



Remote Instruction Plan

Henry Johnson Charter School (HJCS) believes that in person instruction is the most effective means of learning. However, HJCS has developed and implemented policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

Currently, all students have access to a computing device every day. All KDG students have an iPad, and students in grades 1-4 each have a Chromebook stored in a cart in their classrooms. They use them regularly for individualized online instruction and assessment(s). If HJCS moved to remote instruction, the school would communicate with families about the dissemination of computing devices via the messaging services available through Class Dojo and through a phone blast. Malfunctioning devices will be serviced and/or replaced by contacting the help desk to schedule a time to drop off the hardware at the school.

Additional policies and procedures to ensure students receiving remote instruction under emergency conditions are in place to monitor access to internet connectivity. The school will use Class Dojo to determine the need for access to internet in students' places of residence. The school will ensure that all students have access to internet by providing information to locate the nearest public libraries.

Expectations are set for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. The school has provided laptops to all instructional staff to ensure that they have the necessary tools to deliver emergency remote instruction from their places of residence. All instructional staff currently have broadband access at home.

120 minutes of the school day will be spent on synchronous instruction. In grades K-2 185 minutes of the school day will be spent on asynchronous instruction, and in grades 3&4 there will be 205 minutes of the school day spent on asynchronous instruction. Supplemental



instruction will be personalized to support students individualized needs including supporting ELL/ML students, via the ability to hold daily conferencing (phone, video, etc.)

Current training is provided to teachers to help adapt their instruction to the district expectations through a 14:1 classroom to coaching ratio w/ training of methods and strategies ongoing and aligned to state standards and district expectations.

The district will determine which students for whom remote instruction via digital technology is not appropriate at the relevant time. HJCS will provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate on a case-by-case basis. Synchronous instruction for those students who do not have adequate internet access will take place at public libraries.

Special education and related services will be provided to students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

The district will ensure that special education and related services will be provided remotely via daily conferencing per active IEP and 504 plans. HJCS administration will coordinate with the special education teacher, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment through weekly meetings to review calendars and schedules in addition to tracking the results of regular assessment data.

The estimated number of instructional hours the school district intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions is outlined above. This plan is consistent with the information provided by families in the Student Digital Resources data collection.