

Hawkswood School

Resolution of the Board of Directors

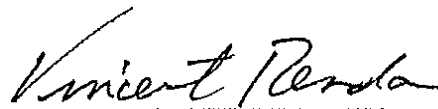
Chapter 27 Emergency Virtual or Remote Instruction Program 2022-2023

WHEREAS, Pursuant to P.L. 2020, c.27, in the event of a public health-related school closure lasting more than three (3) consecutive 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, Hawkswood School will implement a full-day of virtual/remote instruction, and

WHEREAS, Hawkswood School is committed to the health, safety and well-being of all of our students, families and staff, therefore, be it

RESOLVED that the Hawkswood School Chapter 27 Emergency Virtual or Remote Instruction Program for the school year 2022-2023 is approved.

Signature for the Board of Directors:



Vincent Renda

President

September 27, 2022

HAWKSWOOD SCHOOL CHAPTER 27 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM 2022-23

Pursuant to P.L.2020, c,27, in the event of a public health-related school closure lasting more than three (3) 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, Hawkswood School will implement, with Board of Directors approval, a full-day of virtual/remote instruction.

BRIDGING THE DIGITAL DIVIDE/TECHNOLOGICAL EQUITY

Hawkswood School conducted a technological needs assessment survey with all families and is consistently assessing capabilities within each student's home. In cases where there is a need for technological assistance, Hawkswood School provides loaner equipment such as iPads, laptops and selected augmentative devices. Teachers are consistently monitoring home/school connectivity issues and bringing forward any specific challenges. If Wi-Fi connectivity or broadband is of issue, Hawkswood School works with the district of residence to resolve the matter.

SCHOOL BREAKFAST/LUNCH PLAN

Hawkswood School does not participate in a breakfast plan. As an APSSD, receiving students from various districts throughout three counties, we contact district case managers to ascertain their lunch plans within their own jurisdiction during an emergency closure. Additionally, we confirm that they have notified their parents/guardians. Once we are aware of their contingency plans, we will also inform parents/guardians as to their local district's lunch program during an emergency closure. To this end, we will reiterate their district's emergency closure lunch plan pertaining to logistical information such as pick up location or delivery times.

REMOTE/VIRTUAL INSTRUCTION PLAN

Hawkswood School employs an asynchronous instructional plan lasting a minimum of four hours, excluding lunch and recess. Our plan is consistent with students' individualized educational programs ("IEPs") and includes individualized academic instructional materials both via technological platform and hardcopy materials, which include appropriate and corresponding learning manipulatives.

All therapy sessions, consistent with the frequency and duration within the IEP, are delivered by electronic means at a pre-arranged time between therapist and parent/guardian. Associated technologies, such as augmentative devices, switches, Tobi dyanvox, and iPads will be sent home with the student or delivered so that they can be incorporated into remote sessions. The same holds true for occupational therapy equipment such as therapy balls, weights, or associated orthotic instruments. Additionally, therapists make every effort to utilize home equipment that a family may possess.

Teachers and therapists communicate and correspond with parents throughout the typical school day. Communications with students and parents include a visual meeting platform with enhanced security features.

Each differentiated student assignment includes activities addressing the core subjects: English/Language Arts (ELA), Mathematics, Science (STEAM), Social Studies, Physical Education, Visual and Performing Arts (VAPA) as well as 21 Century Learning/Life Skills (career education/readiness).

The multi-leveled ELA lessons include using short stories, poems and current event articles to probe theme, inferences, foreshadowing, compare/contrasting as well as vocabulary and comprehension. Differentiated Mathematics lessons include utilizing manipulatives such as number lines, calculators, coins, fractions strips, cubes and color tiles to address number sense, distance and pre-algebraic equations.

Social Studies lessons incorporate various periodical sources such as *Scholastic News* (online), *News 2 you* (online), *Brainpop* (online) and websites such as *PBS Kids*, *National Geographic* and *CNN*. Lessons consist of historical biographies, events and geography. In addition to our Social Studies lessons, our science instruction focuses on discovery, such as recording temperature, tracking the movement of the sun during the day, and experiments using common materials found in the home.

The Related Arts, physical education and visual and performing arts (VAPA) are also being addressed. In the area of physical education, lessons focus on fitness, yoga and movement activities. Lessons provide guidance for parents/guardians to assist with stretching exercises, yoga positioning and organized sports utilizing common home equipment.

Our VAPA instruction is composed of lessons focused on the five disciplines of media arts, dance, music, theater arts and visual arts. These lessons center on creating, performing and conceptualizing ideas. Some activities include cultural dance, music and lyrical comparing and contrasting, as well as painting and sketching profiles.

In the area of 21st Century Learning, we have implemented a continuation of our on-site Work Center. Activities in the home include sorting and folding laundry, wiping surfaces, filling and emptying dishwashers, setting and clearing tables, and preparing small meals by following recipes.

Our paraprofessional and one-to-one aide staff interact virtually with students daily, supporting their instruction as directed by our teachers and consistent with students' IEPs. They participate in daily correspondence and communication with students and families to assist with lessons and materials, provide support, and to reinforce the academic instructional and behavioral needs of the students, as they would if school were physically open. One-to-one aides are included in this process, but focused on their assigned student, and general paraprofessionals are included in this process with the entire classroom that they support.

Besides the academic portion of our plan, we offer and carry out daily "check-ins" to monitor and support behavior management for our students. Daily, our BCBA, teachers, paraprofessionals, and one-to-one aides are remotely monitoring behavior improvement plans ("BIPs") and consulting with families to assist them in implementing and supporting the BIP in the home setting.

For an ELL learner, specific modifications are integrated within the student's plan and integrated within the classroom lesson. Hawkswood School works with *Accurate Language Services* to provide communication, translation materials, interpretive services, and literacy level appropriate information. In doing so, we are able to communicate with several different home languages of our families.

Besides our individualized, multi-leveled curriculum, appropriate and targeted professional development supplements and enhances our understanding of: alternate methods of instruction (differentiation); culturally responsive teaching and learning; socio-economic related issues; trauma-informed teaching.

Teachers and therapists keep a contact log as well as applicable assessment data and session notes to document IEP implementation, frequency and duration of services as well as student progress. This information is shared with district case managers so that they might follow up to ensure services are implemented in accordance with IEPs to the greatest extent possible.

During this time of transition, as students adjust to changes in routine and fears of uncertainty, Hawkswood School will continue to support students' emotional and mental health needs. Supports that continue to be in place include individual counseling, peer support groups (as needed), targeted lessons, classroom collaboration to identify struggling students and strategies across all disciplines, referrals to outside community organizations or professionals as appropriate, and behavioral interventions as guided by our BCBA.

In the event that a student is experiencing stress related to transitioning back to school or specifically related to COVID-19, it will be brought to the attention of the School Social Worker who will assess their psychosocial and emotional needs along with collaborating with their teacher, the Hawkswood BCBA, their parents and any other pertinent individuals in order to develop a plan for effectively supporting the student.

In the case of emergency shut down, IEP meetings, evaluations and other meetings will be conducted virtual and upon request, if permitted within the parameters of an emergency executive order, in person.

Attendance is taken daily within our *Realtime* system. During remote learning, students must be present in the Google Meet session in order to be marked "present". Should attendance issues pose a concern, teachers will contact the parent/guardian. If attendance concerns continue, case managers will be informed to assist our school.

As an Approved Private School for Students with Disabilities (APSSD) serving three counties, we are not responsible for transportation and we do not sponsor extra-curricular programs, childcare, Title I Extended Learning Opportunities, community or accelerated learning programs. However, we welcome and support

our students to participate, if interested, in their home district offerings.

FACILITIES

As an essential employee, our certified Educational Facilities Manager is on site to oversee and monitor the maintenance of the school buildings during an extended period of closure. Regular maintenance includes, but is not limited to the following:

- Daily building (interior / exterior) and grounds inspection
- Performing periodic repairs (or coordinating with an outside vendor) when necessary
- Monitoring of the water system
- Monitoring of the HVAC system including maintenance of the units and regular replacement of filters
- Monitoring of the security systems, cameras, alarms and fire suppression systems
- Monitoring of all electrical components
- Preparation of buildings for any weather-related events
- Coordinate with the professional cleaning company on regular cleaning routines and supplies

ESSENTIAL EMPLOYEES

Vincent Renda, Executive Director
Andrew Orefice, Principal

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Chrystal Ladd, Supervisor of Special Education
Michelle Moro, Supervisor of Special Education
Saralyn Calafati, Human Resources Coordinator
Ramon Renda, Educational Facilities Manager
James Anthony, Business Office