

HollyDELL SCHOOL

Virtual or REMOTE PLAN

610 Hollydell Drive Sewell, NJ 08080

Gloucester County

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Jodi H. Coates, Executive Director

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HollyDELL provides educational services to students who have multiple disabilities, including those who are medically fragile and physically challenged. Many of their conditions can be life threatening and a public health emergency is of serious concern. We take extraordinary measures to ensure the safety and security of our buildings, students, and staff during any public health crisis or state of emergency; however, it may necessitate the closure of facility-based learning for a building or classrooms.

Remote instruction will be utilized in the event that a classroom or the school must be closed for more than three 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. Our goal at HollyDELL is to minimize health risks while providing educational platforms and learning opportunities in a healthy and safe environment. Our student population is multiply disabled, making learning a collaborative effort.

Equitable Access and Opportunity to Instruction

All HollyDELL students are issued an iPad that can be utilized to facilitate learning both in school and at home to complete enrichment activities and for remote learning activities when needed. All students' individual needs will be addressed as outlined in their Individualized Education Program (IEPs) by their assigned special education teachers, physical therapists, occupational therapists, and speech therapists. Asynchronous and synchronous activities will be offered while the student is in the home during in-person closures and teletherapy will be utilized for physical, occupational and speech/language therapies. Data collection will continue during remote learning.

- Staff will conduct instructional and therapeutic interventions.
- Zoom or a similar platform will be utilized for remote learning with live and recorded lessons. Sessions can be accessed using the student's HollyDELL issued iPad.
- A minimum of four hours of instruction per day, including therapies will be provided Monday through Friday.
- Sessions will be offered individually and as a classroom group. Because sessions are offered individually, there are many opportunities for accelerated learning.

- Classes and therapies including physical, occupational and speech therapies, will be held between the hours of 9am – 5pm unless other arrangements are mutually agreed upon with the family and the staff.
- All staff will ensure that students receive the necessary equipment to engage in their educational and therapeutic activities.
- Parents/Guardians/Caregivers are asked to be available during instruction time.
- Teletherapy will be conducted according to each students' IEP.
- Ongoing monitoring of each student's educational technology needs, including hardware and connectivity, will be assessed through regular parent conversations.
- Technology needs will be addressed as priority status for students who are having technological issues. The school social worker will work with families to address any ongoing digital divide issues, such as a lack of internet access or network access. She is familiar with resources to assist families in securing access to the internet, networks, or providing necessary devices.

Addressing Special Education Needs

Because HollyDELL students are multiply disabled, teachers and therapists must coordinate their sessions and activities with the students' parents or guardians. Teachers and therapists will contact parents via email or online platform such as ClassDojo or Remind. Parents may designate their child's private duty nurse or other caregiver to assist with virtual sessions and asynchronous activities.

Our students require varying levels of technology throughout the day to participate in a remote learning platform. All students will have available to them in their home the switches, devices, iPads, interfaces, internet access and adaptations they require to participate in their learning interventions. These items will be available for pick up at the school or will be delivered to individual students' homes by staff members.

Data on lessons and therapy sessions, student progress, and accommodations and modifications will be documented by staff. Teachers, therapists and the HollyDELL Director and Supervisor of Special Education will monitor service delivery and ensure services are implemented in accordance with IEPs to the greatest extent possible. If students do not participate in related service sessions consistent with the frequency listed in the IEP, the local sending district case manager will be notified. Case managers should also consult with families to ensure services are implemented in accordance with IEPs to the greatest extent possible. IEP meetings, evaluations and other meetings will be held in collaboration with the sending school district using their preferred online platform (Zoom, Google Meet, Webex, etc.). This plan will apply to the Extended School Year Program as warranted.

The school social worker will be available to support the social and emotional health of students and staff. If any staff member suspects a student or family might need support, they should report this to the school social worker. The social worker will also check in with students, staff,

and families to see how they are managing and if they need support. The school social worker is well versed in resources to assist students, staff, and families.

Addressing English language learners (ELL) Plan Needs

HollyDELL School does not offer an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs. These programs are provided by local sending school districts. All HollyDELL students are multiply disabled and receive speech therapy in addition to English Language Arts curriculum to meet their individual communication needs and IEP goals. An interpreter (HollyDELL staff member) will be available to participate in all virtual sessions with students whose families are not English speaking. The interpreters provide communication, interpretive services, and translation materials including literacy level appropriate information for families who do not speak English.

Attendance Plan

Participation/attendance in all virtual classes and therapies will be documented by the teachers and therapists. Daily student attendance will be taken by each classroom teacher. Each occupational therapist, physical therapist, and speech therapist will document daily attendance in virtual sessions and share attendance records with the classroom teacher. Each classroom teacher will record overall attendance for their students and report the attendance to the school nurse, who then relays student attendance to the sending districts. The local sending school district determines how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance.

Safe Delivery of Meals Plan

HollyDELL School does not participate in the school lunch or breakfast program. Safe delivery of meals will be provided by the local sending school district for eligible students. The HollyDELL School social worker will provide a list of resources for obtaining meals and will assist families in need.

Facilities Plan

HollyDELL buildings will be maintained by the Head of Maintenance, who will continue to be onsite daily, as feasible, along with members of administration and office personnel.

HollyDELL serves students with multiple disabilities. Our goal is to always provide exceptional educational, social, emotional, therapeutic, and technological programs for our students. Although we recognize the importance of in person learning, there may be times that an alternative platform needs to be utilized until it is safe for them to return to facility-based learning.