Hope Academy Charter School

Chapter 27 Emergency Virtual or Remote Instruction Program
2023-2024

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27 or Chapter 27), which, impart, requires school districts, charter school, renaissance school project and approved private schools for students with disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan. **This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2**. To assist the LEAs in the submission of the Plans, the NJDOE is the Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022-2023 School Year which includes a checklist to identify components that must be included in the plan. The NJDOE encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education and including but not limited to, related services, for all students in the event of an LEA closure.

Equitable Access and Opportunity to Instruction

Question 1.   Is the LEA ensuring equitable access and opportunity to instruction for all students?

Hope Academy Charter School is prepared for the continuity of instruction (for all students) in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32- 13.1 & 13.2. A school day shall consist of no less than four hours (N.J.A.C. 6A:32- 8.3.b).

Question 2.   Does the program ensure that all students' varied and age-appropriate needs are addressed?

The emergency virtual or remote learning plan ensures all students with an individual technology device and access to multiple age appropriate digital resources which provides for the continuity of instruction in all settings. The district now provides one to one device access for K-Grade 8. Digital resources are available across all content areas that are developmentally appropriate for students including students with IEPs and ELLs. These resources are integrated into our in-person instruction with flexibility to be used if we are in a virtual learning situation.

Question 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. The Emergency Virtual or Remote Learning Plan ensures that students have access to synchronous and asynchronous learning which in turn maximizes student growth and learning. This is achieved by reinstating the virtual learning schedule designed for each grade span during the 2020-2021 school year.

Question 4.   Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?

The district has implemented additional on-line assessments such as diagnostic assessments for grades K-Grade 8 to continuously measure student's growth in a virtual instructional learning environment. Locally designed and administered assessments, aligned with Board approved

curriculum, are partnered with the MAP diagnostic assessment to continually monitor student growth and progress.

Question 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?**

The district has provided access points and other support for families requiring additional digital assistance. Students in grades K-8 have one to one Chromebooks. The virtual platform is Google Classroom. Should it be needed the district provides home Internet access to students and parents/guardians who cannot afford an Internet connection in their home. When appropriate, hard copy textbooks and other resources can be provided to families as well. Surveys have been administered to monitor and measure lack of Internet access, network access and/or sufficient access to devices.

Addressing Special Education Needs

Question 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?**

All district students are assigned a device to use for in-person and virtual instruction including students with IEPs. Teachers will continue using the in-person instructional resources in the virtual learning setting. Instructional materials and platforms which support the needs of students with IEPs are available and provide fluidity if the district transitions being in-person and a virtual learning environment. If appropriate, additional hard copy resources will be provided to students with specific needs. All digital platforms provide accessibility features to facilitate student's access to the instructional information.

Question 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?**

Case managers and teachers will follow up with families through phone calls and video conferencing (Google Meet) to maintain open and ongoing communication regarding student progress and program implementation. The Special Education Supervisor has implemented systems to: track missed related services, provide timely reporting to families regarding missed sessions and ensure that all students have an appropriate digital device with appropriate software applications. Classroom teachers can digitally and virtually access IEP documents to provide student accommodations and modifications. All digital platforms provide accessibility features to facilitate student's access to the instructional information.

Question 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?**

Case Managers will communicate with families regarding IEP services through phone calls, in-person meetings and/or virtual meetings through Google Meet discussing. This includes IEP services such as: Speech, Occupational Therapy, Physical Therapy and any other service provided in the IEP, which have transitioned to a virtual format as a result of an emergency situation. When we return to in-person learning, the Case Manager will determine individual student eligibility for additional services.

Question 4. **Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?**

When appropriate, evaluations will take place in-person with the strictest precautions for both the student and staff member including but not limited to both parties wearing a mask plus a shield, gloves with social distancing. Any IEP or other meeting can be held in person or through a Google Meet video conference.

Addressing English Language Learners (ELL) Plan Needs

Question 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?**

Students are provided sheltered instruction ELL services in a virtual format through Google Meet as reflected in their in-person learning scheduled services aligned with State and Federal requirements. The district provides a variety of digital programs differentiated for newcomer and other ELL students. Through these platforms, teachers can screen, monitor and determine both the entrance and exit process.

Question 2. **Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?**

Translation services are available through Google translate on each chromebook device. The districts' REALTIME data warehouse system provides directions to translate the platform in over 15 languages. Videos are available on the district website with directions to set up Google translate and REALTIME translations.

Question 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 district provides ELL students both hard copy (WIDA supported) and digital resources to support their instructional needs including BrainPop for all ELLs and Reading Wonders ELL for newcomers. These programs provided differentiated learning opportunities based on a student English acquisition. Additionally, students have access to all other digital programs utilized by non-ELL peers such as IXL, NEWSELA, and Flocabulary which provides students personalized pathways in the areas of reading and math.

Question 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)?**

All teachers have received training on trauma informed teaching practices and building based socio-emotional learning programs. A culturally responsive teaching lens is used during grade level, department and district level professional learning experiences. Through SEL lessons, teachers have access to resources on a variety of topics such as SEL skills, trauma informed practice and the impact of forced migration from their home country. Staff will continue to implement daily "check-in" and wellness questions to open instruction and infuse the trauma-informed strategies appropriate for student needs.

Attendance Plan

Question 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?

Attendance will be taken daily as outlined in our district attendance policy. Phone calls will be made to students who do not login to virtual learning as a reminder that attendance is still expected in a virtual learning environment. The district's code of conduct remains the same whether students are in-person or in a virtual learning setting. Students who are not in compliance and exhibit inappropriate behavior will be addressed as stated in the policy including a verbal warning, parental contact, counseling referral or other discipline interventions.

Question 2. **Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?**

Students considered absent will follow the guidelines set for K-8 to submit to the classroom within a set number of days. Ongoing absences are addressed by phone and/or video conferences with parents as well as emails and/or letters detailing expectations and strategies to improve attendance.

Safe Delivery of Meals Plan

Question 1. **Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?**

When the district is in-person, Hope Academy utilizes a daily breakfast and lunch program. If the district returns to short-term virtual instruction the district will return to its successful process of "grab and go" meals (breakfast and lunch). If the district returns to long-term virtual instruction, the district will return to weekly bulk packaged food pickup per family.

Facilities Plan

Question 1. **Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?**

The district developed a cleaning and disinfecting protocol for day time and night time cleaning procedures for all occupied spaces (offices, classrooms, halls and bathrooms). These procedures are aligned with the CDC and NJDOE guidelines and best practices and include but are not limited to:
    *Replenishing hand sanitizer
    *Removing trash/recycling
    *High dust
    *Spot clean and straighten out rooms
    *Bathroom cleaning/replenishing supplies
    *Dust mopping and vacuuming
    *Daily inspections

Does the program contain the following considerations?

    a. Accelerated learning opportunities
    b. Social and emotional health of staff and students
    c. Title I Extended Learning Programs
    d. 21st Century Community Learning Center Programs
    e. Credit recovery
    f. Other extended student learning opportunities
    g. Transportation
    h. Extra-curricular programs
    i. Childcare
    j. Community programming

As an outcome of potential hybrid/blended learning, the district has embraced a more clearly defined blended learning model approach to virtual Instruction. Partnering this with our expanded digital instructional resources, we have enhanced our ability to deliver an engaging and more personalized blended virtual learning model to students. SEL component of the Summer Extended Learning. The Hope Academy Charter School "Teach, Learn, Community (TLC) Summer Extended Learning/Enrichment Program and after school programs addressed the whole child by providing both academic and social emotional learning (SEL) experiences. Throughout the school year, a variety of intervention opportunities are provided, supporting students in danger of falling behind academically.

Hope Academy Charter School offered summer learning opportunities during the summer months of July and August. We believe that a whole child/whole village approach; along with academic and social emotional learning, would most benefit the targeted students invited to the TLC program. Summer Extended Learning program student engaged in weekly SEL lessons with the School Social Worker. Teachers communicated and encouraged students daily and provided weekly communication to parents about the students' academic progress. All students enrolled in our summer TLC program, as a tier I support, received weekly (SEL) lessons provided by the School Social Worker and Koncious Youth Development Service with a mission to transform youth, schools, and communities through holistic practices. KYDS used a framework of mindfulness and SEL tools to build equity and harmony in the community. These practices have been shown to reduce stress, increase awareness, strengthen relationships and make decisions that lead to positive outcomes. KYDS understands that each of us is connected, therefore all people need access to these tools in order to create safe spaces and encourage connection.

Hope Academy Charter School's SEL programming is designed to provide simple, sustainable solutions that positively impact the culture in schools and outside of them. These programs help youth self-regulate and thrive and instill the ability for educators to be fully present with their students and their needs. The School Social Worker provided tier II support for students with summer attendance concerns or students who were not fully motivated or engaged (teacher referral) in the TLC program. The tier II support format was either individual or group counseling sessions.

Essential Employees

Question 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 LEA will ensure essential employees are identified and a list is provided to the county office at the time of the transition to virtual or remote instruction.

Schedule **The full, seven period day schedule is compressed for virtual remote instruction meeting all state guidelines and requirements to count as a full school day in the following manner:**

8:00-8:15 Homeroom

8:15-8:30 Morning Meeting

8:30-9:00 Period 1

9:00-10:00 Period 2

10:00-11:00 Period 3

11:00-11:30 Period 4

11:30-12:00 Period 5

12:00-1:00 Period 6 (Lunch & Specials)

1:00-2:00 Period 7

2:00-3:00 Title 1 Support/Enrichment

*(12:00-12:30 Lunch & dismissal preparation on Half Days. Class periods 2, 3, 4 and 7 decreased to 45 mins)
Periods 1 through 7 include the four core subject areas of English Language Arts, Mathematics, Science, Social Studies, Specials.

Extracurricular activities:
All extracurricular programs will run during the 2023-2024 school year.

TLC After School Program:
Similar to previous years, during the 2023-24 school year Hope Academy will continue offering after school academic and enrichment programs for our families.

Transportation: Hope Academy Charter School is a walking school district. Contracted transportation for trips will continue to be utilized during the 2023-2024 school year.