



Local Education Agency Guidance for Virtual or Remote Instruction Plan for the 2023-2024 School Year

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year’s plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark “yes,” confirming that the information is in the Plan and list the corresponding Plan page number, or mark “no” if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked “no.”

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA’s website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the County Office of Education.

Contact Information

County: Hudson

Name of District, Charter School, APSSD or Renaissance School Project:
North Hudson Academy

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:
Dennis P. McCarthy, Ph.D.

Phone Number of Contact: (201) 865-9577

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes <input type="checkbox"/>



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?		Yes <input type="checkbox"/>	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.		Yes <input type="checkbox"/>	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?		Yes <input type="checkbox"/>	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?		Yes <input type="checkbox"/>	

Notes on Equitable Access to Instruction

Question 2. Page numbers: 4,6,8,15,17,20

Question 3. Page numbers: 4,6,8,15,17,20

Question 4. Page numbers: 4,7,9,10,11,13,14

Question 5. Page numbers: 1,2



Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?		Yes <input type="checkbox"/>	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?		Yes <input type="checkbox"/>	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?		Yes <input type="checkbox"/>	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?		Yes <input type="checkbox"/>	

Notes on Special Education Needs

Question 1. Page numbers: 1,4,6,8,11,13

Question 2. Page numbers: 4,7,9,10,11,13,14

Question 3. Page numbers: 5,7,9,10,11,13,15

Question 4. Page number: 15



Addressing English language learners (ELL) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?		No <input type="checkbox"/>	
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?		Yes <input type="checkbox"/>	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?		No <input type="checkbox"/>	
4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)?		Yes <input type="checkbox"/>	

Notes on Supporting ELL Educational Needs

Question 1. Page numbers: 16

Question 2. Page numbers: 3,15

Question 3. Page numbers: 16

Question 4. Page numbers: 15



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?		Yes <input type="checkbox"/>	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?		Yes <input type="checkbox"/>	

Notes on Attendance Plan

Question 1. Page numbers: 5,7,9,10,11,13

Question 2. Page numbers: 5,7,10,11,13,15

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	15	Yes <input type="checkbox"/>	

Notes on Safe Delivery of Meals



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	16	Yes <input type="checkbox"/>	

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	16	Yes <input type="checkbox"/>	
b. Social and emotional health of staff and students	10,15	Yes <input type="checkbox"/>	
c. Title I Extended Learning Programs	16	No <input type="checkbox"/>	
d. 21 st Century Community Learning Center Programs	16	No <input type="checkbox"/>	
e. Credit recovery	16	Yes <input type="checkbox"/>	
f. Other extended student learning opportunities	16	Yes <input type="checkbox"/>	
g. Transportation	16	No <input type="checkbox"/>	
h. Extra-curricular programs	16	Yes <input type="checkbox"/>	
i. Childcare	16	No <input type="checkbox"/>	
j. Community programming	16	No <input type="checkbox"/>	

Notes on Other Considerations



APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts? Yes No

Notes on APSSD Sharing Plans

[Empty text box for notes on APSSD Sharing Plans]

Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	16	Yes <input type="checkbox"/>	

Notes on Essential Employees

[Empty text box for notes on Essential Employees]

Board Approval

Date of board approval (mm/dd/yyyy): 07/24/2023

Notes on Board Approval

[Empty text box for notes on Board Approval]

Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes No

2. Link to website: www.northhudsonacademy.org/forms/

**North Hudson Academy Virtual/Remote Instructional Plan
2023-2024 School Year**

Update as of 7/19/23

The North Hudson Academy is a NJDOE Approved Private School for Students with Disabilities. Current special education student register is 56 with students, PreK – Gr 12, served in three program components (see Table 1).

Table 1: North Hudson Academy Student Enrollment by Program Component

	Behavior Disabilities		Autism Spectrum Disorder		Preschool Handicapped	Total
	GS	HS	PreK-K	Gr 1-3	PreK	
Number	39	10	2	5	0	56
%	70%	18%	4%	9%	0%	100%

Revised 7/19/23

Students are enrolled from a total of 15 Public School Districts located in Hudson, Passaic, Union, Bergen, and Essex counties. Socioeconomic status of student families is low to low-middle income as best represented by Child Nutrition Program Eligibility (See Table 2).

Table 2: Student Child Nutrition Program Eligibility

	Free	Reduced	Paid	Total
Total	42	6	8	56
%	75%	11%	14%	100%

Revised 7/19/23

Analyses of student working access to electronic instruction during the current period of school closure distance learning are presented in Tables 3 and 4 below. Ninety two percent (52) of NHA student homes have internet capability. More importantly, 92.86% of students have personal access to an electronic device capable of downloading and utilizing the electronic instructional platforms being used by the North Hudson Academy to provide telecommunication educational services in individual and group modalities. Only four students are not able to participate in those instructional and related services being provided through the Zoom platform. These four students, and several others whose parents have opted out of online learning for various reasons, receive two-week instructional assignment packets periodically delivered directly to, and collected from, the student homes by NHA staff.

Table 3: Student Household Internet Access

Classification	Program Component	Students with Internet Access	Students without Internet Access	Unknown Status of Student Internet Access	Total
BD	GS	34	2	1	37
BD	HS	7	-	1	8
ASD	ASD	2	-	-	2
ASD	GS	7	-	-	7
ASD	HS	2	-	-	2
PSD	PSD	0	-	-	0
Number		52	2	2	56
%		92.86%	3.57%	3.57%	100.00%

Revised 7/19/23

Table 4: Student Household Device Access

Classification	Program Component	Students with Computer, Laptop, and/or Tablet Access	Students with Only Access to a Smartphone	Students with No Devices	Unknown Status of Student Device Access	Total
BD	GS	22	13	2	1	38
BD	HS	4	2	-	1	7
ASD	ASD	2	-	-	-	2
ASD	GS	5	2	-	-	7
ASD	HS	2	-	-	-	2
PSD	PSD	-	-	-	-	0
Number		35	17	2	2	56
%		62.50%	30.36%	3.57%	3.57%	100%

Revised 7/19/23

The NHA School Closure Preparedness Plan is summarized in Chart I, followed by detailed descriptions of each of the Instructional and Related Services Components of the Plan. The final section of the Plan addresses additional required NJDOE Checklist items.

North Hudson Academy Virtual/Remote Instruction Plan 2023-2024 School Year
8:15AM – 1:15PM

Educational Services

	<u>Instructional*</u>	<u>Counseling</u>	<u>Related Services*</u>	<u>Physical/Occupational Therapy</u>	<u>Psychiatric</u>
Behavior Disabilities (K – Gr 12)	<ul style="list-style-type: none"> • Four Daily Group Zoom Lessons each Homeroom GS & HS Software: Google Docs • Teacher Packets** • Ongoing Teacher/Para Support Online and via Telephone 	<ul style="list-style-type: none"> • Zoom and Phone Sessions as per IEP • Weekly Group Zoom and Google Docs Sessions • Counseling staff available daily via telephone to students/parents 	<ul style="list-style-type: none"> • Individual and Group Zoom and Phone Sessions as per IEP • Therapist-Prepared Assignment Packets and Emailed Assignments based on IEP Speech Goals** • Ongoing Therapist Support On-line and via Telephone 	<ul style="list-style-type: none"> • Zoom Sessions as per IEP with Therapist and Para 	<ul style="list-style-type: none"> • Ongoing medication monitoring and prescription renewal
Autism Spectrum Disabilities (PreK – Gr3)	<ul style="list-style-type: none"> • Daily Individual and Group Zoom Lessons Software: Google Docs • Packets of Teacher-Prepared Student Individualized ABA Programming for Parent** • Ongoing Teacher/Para Support Online and via Telephone 	<ul style="list-style-type: none"> • School Social Worker available daily via telephone to parents 	<ul style="list-style-type: none"> • Individual and Group Zoom and Phone Sessions as per IEP • Therapist-Prepared Assignment Packets and Emailed Assignments based on IEP Speech Goals** • Ongoing Therapist Support Online and via Telephone 	<ul style="list-style-type: none"> • Zoom Sessions as per IEP with Therapist and Para 	<ul style="list-style-type: none"> • Ongoing medication monitoring and prescription renewal
Preschool Disabilities (PreK – K)	<ul style="list-style-type: none"> • Daily Individual and Group Zoom Lessons Software: Google Docs • Teacher Packets** • Ongoing Teacher/Para Support Online and via Telephone 	<ul style="list-style-type: none"> • School Social Worker available daily via telephone to parents 	<ul style="list-style-type: none"> • Individual and Group Zoom and Phone Sessions as per IEP • Therapist-Prepared Assignment Packets and Emailed Assignments based on IEP Speech Goals** • Ongoing Therapist Support Online and via Telephone 	<ul style="list-style-type: none"> • Zoom Sessions as per IEP with Therapist and Para 	<ul style="list-style-type: none"> • Ongoing medication monitoring and prescription renewal

*Bilingual staff support provided to parents as needed.

**Provided in cases where internet connectivity is not available, when a student lacks the requisite skills for electronic instruction, or upon parent request.

NHA Grammar School and High School Behavioral Disabilities
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

I. Methods being used to provide Instruction

Students with online capabilities:

- Daily lessons on Google Docs in the four core subject areas including teacher-made video lessons, Brain POP videos and activities, You Tube videos, EdHelper articles, digital Scholastic Magazine articles, Flocabulary lessons, Free Reading Program, online educational games
- Once weekly Physical Education, Art, and Health class video links and articles on Google Docs
- Two Daily Group Zoom Lessons with two subject teachers and two subject area lessons presented per session
- Ongoing instructional support online and via email and phone for struggling students by teachers and paraprofessionals/aides on a regular and as-needed basis

Students without online capabilities:

- Teacher-made packets including instructional assignments for all four core subject areas
- Instructional phone calls to struggling students made by teachers and paraprofessionals/aides on a regular and as needed basis

II. Frequency and Duration of Instruction

- Daily Asynchronous Lessons on Google Docs take approximately two hours to complete
- Two Group Zoom Lessons on the HS and GS levels occur daily for 60 minutes each.
- Instructional support phone calls vary depending on the needs of the individual child or parent

III. Basis of Instructional Planning

- Lessons are based on grade-level New Jersey State Learning Standards
- Modifications and accommodations are made according to the individual student IEP
- Strategies for teaching include, but are not limited to: videos, question and answer sessions, class discussions, reading comprehensions, interactive games, virtual gallery walks, online research projects, PowerPoint and Prezi presentations, virtual field trips

IV. Documentation and Assessment/Grading of Instruction

- Lesson plans for asynchronous assignment and Group Zoom sessions are documented by the teachers and collected on a weekly basis by the Supervisor of Instruction
- Asynchronous assignments on Google Docs are graded and recorded into gradebooks by teachers daily
- Student instructional packet assignments are graded when received and recorded into gradebooks by teachers
- Teachers document and summarize Group Zoom sessions on a Videoconference Class Session Documentation Form and submit the form to the Supervisor of Instruction for review
- Instructional phone calls are documented and summarized by teachers and paraprofessionals/aides on the Instructional Phone Session Documentation Form and submitted to the Supervisor of Instruction for review

V. How is attendance being documented and what follow up strategies are being used when a student is not participating

- Daily attendance for Asynchronous Lessons are tracked based on class assignment completion
- Attendance for Group Zoom lessons is tracked based on student presence in a scheduled videoconference session
- Attendance for instructional packets is tracked by the number of completed and returned assignments during a two-week period
- Lack of student participation is reported to the appropriate parties in the following order as needed: student's counselor, parent, Assistant Director, and CST Case Manager

NHA ASD Virtual/Remote Learning Instruction Plan 2023-2024 School Year

I. Methods being used to provide Instruction

Students with online capabilities:

- Students are being provided online instruction through Google Docs links. They are provided Morning Meeting (calendar skills), Gross Motor videos, Thematic Units covering four subject areas including teacher-made video lessons, Brain POP videos and activities, You Tube videos, Boom Cards lessons, Education.com, and ABCmouse
- Daily Individual Zoom lessons with classroom teacher and aide
- Ongoing instructional support online and via email and phone to support parent implementation of instruction by teacher and paraprofessionals/aides on a regular and as-needed basis

Students without online capabilities:

- Teacher-made packets based on individualized programming
- Phone calls to support parent implementation of instructional packets by teacher and paraprofessionals/aides on a regular and as-needed basis

II. Frequency and Duration of Instruction

- Daily Asynchronous Lessons on Google Docs take approximately two hours to complete
- Group Zoom Morning Meeting (social skills, calendar skills, and journaling) occur daily for approximately 30 minutes
- Zoom Lesson for individualized student programming occur daily for approximately for 30 minutes
- Instructional support phone calls vary depending on the needs of the individual child or parent

III. Basis of Instructional Planning

- Planning is based on a combination of IEP goals and New Jersey State Learning Standards
- Modifications and accommodations are made according to the individual student IEP. Some student IEP goals cannot be measured while being taught at home
- Strategies for teaching include, but are not limited to videos, question and answer sessions, class discussions, reading comprehensions, interactive games, virtual field trips, songs, and class projects

IV. Documentation and Assessment/Grading of Instruction

- Boom Cards and ABCmouse interactive lesson reports are printed weekly
- The assigned Paraprofessional/Aide documents the teacher Group Zoom Lesson and summarizes the session on the Videoconference Session Documentation Form which is submitted to the teacher. The teacher reviews the form and submits them to the Supervisor of Instruction
- Student instructional assignment paper packets are reviewed and documented when received by the teacher. Assignments are reviewed for completion, accuracy, and filed in the student portfolio
- Phone conversations with parents are used to assess student progress

V. How is attendance being documented and what follow up strategies are being used when a student is not participating

- Attendance for Group and Individual Zoom lessons are tracked based on student presence in a scheduled videoconference session
- Attendance for Asynchronous Assignments on Boom Cards and ABCmouse will be logged by the teacher
- Attendance for instructional packets is tracked by the number of completed and returned assignments during a two-week period
- Attendance for instructional phone calls is tracked based on parent participation and logged by the teacher
- Lack of student participation is reported to the Supervisor of Instruction and the Assistant Director for necessary intervention with the parent and/or CST Case Manager

NHA Pre-School Disabilities
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

I. Methods being used to provide Instruction

Students with online capabilities:

- Students are being provided online instruction through Google Docs links. They are provided Morning Meeting (calendar skills), Gross Motor videos, Thematic Units covering four subject areas including teacher-made video lessons, Brain POP videos and activities, You Tube videos, Boom Cards lessons, Education.com, and ABCmouse
- Two daily Group Zoom lessons with classroom teacher and aide
- Ongoing instructional support online and via email and phone to support parent implementation of instruction by teacher and paraprofessionals/aides on a regular and as-needed basis

Students without online capabilities:

- Teacher-made packets based on Creative Curriculum and New Jersey State Learning Standards
- Phone calls to support parent implementation of instructional packets by teacher and paraprofessionals/aides on a regular and as-needed basis

II. Frequency and Duration of Instruction

- Daily Asynchronous Lessons on Google Docs take approximately two hours to complete
- Group Zoom Morning Meeting (social skills, calendar skills, and journaling) occur daily for approximately 30 minutes
- Thematic Unit Zoom lessons occur daily for approximately 40 minutes
- Instructional support phone calls vary depending on the needs of the individual child or parent

III. Basis of Instructional Planning

- Planning is based on a combination of IEP goals, Creative Curriculum and New Jersey State Learning Standards
- Modifications and accommodations are made according to the individual student IEP
- Strategies for teaching include, but are not limited to, videos, question and answer sessions, class discussions, reading comprehensions, interactive games, virtual field trips, songs, and class projects

IV. Documentation and Assessment/Grading of Instruction

- Boom Cards and ABCmouse interactive lesson reports are printed weekly
- The assigned Paraprofessional/Aide documents the teacher Group Zoom Lesson and summarizes the session on the Videoconference Session Documentation Form which is submitted to the teacher. The teacher reviews the form and submits it to the Supervisor of Instruction
- Student instructional assignment paper packets are reviewed and documented when received by the teacher. Assignments are reviewed for completion, accuracy, and filed in the student portfolio
- Phone conversations with parents are used to assess student progress

V. How is attendance being documented and what follow up strategies are being used when a student is not participating

- Attendance for Group Zoom lessons are tracked based on student presence in a scheduled videoconference session
- Attendance for Asynchronous Assignments on Boom Cards and ABCmouse will be logged by the teacher
- Attendance for instructional packets is tracked by the number of completed and returned assignments during a two-week period
- Attendance for instructional phone calls is tracked based on parent participation and logged by the teacher
- Lack of student participation is reported to the Supervisor of Instruction and the Assistant Director for necessary intervention with the parent and/or CST Case Manager

NHA Related Services – Counseling
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

- I. Method, Frequency and Duration of Related Services Strategy
 - Students participate in weekly Individual Zoom sessions as per the frequency, duration and modality indicated in their IEP with their assigned counselor. Students who do not have internet access will receive phone calls from their assigned counselor.
 - Weekly 45-minute Group Zoom sessions will be facilitated by a counselor for each Homeroom class in the BD Grammar School and BD High School programs. Social Emotional Learning lessons/exercises will be assigned via Google Docs to be completed during the group Zoom session.
- II. Basis of Planning the Related Services Strategy
 - Planning for this related service strategy for all students is based on each individual student's social and emotional IEP goals and objectives.
- III. Documentation and Assessment of Related Services Strategy
 - Individual and Group Zoom Counseling Sessions will be documented and summarized on a Video Conference Session Documentation Form.
 - Individual Counseling Phone Sessions will be documented on the Counseling Phone Session Documentation Form.
- IV. How is attendance being documented and what follow up strategies will be used when a student is not participating
 - Zoom Session Attendance will be tracked using the Video Conference Documentation Form. Every phone call session is documented as well.
 - Attendance is maintained via the NHA Counseling Videoconference Log Form and Phone Log Form. Completed log forms are sent to the Assistant Director via email at the end of the school day to document participation. Students/parents who are unresponsive/nonparticipatory are also recorded on these logs.
 - Follow-up strategies for students who are not participating include phone call and email reminders, offering of services via phone call, and reporting participation issues to the Assistant Director for intervention.
 - Students of parents who only speak Spanish will be contacted regarding counseling services by the Assistant Director who will also complete Phone Session Documentation Forms. A bilingual counselor may be assigned to the student during the remote/virtual learning time period.

NHA Related Services – Speech and Language Therapy
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

- V. Method, Frequency and Duration of Related Services Strategy
- Students participate in Individual and Group Zoom sessions as per the frequency, duration and modality indicated in their IEP.
 - Students who do not have internet access will receive speech assignment paper packets delivered to their home and picked up by school staff on a biweekly basis.
- VI. Basis of Planning the Related Services Strategy
- Planning for this related service strategy for all students is based on each individual student's speech and language IEP goals and objectives.
- VII. Documentation and Assessment of Related Services Strategy
- Individual and Group Zoom Speech Sessions will be documented and summarized on a Video Conference Session Documentation Form.
 - Students on Speech assignment paper packets will be contacted weekly by the Speech Therapist to assist with assignment completion and to monitor student progress with parents. Quality of work completion will be assessed by the Speech Therapist upon collection of the assignments.
- VIII. How is attendance being documented and what follow up strategies will be used when a student is not participating
- Zoom Session Attendance will be tracked using the Video Conference Documentation Form. Every phone call session is documented as well.
 - For students completing speech assignment paper packets, attendance is documented based on student completion of work (which will be tracked via a work completion template). Verbal discussion of tasks completed over the phone with parents, and student participation in Speech and Language Therapy services provided over the phone, will be documented via the Speech Therapy Phone Log Form.
 - Attendance is maintained via the NHA Speech Therapy Videoconference Log Form and Phone Log Form. Completed log forms are sent to the Assistant Director via email at the end of the school day to document participation. Students/parents who are unresponsive/nonparticipatory are also recorded on these logs.
 - Follow-up strategies for students who are not participating include phone call and email reminders, offering of services via phone call, and reporting participation issues to the Assistant Director for intervention.

- Students of parents who only speak Spanish will be contacted regarding speech and language therapy services by bilingual paraprofessionals and aides who will also complete Phone Session Documentation Forms. Paraprofessionals and aides will forward their Documentation Forms to the Speech Therapist for attendance purposes, to ascertain from parents their child's work completion and speech and language progress, to relay parent questions/concerns to the Speech Therapist, and to relay information/strategies/techniques to the parents from the Speech Therapist to ensure services are being provided effectively and efficiently.

NHA Related Services – Occupational/Physical Therapy
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

- I. Methods being used to provide Related Service
 - Occupational Therapy (OT)/Physical Therapy (PT) activities and strategies are provided remotely via scheduled Individual Zoom Sessions by the OT/PT Therapists and with the assistance of the assigned NHA Paraprofessional/Aide.
 - OT/PT activities and strategies are driven by each student's individual needs and IEP goals, regardless of diagnosis. The treatment strategies are tailored to the child's presentation with diagnostic considerations.

- II. Frequency and Duration of Related Services Strategy
 - Each student receives the same number of minutes per week in OT/PT sessions as they would if they were in school. The only difference is that group OT/PT sessions will not be held over Zoom, so each child will be seen 1:1. Students receive the weekly sessions/minutes of service as indicated in their IEP.

- III. Basis of Planning the Related Service Strategy
 - Session planning is student driven, based on their current abilities and using their IEP OT/PT Goals as an outline for treatment activities.

- IV. Documentation and Assessment of Related Service Strategy
 - Notes are kept for each OT session by the therapist, indicating whether the child's particular skills being addressed are improving, the activities used to address each skill, and the student's response. The assigned Paraprofessional/Aide also maintains an Occupational/Physical Therapy Documentation Form for each session.

- V. How is attendance documented and what follow up strategies are being used when a student is not participating
 - Attendance is documented informally with daily treatments notes. Attendance is formally documented on the OT/PT provider's time sheet. Participation issues are reported to and discussed with the Assistant Director for intervention as necessary.

NHA Related Services – Psychiatric Treatment
Virtual/Remote Learning Instruction Plan 2023-2024 School Year

I. Method and frequency of Related Service Strategy

- Dr. Alvaro Gutierrez, the school's consulting psychiatrist, will contact via Zoom and/or phone the parents of students receiving, or parents requesting, psychiatric services for their child. Dr. Gutierrez will be available on a biweekly basis and will conduct these contacts with parents and students in conjunction with the Assistant Director/School Social Worker.

II. Basis of Planning the Related Service Strategy

- Parents are called for the purposes of periodic medication monitoring and prescription renewal for their child. Psychiatric Evaluations are conducted upon parental request.
- Dr. Gutierrez and the Assistant Director conduct sessions with parents in Spanish when necessary.

III. Documentation of Related Service Delivery

- Record documentation of the psychiatric services provided include: Psychiatric Evaluation Reports, Psychiatric Progress Notes and copies of all Medication Prescriptions mailed or delivered directly by staff to parents. All documentation is maintained in the medical section of the student's educational file as per NJDOE administrative code.

NJDOE Checklist Items

The following Questions and Answers deal with checklist items that may not have been directly addressed in the previous descriptions of the North Hudson Academy Virtual/Remote Instruction Plan 2023-2024 School Year.

LEA Checklist:

Page 4 Question 4: Does the plan address procedures for virtual IEP meetings?

Answer: Since the first mandated school closure on 3/18/20, the Assistant Director has successfully implemented virtual IEP meetings which have included CST Case Managers, Parents, students as appropriate, Teachers and Related Service Staff, via the Google Meet and Zoom platforms.

Page 5 Questions 2,4: Does the plan explain how the school communicates with ELL families, including translated materials and directions? Does the school plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?

Is training provided for staff in strategies related to culturally responsive teaching, social emotional learning and trauma informed teaching?

Answer: All parent documents are presented in English and Spanish. Bilingual paraprofessionals and aides are assigned to provide technology, instructional and related service provider support to Spanish speaking families as needed. This support is documented by staff when provided. Staff development has been provided as needed, and will continue to be provided, in the above-referenced topics.

Page 6 Question 1: Does the plan explain how the school will provide continued safe delivery of meals to eligible students?

Answer: NHA is not directly providing meals to students, however, the Business Manager will periodically provide updated school district meal distribution information to parents via email.

Page 6 Question 2: Does the plan describe how the school is following up with the family when a student is not participating in online instruction and/or submitting assignments?

Answer: Teachers, Related Service Staff and Paraprofessionals/Aides make every possible effort to encourage full participation by students and parents. Nonparticipation issues are addressed and documented.

When difficulties persist, the Assistant Director/School Social Worker reaches out to parents directly and, if necessary, enlists the assistance of the CST Case Manager and/or Social Services agencies, i.e., PerformCare, C.A.S.A., DCP&P, that may be involved with the family.

Page 7 Question 1: Does the plan explain how the building will be maintained throughout the extended period of closure?

Answer: The school facility will remain safely open on a daily school day basis to various essential staff members. During the period of closure, a custodial and a building and grounds staff member will methodically work to clean and disinfect the entire building. Their efforts will also include repeatedly addressing the hygienic maintenance of the work spaces of essential administrative and educational staff who will have been coordinating the efforts of teachers, aides and related service personnel, insuring the successful, ongoing delivery of services to our students.

Page 8 Question 1: The North Hudson Academy will ensure an essential employee list is provided to the County Office at the time of transition to virtual/remote instruction.

Other Programmatic Considerations

Page 7 and Page 5 Questions 1,3: The North Hudson Academy will work with sending district CSTs to identify students with Accelerated Learning needs and implement intervention opportunities, Credit Recovery strategies, and Extended Student Learning programs. The school will also support involvement of students in Extra-Curricular Programs in their home district.

The North Hudson Academy currently has no involvement in Title 1 or 21st Century Community Programs, Community Programming or arranging Transportation or Childcare Services, nor does the school provide ESL or Bilingual programming.