



**New Horizons Community Charter School  
45-59 Hayes Street  
Newark, New Jersey 07103**

**New Horizons Community Charter School  
Emergency Virtual/Remote Instruction Plan  
2021-2022 SY**

*Board Approved on October 19, 2021*

**Please note that this information is subject to change based on updated guidance from the New Jersey Departments of Education and Health, as well as the continued collaboration with our educational and community teams. This document is intended to provide additional information and clarity on our planned learning options.**

## HOME INTERNET ACCESS DURING REMOTE INSTRUCTION

**The New Horizons Community Charter School's plan how virtual or remote instruction will be provided to students who may not have access to sufficient broadband, or to any technology required for virtual or remote instruction is as follows:**

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The New Horizons Community Charter School Remote Learning Plan devised during the global pandemic COVID-19 was designed to provide students with meaningful instruction that aligns with content area standards and the district's overall mission, vision and values. In general, the instructional plan included four key components:

- Prioritizing learning targets
- Delivery of remote instruction that was differentiated
- Remote assessment and feedback
- Student participation documented by two-way communication between teacher and student centered on teaching and learning.

While remote learning can never fully replace in-person interactions and relationships, it is our continued goal to provide our students the best education possible in the event there is a need to revisit this tried, tested and proven mode of instruction for our students Grades K-8.

The strength of our community has always been a shared commitment between the school and parents focused on making student success our highest priority. We look forward to continuing to work closely with our students and parents/guardians as we try to do what is best for our student's growth and learning via In-Person and/or Distance Learning. We stand ready to provide both instructional methods and pledge to continuously assess the effectiveness of our deliverables in each setting.

The small size of our district was an advantage to the challenge of transitioning to a Remote Learning environment in a very short window of time in March 2020. Prior to the COVID-19 Health Related School Closure, NHCCS had a 1:1 laptop program for students in grades Kindergarten through eighth grade. **At the beginning of the pandemic and school-wide closure:**

- **Laptops as well as paper-based resources used for homework were distributed to all students to support remote learning.**
- **NHCCS identified and worked with all families who did not have a reliable internet connection at home, inclusive of supporting them in obtaining access.**
- **All support staff were reassigned to work duties that related directly to supporting students learning and health in the home environment.**
- **All support staff such as paraprofessionals were provided a caseload of at-risk students to assist and support.**
- **Office staff through e-mail and phone calls, connected with the parents/guardians of students who were not engaging with our remote instructional model.**
- **Teachers submitted daily reports on students that were not engaging, and they were reached daily as a means of re-engaging and following up with parents and students.**

- **An additional safety net was put into place for students that had an IEP and 504 plans. The Child Study Team, Special Education teachers, and the school social worker met on a weekly basis to discuss and check in with students who needed additional support or accommodations.**
- **The NHCCS Curriculum Team continued to meet weekly with teachers to assess challenges and provide support during the remote learning process.** The team continued to meet with administration and support staff weekly as well to further support our students and teachers.
- At the end of the school year, the entire staff met to discuss the remote learning process and to reflect on our strengths and challenges. Some of the feedback received was that the Middle School students enjoyed engaging online and completing assignments independently while K-5 teachers saw more engagement from students during live classes via a video conferencing platform.

### **Strength of Remote Instruction**

**The availability of laptops for each child for distribution for home use was a strength in helping us support the remote learning process for the entire 2020 SY and portions of the 2021 SY. The school-wide use of PowerSchool Unified Classroom and ClassDojo prior to the pandemic as a means to communicate and collaborate online was also a strength and served as a great vehicle to communicate with our students and their families during the lengthy remote instruction period.**

### **Areas of Opportunity Identified via Parent/Guardian Technology Survey**

Some homes had multiple students that used cellular data to connect or an emergency Wi-Fi connection that was sometimes unreliable. In a district in which a large number of students are disadvantaged, we were able to identify families who struggled with having consistent access to reliable Wi-Fi. The New Horizons Community Charter School *technology coordinator* worked with these families. Through this effort we made successful arrangements to provide them with internet access, however, this was a process. Thorough home assessments found intensifying the issue, was the fact that older students were supporting younger siblings at a simultaneous schedule. To circumvent this dilemma the school quickly modified the schedule between K-5 and grades 6-8. In addition, while all teachers received training on online platforms, the wide spectrum of capabilities and comfortableness with technology use for each teacher and parent at home proved to be a challenge. However, through weekly grade-level meetings, customized online tutorials, and availability of dedicated technology support for staff, students, and parents, NHCCS met that challenge. Parents/guardians began to connect and engaged more in our school community because of this additional support.

**Parents/guardians whose children will engage in full-time remote instruction in the future must be prepared to support their children's active participation in all remote learning activities. They will need to ensure their children have adequate space, materials, and technology access for their daily online instruction, and request school assistance to provide a laptop and internet service, as needed. Families will need to be ready to follow the established daily learning schedule and work with school staff to ensure their children participate in assessments and other mandated educational activities. Laptops have been provided by the school for all students. NHCCS is working on having a 2:1 laptop model so that students have a laptop at school and one at home. This is best in case we need to quickly move to a full remote schedule due to COVID once again. This will also minimize the level of equipment the students need to move from school and home.**



New Horizons Community Charter School

## Internet Access Parent/Guardian Connectivity Survey

*As we prepare students for future learning and the workplace, New Horizons Community Charter School recognized that access to reliable, secure, and robust internet services is necessary for student learning.*

*As we continue to use and promote technology, the need to survey community access is vital to ensure that all students can use technology. The information collected from this survey will help our school district identify and define community access and uncover and address any challenges families may experience.*

1. What technology devices do your children have access to utilize at home?

*(Please check all that apply)*

Desktop

Laptop or Chromebook (any brand)

Tablet (e.g., iPad, Android, Nook, Fire, etc.)

Smartphone

We do not have a technology device at home.

2. What grade level is your child? \_\_\_\_\_

3. Does your child have a device in which can be used only by them for remote instruction?

Yes

No

4. Does your home have Internet Access?

Yes. Cable modem, FiOS or DSL

Yes. Dial-up.

Yes. Tethering to a Smartphone or Tablet.

Yes. Laptop with an embedded wireless modem.

No. We do not have internet access at home.

5. If you do not have Internet access at home, do you have an alternate method for accessing the internet?

No. We cannot access the internet.

Yes. My child stays after school / goes before school

Yes. Access at a local restaurant or business establishment

Yes. Access at the local library

Yes. Borrow an internet-enabled device from a family member or friend.

Yes. Access at a friend or family member's home.

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Form Completion Date: \_\_\_\_\_

# DISTRIBUTION OF MEALS TO STUDENTS DURING REMOTE INSTRUCTION

The New Horizons Community Charter School's plan addressing the impact of virtual or remote instruction on the school lunch and school breakfast programs includes the following Standard Operating Procedure to provide a continued safe delivery of meals to eligible students:



## NEW HORIZONS COMMUNITY CHARTER SCHOOL'S STANDARD OPERATING PROCEDURES *DISTRIBUTION OF MEALS TO STUDENTS DURING REMOTE INSTRUCTION*

During remote instruction, the New Horizons Charter School must ensure students have continuity of receiving healthy nutritious meals when they are not physically in school. To fulfill this undertaking, the following standard operating procedures are adhered to:

### 1. VENDOR

- As soon as a decision to start remote instruction is made, the school's vendor is notified immediately. Immediate notification is necessary to ensure that timely adjustments are made to the scheduled menu.
- Efforts are made to ensure that all components that comprise a nutritious and balanced meal are provided.
- Meals are to be packaged in grab-and-go bags for easy distribution to students and parents.

### 2. INFORMING PARENTS

Information about the distribution of meals is sent at the same time parents are initially notified of the start of remote instruction. Parents are notified using phone blasts, Class Dojo, and fliers. The location and timeframe of meal pick-up are given at this time.

### 3. FOOD SAFETY

Meals are to be safely stored following NJ Child Nutrition Guidelines. For example, meals are to be kept at the right temperature to avoid contamination. Food Service Personnel, when handling and distributing meals, are to follow food safety procedures as spelled out in NJ Child Nutrition Guidelines.

#### **4. MEAL DISTRIBUTION**

Meals are distributed every day from 8:00 a.m. to 12:00 noon at the school's location; 45-59 Hayes Street. Some accommodations are made for parents who cannot pick up meals during those hours. A school staff member is made available to distribute food in the afternoon.

#### **5. MEAL DISTRIBUTION RECORDS**

Food Service workers are responsible for keeping accurate food distribution records detailing how many breakfast and lunch meals were distributed each day. These records will be used to claim reimbursements from the NJ Department of Agriculture, Bureau of Child Nutrition.

# REMOTE INSTRUCTION SCHEDULES FOR GRADES K-8

The New Horizons Community Charter School's Remote Instruction timetable is in total compliance to the State of New Jersey Department of Education's minimum four hours of instruction for virtual or remote days excluding lunch and recess. The daily schedule of remote instruction for students grades K-8 is as follows:

## REMOTE INSTRUCTION SCHEDULE K- 5

LOWER SCHOOL SCHEDULE (K - 5)													
KINDERGARTEN													
	8:00 - 8:30	8:30 - 8:50	8:55 - 9:15	9:15 - 10:15	10:15 - 11:15	11:15 - 11:55	11:55 - 12:40	12:45 - 1:05	1:05 - 2:05	2:05 - 3:00			
Kindergarten	Breakfast	Morning Meeting	Phonics	ELA	Math	Social Studies/Science	Special	Lunch	Academic Support	Office Hours			
GRADE 1													
Grade 1	Breakfast	Morning Meeting	Phonics	ELA	Math	Social Studies/Science	Special	Lunch	Academic Support	Office Hours			
GRADE 2													
Grade 2	Breakfast	Morning Meeting	Phonics	ELA	Math	Social Studies/Science	Lunch	Special	Academic Support	Office Hours			
GRADE 3													
Grade 3	Breakfast	Morning Meeting	Word Study	ELA	Brain Break	Math Facts/Number Sense	Math + Math Facts/Number Sense	Social Studies/Science	Lunch	Brain Break	Special	Office Hours	
GRADE 4													
Grade 4 - ELA/SS Homeroom	Breakfast	Morning Meeting	Word Study	ELA	Social Studies	Brain Break	Lunch	Math Facts/Number Sense	Math	Science	Brain Break	Special	
Grade 4 - Math/Sci Homeroom	Breakfast	Morning Meeting	Math Facts/Number Sense	Math	Science	Brain Break	Lunch	Word Study	ELA	Social Studies	Brain Break	Special	
GRADE 5													
Grade 5A - ELA Homeroom	Breakfast	Morning Meeting	ELA	ELA	Brain Break	Math	Special	Math	Lunch	Brain Break	Social Studies/Science	Social Studies/Science	
Grade 5B - Math Homeroom	Breakfast	Morning Meeting	Math	Math	Brain Break	Social Studies/Science	Special	Social Studies/Science	Lunch	Brain Break	ELA	ELA	
Grade 5C - SS/Sci Homeroom	Breakfast	Morning Meeting	Social Studies/Science	Social Studies/Science	Brain Break	ELA	Special	ELA	Lunch	Brain Break	Math	Math	

## REMOTE INSTRUCTION GRADES 6-8

MIDDLE SCHOOL SCHEDULE (6 - 8)											
GRADE 6											
	8:00 - 8:30	8:30 - 8:50	8:55 - 9:40	9:45 - 10:45	10:50 - 11:50	11:55 - 1:00	1:00 - 1:45	1:50 - 2:50	2:50 - 3:00		
Grade 6A: Mohamed's Homeroom	Breakfast	Morning Meeting	Special	Math	Social Studies	ELA	Lunch	Science	Homeroom		
Grade 6B: Ward's Homeroom	Breakfast	Morning Meeting	Special	Social Studies	ELA	Science	Lunch	Math	Homeroom		
Grade 6C: McLaughlin's Homeroom	Breakfast	Morning Meeting	Special	ELA	Science	Math	Lunch	Social Studies	Homeroom		
Grade 6D: Simmons's Homeroom	Breakfast	Morning Meeting	Special	Science	Math	Social Studies	Lunch	ELA	Homeroom		
GRADE 7											
	8:00 - 8:30	8:30 - 8:50	8:55 - 9:35	9:40 - 10:25	10:30- 10:50	10:55 - 11:55	12:00 - 1:00	1:00 - 1:45	1:50 - 2:50	2:50 - 3:00	
Grade 7A: Green's Homeroom	Breakfast	Morning Meeting	Math	Special	Math	Social Studies	ELA	Lunch	Science	Homeroom	
Grade 7B: Brusio's Homeroom	Breakfast	Morning Meeting	Social Studies	Special	Social Studies	ELA	Science	Lunch	Math	Homeroom	
Grade 7C: DalCanton's Homeroom	Breakfast	Morning Meeting	ELA	Special	ELA	Science	Math	Lunch	Social Studies	Homeroom	
Grade 7D: Homeroom	Breakfast	Morning Meeting	Science	Special	Science	Math	Social Studies	Lunch	ELA	Homeroom	
GRADE 8											
	8:00 - 8:30	8:30 - 8:50	8:55 - 9:55	10:00 - 10:25	10:25 - 11:10	11:15 - 12:00	12:00 - 1:00	1:00 - 1:45	1:50 - 2:50	2:50 - 3:00	
Grade 8A: Dominique's Homeroom	Breakfast	Morning Meeting	Math	Social Studies	Special	Social Studies	ELA	Lunch	Science	Homeroom	
Grade 8B: Verniere's Homeroom	Breakfast	Morning Meeting	Social Studies	ELA	Special	ELA	Science	Lunch	Math	Homeroom	
Grade 8C: Jackson's Homeroom	Breakfast	Morning Meeting	ELA	Science	Special	Science	Math	Lunch	Social Studies	Homeroom	
Grade 8D: Talmadge's Homeroom	Breakfast	Morning Meeting	Science	Math	Special	Math	Social Studies	Lunch	ELA	Homeroom	

### EARLY DISMISSAL DATES FOR THE 2021-2022 SY

*(Note: All Early Dismissals are 12:00 PM)*

- November 2, 2021 (Staff and Students)
- November 18, 2021 (Students only)
- November 24, 2021 (Staff and Students)
- December 23, 2021 (Staff and Students)
- April 13, 2022 (Students only)

\*Please note that the minimum hours of instruction for virtual or remote day is four hours excluding lunch and recess even when operating on a half day schedule.

### **Staff Attendance:**

- Daily logs must be completed by all New Horizons Community Charter School support staff and submitted to the school Principal/Vice Principal or Direct Supervisor by the end of each remote learning week.
- If a staff does not punch in, it will be documented as an absence.
- Paychex Flex shall be used to account for daily attendance

### **Teacher/Staff Expectations:**

- Staff will be informed if they will work on site or from home depending on a case-by-case situation. There may be designated staff that may need to operate on site for example for building maintenance and food distribution.
- Staff is expected to punch in and out during remote days via Paychex Flex.
- Instructional staff is expected to provide live instruction via zoom as per the school wide schedule.
- Teacher Professional Development will continue to be conducted via Zoom in cases of an emergency closing.
- Technical Support is available to staff during remote instruction by emailing the Technology Department at [technology@nhccschool.org](mailto:technology@nhccschool.org).
- All staff is expected to be on ClassDojo and Google Classroom and communicate often with parents/guardians.
- All staff is expected to attend professional development opportunities that promote professional growth, use of technology and student support services.
- All staff is made aware that communication is crucial with students and parents during remote instruction.
- All staff is required to attend Grade-Level Meetings and Trainings during remote instruction mode.

### **Staff Meetings:**

Monthly staff meetings are on-going and peer support is encouraged. Both the Principal and the Chief School Administrator have open door policies to assist instructional staff if they need additional support during remote instruction.

### **Uninterrupted Professional Development During Remote Instruction:**

Staff Professional Development provides staff with the information, guidance, and professional learning necessary to support instructional practices, health and safety protocols, and strategies to identify and support students coping with trauma or grief. Our district conducted numerous PD sessions during the period of remote instruction, and throughout the summer, and will continue during the school year. A calendar of August professional learning opportunities was developed and executed on topics such as:

- Curriculum, Instruction and Assessments
- Social and Emotional Strategies
- Leveraging Curriculum Planning
- Special Education Resources
- Accelerating Learning through Tutoring
- Health and Safety Protocol During COVID 19
- Strategies to Use Technology to Differentiate Instruction in the Classroom
- Utilizing Technology to Check for Understanding in the Classroom

#### Google Classroom Expectations:

All teachers have created a Google Classroom. Students are provided the links to the Google Classroom. This would provide students with access to the Google Classroom at all times. Teachers are required to actively use this platform to support daily remote instruction.

Classrooms should be named using the following convention:

- Class name- teacher, school (ie. Mrs. Jones, SY 2021-2022)
- Section - subject/grade/time (ie. ELA Gr. 4- 4A Homeroom Class)
- If the teacher is a “self-contained teacher,” teaching all content areas:
- Class name - teacher, school, grade level (ie. Mrs. Brown, Kindergarten)

#### **ADDITIONAL NOTES:**

- Homeroom will be dedicated to attendance and for students to participate in mindfulness and Social Emotional Learning activities from Second Step provided by the teachers.
- Teachers who work with small groups (ie, Basic Skills, and Related Services) must meet with students daily for the students they provide services to. Instructional supervisors will monitor the Google Classroom.
- New material will be taught via the Google platform utilizing Zoom live streaming for synchronous (real-time; live) learning, focusing on the curriculum for the course. Teachers are expected to set up

zoom to engage students in synchronous learning for each subject daily for the duration of the scheduled period.

- Any educational videos posted to a teacher's Google Classroom must be viewed in its entirety by the teacher prior to posting to ensure that the material is grade-appropriate and educationally sound.
- Lesson plans are to be submitted on a weekly basis.
- All teachers must have substitute lesson plans developed for instructional days that afford students the ability to learn through asynchronous lesson. These plans should be labeled by day (i.e., Sub plans - Day 1, Sub plans - Day 2, etc.) and posted in the Google Classroom.
- All teachers are expected to reach out to students/parents consistently to answer any questions or concerns they have (via email, phone call, or Google Meet). Staff can use \*67 to block their number or obtain a free phone number through Google Voice if uncomfortable using a personal phone number.
- If a student does something inappropriate during a zoom or through a post in Google Classroom, teachers are required to complete a student incident report and forward it to the Dean of Students.

#### Teacher Etiquette During Remote Instruction:

- Prepare for technical difficulties; and are required to consistently check that their technology is working prior to starting the zoom session with students.
- The laptop/desktop camera should be turned on during the entire period.
- When working remotely, utilize a quiet space that has minimal distractions and be mindful of the background viewed on your screen
- Dress professionally.
- Communicate effectively.
- Avoid eating during the session.
- Set norms at the beginning of the session (ie. ask participants to mute themselves, speak one at a time, post questions in the chat), etc.
- Ask students to refrain from using their cellphones unless it is part of the lesson.
- Genuine active engagement should be displayed at all times.
- Provide time for students to ask questions, pause periodically to encourage participation

#### Student Attendance During Remote Instruction:

It is critical that we maintain regular contact with students and their families in order to support their social-emotional well-being and academic needs. The goal is to maintain regular contact with students to ensure participation and engagement.

***Reporting Daily Attendance:***

- A student will be expected to engage in synchronous lessons to receive credit for a full day of attendance via zoom.
- Attendance will be taken by the homeroom teacher and all absences will be recorded via Zoom. New Horizons Community Charter School's administrative secretary and school clerk is required to check attendance by 9:30 a.m.

***Reporting Course Attendance:***

- To be considered "in attendance," students are expected to be present for synchronous instruction via zoom.

***Additional Information Regarding Attendance:***

- A student experiencing technical difficulties and/or internet interruption should notify their teacher(s) of the difficulty. Students experiencing technical difficulties and/or internet interruption will be considered present upon completing all class assignments due on that day. However, they must also reach out to [onlinelearning@nhccschool.org](mailto:onlinelearning@nhccschool.org) to address all technology concerns as quickly as possible.
- The Dean of Students will provide a Google sheet log to school principal to document students if no contact has been made with either the student or the family for three or more consecutive days.
- Teachers are expected to submit daily attendance data.

**Student Expectations During Remote Instruction:**

- Follow the schedule for your grade level. This will be posted on the school website and ClassDojo.
- When working remotely, ensure that you are logged into zoom and google classroom for each class on time for synchronous instruction, as attendance will be recorded.
- Participate in zoom established by your teachers and log off at the close of the lesson. The teacher should be the last person to log off the Zoom virtual class.
- Complete and submit assignments as per the assignment's due date.
- Respond to all teacher emails within 24 hours.
- Contact your teacher if you experience technological difficulties, internet interruption, when having

trouble completing an assignment or if extra support is needed.

#### **Student Etiquette During Remote Instruction:**

- Prepare for technical difficulties; check that your technology is working prior to starting the session; email your teacher with any issues.
- Behave in a respectful manner during all virtual learning activities and dress appropriately.
- Actively engage in the sessions; refrain from using your cell phone unless directed by the teacher to utilize as part of the session.
- When working remotely, utilize a quiet space in your home that has minimal distractions.
- Avoid eating during the session.
- Communicate effectively and respectfully at all times.
- Keep your microphone on mute unless told otherwise by your teacher.
- During zoom your video camera must be on for the entirety of the class period.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Zoom, including posting on any social media platform.
- Any confidential or personally identifiable information related to students participating in a Zoom or Google Classroom should not be collected, discussed or shared.

#### **Parent/Guardian Expectations During Remote Instruction:**

Parents/guardians are encouraged to assist their child through remote learning providing encouragement and supporting their children during asynchronous learning opportunities.

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during remote learning, all parents/guardians are asked to observe the following privacy guidelines:

- Zoom meetings are designed for students to seamlessly transition to remote learning. To prevent disruptions to the learning environment, parents/guardians should not actively participate in these sessions, although parents/guardians may assist their child with technology. Especially with synchronous learning, any support needed should be coming from the teacher in the moment.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a zoom meeting, including not posting on any social media platform.
- Do not share zoom codes or links with friends or members outside of our school community. All students should have access to their appropriate zoom meeting.

- Any confidential or personally identifiable information related to students participating in zoom should not be collected, discussed or shared.
- Parents/guardians should not engage with students during zoom meetings.
- If a parent/guardian has a question, please email your child's teacher or reach out via ClassDojo.

**Nurse's Expectations During Remote Instruction:**

- Direction will be provided by Principal
- Conduct wellness checks
- School Nurse may be assigned to be onsite to support any wellness checks
- Update nursing procedures and practices
- Continue to add student Immunization Records
- Review student files for missing immunizations and physicals, follow up with families
- Obtain treatment plans for students that require medication
- Create student Individual Health Care Plans as applicable
- Collaborate with School Counseling Department as it relates to Student Support Services
- Provide mandatory/required health training to school community
- Active role in district I&RS and Section 504 Teams
- Produce Communicable Diseases reminders and updates as needed
- Maintain daily and monthly reports

**School Guidance Team Staff Expectations During Remote Instruction:**

- Manage all aspects of student caseload
- Maintain a departmental log consisting of daily activities and communication with students, parents and staff
- Provide relevant resources for students and staff
- Attend departmental meetings

- Identify at-risk students and contact them regularly
- Respond and follow-up on emails within a timely manner (24-48 hrs.)
- Facilitate individual counseling, small group and classroom-based guidance activities virtually
- Attend professional development opportunities that promote professional growth, use of technology and student support services
- Serve on the Pandemic Response Team
- Active role with School-based and District Crisis Intervention Teams

**Child Study Team Members and Related Service Providers Expectations During Remote Instruction:**

- Check in with the students/families on their caseload via email, phone calls, Google Meet
- Maintain a log for the students that are contacted
- Participate in Professional Development opportunities
- Develop a schedule to support students and communicate with students and parents
- Complete evaluations and IEPs as deemed necessary
- Provide related services, Speech, Occupational Therapy, Physical Therapy, Nursing, and Audiological

**Instructional Assistants Expectations:**

- Work with the teacher who will provide guidance
- Participate in Professional Development opportunities
- Participate in Teacher's Google Classroom and zoom meetings daily

**Secretaries Expectations:**

- Principal will provide directions as needed
- Submit reports as needed
- Participate in weekly Principal's meeting

- Provide support with outreach to students
  - Check daily attendance by 9:30 am in PowerSchool
  - Complete transfers
  - Assist with home surveys
  - Update emergency contact forms and PowerSchool
  - Respond to parent inquiries
  - Ensure student folders are updated in the office
  - Assist parents with registering via Newark Enrolls
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**Student Related Services Expectations:**

**Speech, Occupational Therapy, Physical Therapy**

**Students will continue to receive their related services as per their IEP remotely. The therapists will schedule the sessions and notify the parents/guardians and school staff.**

**DISCLOSURE:**

***Information contained in this report is subject to change based on updated guidance from the New Jersey Departments of Education and Health, as well as the continued collaboration with our educational and community teams. This document is intended to provide additional information and clarity on our planned learning options for the 2021-2022 SY.***