



HOPATCONG BOROUGH SCHOOLS

Art DiBenedetto, Interim Superintendent of Schools

Emergency Remote Instruction Program 2023-2024

Hopatcong Borough School District is committed to providing students with an excellent educational experience regardless if we are remote, hybrid, or in-person. Should we move to remote teaching and learning, lessons will be managed via Google classroom, as they have been in the past. We will follow a consistent routine each day to establish expectations and remote student learning habits. Blackboard communication will continue to be used as a means to connect with families.

I. General Provisions:

- No extracurricular in-person activities will take place.
- The campus will be closed to all students, employees, and guests. The administration will grant access to the school on an as-needed basis (e.g. custodians and facilities may be expected to report).
- There will be no bussing or student transportation.
- Powerschool will be active so that families can monitor their students' progress. Blackboard blasts and Google classroom messaging will also be used.
- Any questions regarding academic assignments, please contact the respective teacher directly through email.
- Interior doors will remain propped open to avoid contamination.

II. Providing Equitable Access to Instruction for all Hopatcong Students:

During Remote Instruction, teachers will support learning through a blending of three modalities: synchronous, asynchronous, and off-line instruction. Synchronous instruction is a type of learning that can be done by students digitally without the teacher's assistance, while the teacher is still logged-on. Off-line instruction will include tasks that support student learning such as independent practice, reading assignments, researching for a project, etc.

Our remote learning plan for grades PK-5:

- Teachers will follow the scope/sequence
- Teachers will post a meeting link on their respective Google classrooms
- Teachers will post the schedule on their respective Google classroom for reference
- Teachers will follow their Early Dismissal Virtual Schedule to provide daily live lessons
- Live, virtual, direct instruction will not exceed 30 minutes per content area.

- Teachers will have a virtual student Academic Assistance Hour at the end of the school day in order to address individual student needs.
- The combination of synchronous and asynchronous instruction will meet the 4-hour daily minimum requirement for instruction (excluding lunch and recess).
- All students have been provided with a chromebook or iPad (depending on grade level) to access instructional resources. The technology department will provide online and phone-based support during school hours for teachers, students, and parents in need of assistance. Loaner devices will be made available within 24 hours for students who experience failures or damage to their device to ensure access to instruction.
- Students will need to be visible on the camera and actively participating to be considered present for the class for attendance purposes.
- For students who have insufficient broadband internet access, the district will provide wifi hotspots that connect directly to the District's instructional network.
- Special Education will continue services remotely wherever practicable.

Our remote learning plan for grades 6-12:

- Teachers will follow the scope/sequence
- Teachers will post a meeting link on their respective Google classrooms
- Teachers will post the schedule on their respective Google classrooms for reference
- Teachers will follow the Early Dismissal Virtual Schedule to provide daily live lessons.
- Daily live lessons will be provided and students are required to follow class schedules and participate in class meetings. Students will need to be visible on the camera and actively participating to be considered present for the class for attendance purposes.
- Virtual class lessons will be interactive and will represent a combination of synchronous and asynchronous and off-line instructional tasks.
- Students will be required to follow a virtual Code of Conduct.
- Teachers will have virtual student Academic Assistance hours at the end of the school day in order to address individual student needs.
- For students who have insufficient broadband internet access, the district will provide wifi hotspots that connect directly to the District's instructional network.
- Special Education will continue services remotely wherever practicable.

III. Nutritional Services/ Meal Service Plan

- For short-term closures, meal pick-ups will be scheduled on-site at the affected school to allow parents to order and receive breakfast for students in accordance with guidelines disseminated by the NJ Department of Agriculture and the National School Lunch Program (NSLP).
- For long-term closures in excess of two weeks, a centralized meal preparation and distribution program will be established in the high school. Our Food Service Provider (Maschio's) will handle meal order, preparation, and distribution logistics for families by

offering multiple distribution channels and time periods to provide assistance to working families and those with limited transportation options.

IV. Counseling and Support Services

The social and emotional toll that COVID-19 has had on our students and community cannot be overstated. As such we will continue to do the following to ensure the safety and well-being of all:

- Monitoring student attendance attendance and engagement
- Counselors following up with families
- Providing strategy-based tools for student they can work on at home
- SACs and counselors reaching out to students regularly – particularly non participatory or present students and their families.
- Maintaining contact logs
- Virtual resources/strategies/and presentation shared via email and posted on our Hopatcong social media pages.

V. Tracking Student Progress and Additional Supports

- Through the use of IXL, our students will be able to receive additional supports customized to their specific needs and intended to “meet them where they are” and “take them where they need to be.” Analytics data and usage data is generated for teachers to use in assessing student progress. This customizable approach to learning is both to help the struggling student, the excelling student, students with disabilities, ELL students (it can be translated into different languages), and various age groups and grade levels.
- Any documents sent home may be translated into the primary language of the family in cases of ELL students.
- For students with special needs, the Director of Special Services will work closely with CST – specifically case managers – to ensure that there is IEP fidelity to the greatest extent possible, logs are kept, and families of students are contacted and consulted on any alternate arrangements, accommodations, or schedules.
- IEP meetings that had been previously scheduled, will take place virtually through Google Meet and/or parents will be given the option to change the date of the meeting so as to allow for an in-person meeting.
- As part of our annual professional development process, teachers are trained on how to use technology, as well as how to implement strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching (including, but not limited to students affected by forced migration from their home country).

VI. Other Considerations

- IXL provides for accelerated learning opportunities
- Our staff has been trained on SEL and our students are provided multiple supports, particularly in the case of a long-term COVID-related closure through online counseling.
- Title I Extended Learning programs will be provided virtually through Google Meet.

- Extended Learning Opportunities, Community Programming, Credit Recovery, and 21st Century Community Learning Center Programs will be addressed on an individual basis, depending on the nature of the outbreak and the length of time the schools will be closed. The feasibility of providing such services as Community Programming and 21st Century Community Learning Center programs is challenged by the fact that there are too many competing priorities in what can only be described as an emergency circumstance. There will be a focus on trying to continue these programs virtually if possible so as to maintain continuity.
- Childcare programs such as the Little Chiefs program will not run when schools are closed.
- The district's Universal Pre-School program will not run when schools are closed.
- The district will continue to update their list of Essential Employees and share them with the County Office if at anytime the District pivots to virtual instruction.
- Gifted and Talented education will continue virtually.