach out to the school via email, Class DoJo messages or by calling the school at 856 379-3448.

Digital Divide and Connectivity

Device Distribution

Our program ensures there is no digital divide, whether it be network access or lack of sufficient access to devices. We have a 1:1 Chromebook initiative in the district where every student in grades K through 8 is assigned their own accessible Chromebook. Families without connectivity or digital access will also be identified by schools via survey, phone calls, and identifying students not participating in remote learning.

For families, without connectivity, we have purchased hotspots to use at home for completing remote learning and accessing the internet. Kajeet hotspots will be provided to all families who do not have Internet access. Every effort will be made to send the devices needed for instruction home with students before the closure if possible. After the closure, devices will be available for pick up during school hours.

Remote Learning Plans

The district has developed a full-time remote learning plan for Kindergarten through 8th grade. The schedules are listed below. Each remote instructional platform adheres to the requirements for a full day of school and addresses each of the necessary New Jersey Student Learning Standards in all subject matters.

Hope Community Charter School is a Google Suite district and uses Google Classroom, Pear Deck, Kami, in addition to Zoom and additional online programs for delivering remote lessons and virtual learning.

Teachers will record attendance each day and monitor student participation in their remote learning classrooms and sessions.

Virtual /Remote School Day Hours

Monday – Thursday

9:00 a.m. – 12:00 p.m. required online instruction

1:00 p.m. – 3:00 p.m. required online instruction

3:00 p.m. – 4:00 p.m. optional extra support and teacher office hours

Friday

9:00 a.m. – 1:00 p.m. required online instruction

1:00 p.m. – 2:00 p.m. optional extra support and teacher office hours

Attendance Plan

The district will adhere to its attendance policy for in-person instruction and monitor classroom participation through the remote learning platform. Attendance will be recorded daily. School Social Worker, classroom teachers, and school administrators will monitor attendance and connectivity to ensure all students are accessing materials, support services, and instruction (see roles and responsibilities of staff for more information). The impact of attendance will be reviewed and discussed with the family and student if concerns arise. School staff, counselors, CST case managers, classroom teachers and administrators will communicate with families when a student is not participating in online instruction and/or submitting assignments.

Food Services and Distribution

Nutrition for our students is a priority for the school district. The district and its food vendor, Revolution Foods, recognize the importance of a healthy, nutritious breakfast and lunch as a necessary component to student learning, achievement, and overall well-being. Hope Community Charter School will provide breakfast and lunch meals for all students during virtual/remote instruction. We have developed a school nutrition services plan to implement during an emergency closure.

- We will communicate with families about the weekly meal pick up schedule and procedures for participating when implemented via Class Dojo, and the Blackboard Connect text system to all families in their native language.
- The School Hiring & Support Manager directs and manages daily food services, provides oversight to organize staff, and works with our school vendor to implement.
- Meals will be prepared and packaged for students in a grab-and-go fashion.

Facilities Plan

The district realizes buildings and facilities must be maintained during long closures or extended periods of time when buildings are not occupied. Custodial and Maintenance personnel must attend to the school and additional buildings under the direction of the School Business Administrator to ensure staff and students return to a clear operational learning environment.

Staffing

The district realizes our teachers are critical to supporting student learning, especially during this time. In making staffing scheduling and assignments, the district considers and follows all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law.

Remote Learning Environments: Roles and Responsibilities

Hope Community Charter School has outlined roles and responsibilities for all district staff for both in-person and remote learning environments. The following are some of the roles and responsibilities outlined for staff, but not limited to these alone.

School Administrators - *Essential Employees*

- Oversee specific departments.
- Oversee district operations.
- Oversee special education, IEP, 504, I&RS provisions.
- Oversee equity provisions.

- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Oversee school based programs and personnel.
- Oversee instructional learning plans.
- Lead parent and school communication.
- Assist with student and parent questions.
- Facilitate resources as needed for teachers, students, and parents.
- Support teachers with developing learning activities.
- Assess teacher, student, and parent needs regularly.

Instructional Staff (Teachers)

- Reinforce social distancing protocol with students and co-teacher or support staff.
 - Support school building safety logistics (entering, exiting, restrooms, etc.).
 - Provide instruction according to the district developed instructional schedules per grade level in both in-person and hybrid formats.
 - Engage and motivate students to learn.
 - Assess student progress early and often and adjust instruction and/or methodology accordingly. ●
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Set clear expectations for remote and in-person students.
 - Provide regular feedback to students and families on expectations and progress
 - Submit lesson plans outlining instruction on district determined framework.
 - Manage and maintain online platforms such as Google Classroom and Go Guardian.
 - Frequently grade and provide formative feedback on student performance.
 - Communicate regularly with students and parents about progress.
 - Instruct and maintain good practice in digital citizenship for all students and staff.

Educational Services Personnel - ***Essential Employees***

(School Social Worker and Child Study Team Members)

- Lead small group instruction in remote learning platforms.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Assist with student and parent questions, concerns, needs.
- Facilitate resources for students.
- Prepare a plan for student return (especially at-risk students or those who may be impacted by the closure, mentally or physically).
- Organize online or phone conferences to meet IEP, 504, I&RS, or Health plan protocols.
- Support special education teachers to meet IEP provisions.
- Support teachers and administrators to meet equity provisions.
- Support embedding of SEL into lessons.
- Communicate with families experiencing difficulty with distance learning, attendance, grading, or participating in learning platforms.

Related Services Personnel

(Speech, OT, PT)

- Communicate and consult with parents.
- Check in with parents regarding their child's related services.
- Maintain frequent communication with parents about services.
- Maintain communication logs for verifying parent contacts and student services.

- Conduct assessments of students to determine service needs.

Administrative Assistant - *Essential Employees*

- Assist direct supervisor and team.
- Assist in coordinating devices for those in need (students and staff) with technology.
- Assist in communicating with students and parents.
- Assist in organizing and administering online, virtual, phone conferences to meet IEP, 504, I&RS protocols.
- Facilitate health screening protocols with the school leader, principals and school nurses.

Technology Team - *Essential Employees*

- Support all staff with remote learning, virtual meetings, remote phone communication
- Assist with Go Guardian, educational software, online platforms
- Assist in coordinating devices for those in need (students and staff)
- Support families and students with technology needs, as appropriate
- Technology support is provided remotely and on-site.

Support Staff (Teacher Assistants)

- Provide real-time support during virtual sessions.
- Assist with student arrival and dismissal.
- Support families and students in accessing and participating in remote learning.
 - Aides will be added to online classes where appropriate to support student learning.
- Lead small group instruction in a virtual environment.

Custodians and Maintenance Staff - *Essential Employees*

- Oversee building maintenance and operations during closure.
- Monitor building systems, ventilation, plumbing and HVAC and Heating during closure.
- Ensure buildings remain open and operational during closure for remote learning.

Food and Nutrition Team- *Essential Employees*

- Manage food for student distribution

Educator Roles Related to School Technology Needs

The district has ensured that all staff supporting virtual learning are prepared to support instruction providing devices to staff and ensuring connectivity to student households. In addition, the district has designated staff to serve as technology support for students, parents and staff. All staff have assigned accounts for remote learning and the requisite technology for successful implementation.

Academic, Social and Behavioral Supports

Multi Tiered Systems of Supports (MTSS)

The school Intervention and Referral Services Team (I & RS) will provide multi-tiered services and support to assist students who experience learning, behavioral or health issues. The I&RS team, composed of the building principal/vice-principal, teachers, child study team members, school social worker, provides guidance and

support to educators in order to support students. The team examines data, creates a SMART goal, identifies instructional strategies and resources, monitors implementation, and reviews the effectiveness of interventions.

Interventions, both academic and emotional, will be provided virtually. Progress monitoring will also continue and will be provided digitally. School Social Worker will push into virtual classrooms to provide social emotional support.

Wraparound Remote Supports

The district plans to implement a number of academic enrichment, expanded after school learning, and summer programming for students to address loss of learning during any extended closure through remote learning.

Below is a number of services to be provided for supporting students.

Early Childhood Support

For Kindergartners, teachers will support families and parents in supporting their child(ren) adjusting to remote learning. Teachers will provide support and a developmentally appropriate remote learning schedule to all early learners.

English Language Learners

For English Language Learners, our certified teachers will be providing push-in or pull out ELL instructional time to all identified students a minimum of 30 minutes four times a week. They will help facilitate language acquisition and academic growth with ELL students in general education remote learning classes and in individual scheduled sessions provided to individual students and in small groups. ELL teachers will use alternate methods of instruction including differentiation, sheltered instruction, Universal Design for Learning, to ensure ELL have access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers. ELL students will adhere to the same NJSLs as non-ELL peers and ELL teachers will communicate regularly with families to support their instruction during remote learning. Staff will receive consultation and professional development from the ELL supervisor and teachers for any needs to ensure they are able to meet the needs of their ELL students.

Math and Literacy Support (Extended Learning Programs)

For students in grades 1 through 8, academic intervention programs in both English Language Arts and Mathematics will be provided to foster the development of skills. The programs will be instructed by highly qualified math, elementary teachers, and reading specialists.

Special Education Services

The district will continue to provide programs and related services to eligible students with disabilities during any closure. Special education teachers will provide direct remote instruction to students with IEP and make accommodations for curriculum and learning to ensure their growth. Special education students will receive remote learning for all special education and related services where applicable, and in-person for essential services whenever permitted and possible. Parent IEP meetings will be held remotely and case managers will communicate with families and monitor progress of student IEPs regularly according to the goals and objectives as stated.

The district is committed to carryover support through remote and in-person instructional models to supplement core educational programs provided through the district instructional frameworks.

Social Emotional health of staff and students

The district will provide access to an employee assistance program for mental health needs of staff. Students will have access to school social worker and mental health support personnel during a closure and when a remote learning plan is in place.

Credit Recovery

Students will be provided with opportunities to make up for lost work or time to ensure they can progress in their grade level and from grade to grade.

Other Extended Student Learning Opportunities

Students will receive support services as needed and based on teacher recommendations and school social worker recommendations. Extended student learning opportunities such as after school tutoring or summer

programming will be provided to students based on student needs and data.

Faculty and Staff Professional Development

The LEA will assess student populations and determine when faculty and staff will need to attend professional development to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students who are refugees or asylees. Professional development will be available as needs arise.

Extra Curricular Programs

Families will be provided with the materials needed, through various means of distribution, so they may participate in virtual extracurricular activities.

Community Programming

The district will coordinate with community agencies and support families wherever applicable. Local health department services, mental health agencies, and law enforcement for well-ness checks during remote learning.