

## HoLa COVID-19 Emergency Plan

### 1. Equitable Access to Instruction

#### a. Remote Learning Plan

- i. Consistent with the guidelines set forth in N.J.A.C. 6A:16-10.1, all students are provided with remote instruction daily, in the form of a combination of synchronous and asynchronous learning, designed to replace classroom instruction and provide continuity with the scope & sequence and curriculum map for each grade and subject.
  1. The frequency of academic live instruction sessions, the number of independent assignments and time required to complete them daily for each subject vary by grade and subject, but combined meet the required minimum of 4 hours daily instruction.
  2. Specials classes are offered as drop-in weekly Zoom sessions for Elementary students, and as independent weekly projects for Middle School students.
- ii. Teachers assign work on a daily basis, sending assignments and instruction by 8am daily with a week-end cumulative timeline to complete and return all deliverables, in order to provide families with flexibility in terms of work time, based on parent support and availability of devices.
  1. Assignments are communicated via Google Classroom for all grades.
- iii. Remote learning platforms
  1. Teachers utilize pre-existing blended learning platforms: IXL, Google Classroom, Illuminate, RAZ Kids, Flipgrid, BrainPOP!
  2. Teachers sent home student workbooks, leveled and independent reading books, and hard copy packets the last day of instruction in school.
  3. Teachers will use Zoom for live virtual instruction, daily Morning Meeting / Advisory, as well as for parent meetings, team planning meetings, and daily “office hours.”
- iv. The school has created a student tracker to monitor student participation and wellbeing during closure, as well as to capture notes from weekly check-ins with families. Teachers have scheduled weekly check-in’s via phone or Zoom with each of the students in their class.
- v. Teachers use data collected from student work, as well as the student tracker and the separate student deliverables tracker that captures assignments turned in each day / week, to assign students to small groups for tutoring via Zoom.

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- vi. Students are strongly encouraged to attend live sessions, but because family circumstances may prevent a given student from participating in accordance with the school's live instruction schedule, it is not required. For this reason, all live sessions are recorded and stored for later viewing, and students who do not attend live sessions are expected to watch the videos and complete the assignments separately.
  - vii. Attendance is based on completion of daily / weekly assignments, and monitored via the student deliverables tracker. Students who do not turn in work for a given day / week are considered absent, and parents are contacted accordingly.
  - viii. Students requiring special services, such as ELLS or those students with IEPs, 504 plans or who are receiving RTI support, continue to receive services remotely via Zoom. This includes both individual and small group academic support in accordance with their individual needs, as well as related services.
- b. Equitable Access - Technology Access & Support
- i. HoLa has instituted a technology tracker to assess and monitor families' access to the internet and to a device suitable for remote instruction.
    - 1. Students without access to a device will promptly be issued a school chromebook.
    - 2. Students who do not have internet access will also be provided with a wifi device to use at home during the closure.
  - ii. Teachers have been instructed to provide assignments to students that can be completed online or with pencil / paper, without any additional hardware (e.g. printer).
2. School Nutrition
- a. HoLa has partnered with the Hoboken Public Schools to provide daily grab & go breakfast / lunch meals to students during the closure.
    - i. Meals are distributed daily from Hoboken High School, and all students in the district have access, regardless of whether or not they previously qualified for Free or Reduced Price lunch.
3. HIB & Mental Health Services
- a. The School Psychologist is available to provide counseling services to students who are struggling with anxiety or other mental health concerns remotely via Google Meet or phone.
  - b. The School Psychologist has continued to conduct her ongoing individual counseling sessions and Social Skills groups via Zoom.
  - c. Teachers, administrators and the School Psychologist have been advised to be vigilant about COVID-19 bullying targeted toward peers.

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4. Students with Special Needs
  - a. Consistent with the guidelines set forth in N.J.A.C. 6A:16-10.1, Special Education students continue to receive support consistent with their IEPs or 504 plans, both in terms of modifications and individual / small group support with their designated Special Education Teacher.
  - b. Special Education Teachers continue to provide supplemental instruction through Zoom and online learning platforms, and to work with general education teachers to modify assignments and provide accommodations.
  - c. IEP meetings scheduled during closure will be held via Zoom.
  - d. Related services (speech and occupational therapy) for students with IEPs are conducted via Zoom.
5. Roles for Instructional & Non-Instructional Staff
  - a. All instructional and administrative staff members have been issued school laptops, and have been provided with the materials necessary to complete their assigned responsibilities remotely.
    - i. This includes doc cams, white boards, manipulatives, books and more for teachers.
  - b. Administrators and Office Support Staff continue to perform their jobs remotely.
  - c. The custodial staff conducted an initial deep cleaning of the school buildings, and continues to monitor and clean the school buildings as needed during closure, as well as to support the school in other ways (repairs, deliveries, checking / distributing mail).
  - d. The school nurses are providing support and monitoring for students with 504 plans, and working with the administrative team in an advisory capacity.
6. Communication
  - a. The Executive Director communicates with families regularly with updates about the school's implementation of remote instruction, via email and town hall style webinar forums.
  - b. The Executive Director communicates with faculty/staff regularly with updates about expectations, requirements and encouragement in relation to remote instruction and instructional responsibilities during closure.
  - c. The School Nurse communicates with faculty, staff, families and students on a regular basis about health measures and considerations during closure.
  - d. Teachers contact families weekly for individual check-in's via Zoom or phone.
  - e. The Administrative team reaches out to families of students who are absent or who demonstrate low levels of participation to troubleshoot regarding any barriers to access or completion of assignments.
7. Summer Programming

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- a. The school will offer its Summer Success Program for students identified as struggling or at-risk, four days per week, for five weeks during the summer of 2020, in a remote format.
  - i. Students are identified and recommended for participation by their respective Instructional Lead, based on academic data at the end of the final marking period.
  - ii. Participating students will receive daily small-group standards-based instruction via Zoom in math, English Language Arts and Spanish Language Arts.
- b. The school will also provide an expanded summer work program for all students, to provide continuity and combat “summer slide” after a period of disruption for families. All students will have mandatory summer assignments in math, English Language Arts and Spanish Language Arts. Instructional staff members will provide summer office hours and support as needed. Students who participate in the Summer Success Program will be provided with support and time to complete their summer work as part of their goals.