

# Rock Brook School

109 Orchard Road  
Skillman, NJ 08558  
908.431.9500  
www.rock-brook.org

---

*W. Glenn Famous, Executive Director  
Katie Hardgrove, Principal  
Cheryl Ferrigno, Supervisor*

## **MEMORANDUM**

**To:** Roger A. Jinks, Executive County Superintendent  
Sandra A. Gogerty, County Supervisor of Child Study

**From:** W. Glenn Famous, Executive Director

**Re:** *School Preparedness Plan for School Closure due to COVID-19*

**Date:** \*March 13, 2020

This document outlines Rock Brook School’s plan to provide a ***Digital Distance Learning (DDL)*** plan option for our students in the event that the school must be closed due to an emergency health situation such as the one we are currently experiencing with the COVID-19 pandemic. Many of the resources and offerings in this plan will also be extremely helpful to parents should they choose to voluntarily keep their child home on any day while school is open.

We are confident that our ***DDL*** plan (described in some schools as a “remote learning” plan) will allow Rock Brook School to operate efficiently and continue to provide meaningful instruction to our students should a mandated school closure occur. The overarching theme of our plan is to ensure operational flexibility during this time, as well as equitable access for all of our students. A school closure and subsequent activation of our ***DDL*** plan will allow students and staff an opportunity to explore and engage in meaningful learning experiences that are: (a) aligned to the curriculum, (b) connected to core standards and NJ Student Learning Standards, (c) relevant to the current instructional sequence, and (d) focused on the individualized needs of students as per their current IEP.

*\*Updated March 25, 2020 (demographic data) and April 1, 2020 (Addenda 2-4)*

## **Introduction:**

**Rock Brook School** is a private, non-profit school for Communication Impaired and Multiply Disabled children, from age 3 through age 21. Rock Brook School is approved by the New Jersey State Department of Education and received accreditation from The Middle States Commission on Elementary Schools (MSCES). We currently have 54 students from 25 different public school districts in New Jersey.

## **Enrollment/Demographic Information:**

**Enrollment:** 54 students (Age 3-21)

**Pre-school:** 2

**Homeless:** 0

**LSE:** 0

**SWD:** 54

**ELLS:** 2

## **Overarching DDL Goals for Rock Brook Learners**

While no digital effort could ever fully and completely replace the interactions that happen organically and authentically in a classroom between students and teachers, our Digital Distance Learning plan will support a continuity of instruction in the event of a health-related closure. The overarching goals of our effort follow:

1. Ensure continuity of instruction should a school closure become necessary;
2. Continue to provide students with an authentic, interactive, meaningful, and comprehensive school experience;
3. Mitigate or completely eliminate possible exposure to and spread of pandemic viruses like COVID-19 among students, parents, guardians, employees, and community members;
4. Ensure compliance with all state and local statutes and regulations to provide a free and appropriate education for all of our students.

## **Key Access Components of the DDL**

Staff will provide all students with a series of electronic messages and video clips that will include instructions for parents and students to access needed: lessons, instructional materials, videos/live streams, and other asynchronous blogs and chats. Data about access to the Internet and the availability of digital devices for student use at home was previously collected and we are fully able to provide a device to every student who needs one in order to fully access and benefit from our DDL initiative.

## **Parent-Staff Notification**

Upon a written directive to close school from the NJ Department of Health, the NJ Department of Education, or another state or federal agency with jurisdiction, a notification will be sent to families and staff via “PaentReach”, our emergency communication system for parents and guardians.

On the first day of a closure for students, the school will remain open until 4:00 p.m. so that parents may gather personal items and pick-up any “hardcopy” learning materials that may have been prepared for students. No on-site instruction will occur, but resources via our DDL plan will be accessible through Google Classroom and other school approved online platforms.

\*Beginning with the second day of closure for students, and moving forward until the mandated closure is lifted, school will be closed to students, parents, and the public. No entry will be allowed except for staff. Please note: Staff entry may also be denied should such a directive be issued by a local, county, or state health department.

## **Attendance**

### *~Student Attendance*

Student attendance will be tracked (and recorded) each day via student sign-in to their Google Classroom account. Students who do not sign-in to their accounts and do not complete “assignments” will be considered absent. Assignment deadlines will be assigned at the discretion of the classroom teacher and will be “returned” either “graded” or with specific feedback.

### *~Staff Attendance*

Staff members will indicate absences notification via our school HR software “Built for Teams”.

## **Professional Staff Schedule**

All instructional staff will be available via email, Google Classroom (Meets/Hangouts) during our regularly scheduled days and hours of school operation.

Teachers may not be available between noon and 1:00 p.m. for lunch (and up to 30 minutes during some other part of the school day) for planning purposes. During classroom teacher lunch or planning time, students and families may be able to access help from other professional staff (e.g., nurse, counselor, art specialist, music specialist, PE specialist, etc.)

This schedule will allow our staff adequate time to present, interact, and support the learning experience as students access our DDL environment, prioritize their day and communicate with teacher(s) as needed.

## **Instruction**

Students are expected to log in to their Google Classroom or other indicated online platform to identify the expected work for the day (or some other specified period of time) and may be asked to collaborate virtually with other classmates on assignments.

## **Staff Responsibilities**

- Be available through email and online during regular school hours.
- Read and respond to emails.
- Adhere to all policies and procedures.
- Ensure that all DDL programming is consistent with the student's Individualized Education Plan (IEP) and to the extent possible, meet NJ Student Learning Standards. Counseling, Speech, Physical and Occupational Therapy activities will be available to students by therapist(s) via emailed activities or other online formats that have been individualized based on IEP goals.

## **IEPs/Evaluations**

Rock Brook will make every reasonable effort to ensure that all annual reviews are completed within the timelines set forth in the code. Some form of teleconferencing may be necessary to complete these conferences. Given that evaluations/re-evaluations can only be conducted under standardized conditions, timelines may be impacted due to extended school closures. Sending district case managers will contact parents if re-evaluations fall outside of the legally mandated timeframes.

## **Harassment, Intimidation, and Bullying**

During all DDL school days, all students, families, and staff are expected to adhere to all aspects of our Harassment Intimidation and Bullying Policies and Procedures (RBS Policy # 5512). Staff has been informed to forward all information related to any such violation of these policies to the school administration in the most expedient manner possible so that necessary investigations and follow-up can occur.

### **Provision of School Nutrition Benefits or Services for Eligible Students**

Due to a variety of student health and medical issues, our school does not provide food services to our students. As per agreement with the parents of our students, all student snacks and meals consumed at school are provided by the student's parents.

SFA Name: Agreement #: N/A

Date Meal Distribution will begin: N/A

Date Meal Distribution will end: N/A

Schools/Site where distribution of meals will take place: N/A

Meals to be claimed for reimbursement per day: N/A

**Special Note:** As indicated, due to a variety of student health and medical issues, our school does not provide a contracted food service program to our students. As per agreement with the parents of our students, all student snacks and meals consumed at school are provided by the student's parents.

### **Response to NJDOE Questions Re: Statewide School Preparedness Plans**

Relative to Special Education and Related Services, does your plan include:

#### ***Preparation for how evaluations, IEP reviews, eligibility and reevaluation meetings will be rescheduled?***

- As a receiving school, the sending school districts typically reach out to us to schedule meetings. Through our Digital Distance Learning Plan (DDLDP), we can offer our districts video conferencing services (Google Meet and Zoom) to conduct evaluations, IEP reviews, eligibility and reevaluation meetings, as needed. Since the closure of schools, we have reached out to case managers to discuss and make updated arrangements for individual students who have previously scheduled IEP meetings. We have already scheduled upcoming meetings and will continue this practice throughout the closure.

#### ***Means for communication with parents in their native language?***

- We are fully equipped to communicate with families in their native language. Currently, we have two non-English speaking families. Accordingly, for the first family we have an employee who serves as a translator. Translator services include translation of all documents and assignments, as well as having the translator present during Google Meet (video-conferencing, lessons and meetings). For the second family, we have been in contact with the sending school district to secure a translator, as the district has previously provided.

***Means to serve students who are medically fragile?***

- Our school serves students with multiple disabilities which includes students with health impairments and/or classifications of medically fragile. To meet the needs of our medically fragile students, we instituted thorough cleaning processes and staff-wide education on specific health and safety protocol. Additionally, staff and parents have been kept informed of all pertinent health updates and alerts as received. Lastly, through our DDLP, our nurses continue to be available to our staff and families should any health questions and concerns arise.

***A method of communication with district schools including what will happen if the district is closed and the school is not?***

- Initially, when our school remained open, any sending districts that closed informed us they would still be providing transportation to our school while we remained open. Since the closing of all schools, we have been in constant contact with our sending school districts via email, teleconferencing and video conferencing (i.e, Zoom, Google Meet). Our constant communication with each sending district ensures that student IEPs and instruction/services continue to be carried out during this emergency closure. RBS is in the process of notifying our sending districts about our Digital Distance Learning Plan (DDL).

***Plans for transportation for students and when and how to inform vendors if schools close?***

- Initially, when our school remained open, any sending districts that closed informed us they would still be providing transportation to our school while we remained open. Once it was determined our school was closing, we reached out to all transportation vendors via our *ParentReach* alert system to inform them of our closure. We also notified case managers from the sending districts via email.

**Summary: School Preparedness Plan for School Closure due to COVID-19**

We are confident that our designed **DDL** plan, in conjunction with our dedicated and passionate staff, will allow Rock Brook School to operate efficiently and continue to provide meaningful instruction to our students throughout the mandated school closure period. The Rock Brook School staff has pledged a commitment to carry out all aspects of our DDL plan from the school house or from home if necessary and we are more than confident that our large array of digital services will meet the needs of our students throughout the duration of this challenging time.

## **Addendum 1: RBS Digital Resources**

### **RBS DDL Resource List**

The School utilizes several resources to support student learning. Each school has a webpage devoted to relevant online resources and digital subscriptions. Many teachers utilize a vast array of Google Apps for Education, e-mail, and other online platforms specifically designed for instruction.

#### **Current School Digital Subscriptions:**

- IXL
- Spelling /Vocabulary City
- Brain Pop
- Reading A-Z
- Scholastic Action
- Code.org
- Kahoot
- Khan Academy
- ABC Mouse
- Everyday Speech
- ABCYa
- New2You
- Symbol Stix
  
- **Unique Learning:**
  - Elementary Band
  - High School Band
  - Transition Band
  
- **Google G Suite:**
  - Google Classroom
  - Docs
  - Sheets
  - Slides
  - Forms
  - Drawing

## ***Addendum 2: Teacher Expectations/Provision Plan***

All certified teachers will be ‘working’ remotely on regularly scheduled days and times and will post instructional plans via the regular RBS ***PlanBook.com*** protocol. Student assignments, as well as the family contact log-in/out within *PlanBook*, provides a parent/ student contact record of work and completion is not optional for staff.

Here is a sample:

Monday 03/23/2020	Tuesday 03/24/2020	Wednesday 03/25/2020	Thursday 03/26/2020	Friday 03/27/2020
<b>Communication and Work Completed 8:30am-8:30am</b> <b>Notes / Reflection</b> <ul style="list-style-type: none"><li>Exchanged emails with each parent</li><li>Worked on plan book</li><li>Worked on google classroom</li><li>Kept in contact with team and administration</li><li>Google Meets with MC @ 9:30</li><li>Google Meets with VP at 11am</li><li>Google Meets again with MC at 2:30</li><li>Google Meets with VP's mom at 8:15 (to help with further implementation of work)</li></ul>	<b>Communication and Work Completed 8:30am-8:30am</b> <b>Notes / Reflection</b> <p>E-mailed parents with reminders</p> <ul style="list-style-type: none"><li>Exchanged emails with VP's mom</li><li>Communication with TR's mom</li><li>Worked on plan book</li><li>Worked on google classroom</li><li>Kept in contact with team and administration</li><li>Google Meets with MC @ 9:30</li><li>Google Meets with VP @ 3pm</li></ul>	<b>Communication and Work Completed 8:30am-8:30am</b> <b>Notes / Reflection</b> <ul style="list-style-type: none"><li>Exchanged emails with TR's mom</li><li>Sent daily parent e-mail</li><li>Worked on plan book</li><li>Worked on google classroom</li><li>Kept in contact with team and administration</li><li>Google Meets with Judi at 10:15</li><li>Google Meets with MC @ 9:30</li><li>Sent daily parent e-mail</li></ul>	<b>Communication and Work Completed 8:30am-8:30am</b> <b>Notes / Reflection</b> <ul style="list-style-type: none"><li>E-mailed with parents</li><li>Instructed parents to reach out with any questions or concerns</li><li>Worked on plan book</li><li>Worked on google classroom</li><li>Kept in contact with team and administration</li><li>Google Meets with MC @ 1pm</li><li>Google Meets for weekly check-in with admin. @ 3pm</li></ul>	<b>Communication and Work Completed 8:30am-8:30am</b> <b>Notes / Reflection</b> <ul style="list-style-type: none"><li>E-mailed with parents</li><li>Worked on plan book</li><li>Worked on google classroom</li><li>Kept in contact with team and administration</li><li>Google Meets with MC @ 9:30</li><li>Google Meets with TR &amp; Judi @ 12pm</li></ul> <p>Morning Meeting 9:00am-9:25am</p>

### **Student Attendance:**

Teachers will send an email DAILY (Mon-Friday) with assignments as a check-in. There is a link to a whole school attendance record- please have families complete that with the student's email log-in. The attendance feature of zGoogle Classroom is also active.

Teachers should have a set time for check-in/attendance purposes (by 9:00 am daily)

For attendance purposes, if you do not hear from a family at some point during the day, mark the child as absent by editing the running document called Digital Learning Attendance (responses) in the RBS Google Shared Team Drive.

### **Daily Communications:**

Teachers will be available between the hours of 8:30am to 3:30pm daily for parent/student interaction, but families will be notified that staff will likely be unavailable from noon to 1:00pm each day for lunch and lesson prep.

Teaching Assistants will be involved in Google Classroom activities as they would be during any regular day at RBS. Participation should include Daily Google Meets with them and the students as a group, having the 1:1's participate in Google Meets during instruction/ therapy times, and asking them to help you prepare/locate appropriate materials. As they would under typical “school open” circumstances, it would also be appropriate for you to have TAs guide instruction and provide input/suggestions under your supervision.



### Daily Expectations for Teachers:

- Communicate with students and families: via email, video/assignment uploads, Google Meet sessions
- Assign daily work in Google Classroom and document plans in your PlanBook (in all curricular areas: math, reading, written expression, science/social studies, home/daily living skills, movement break).
- “Live” Daily Google Meets:
  - Scheduled morning Google Meet or Morning Video
  - Scheduled Math Google Meet: minimum twice a week (as a group or individually)
  - Scheduled Reading/ELA Google Meet: minimum twice a week (as a group or individually)
  - Scheduled afternoon wrap-up

\*all Google Meets should be scheduled through the students’ Google Calendars.  
Invite Leadership Members to your Meets.

- Complete documentation in PlanBook
- Participate in Weekly all Teacher Google Meets with Leadership Team
- Participate in Individual/ small group Google Meets with Leadership Team as scheduled

### Sample Teacher Daily Schedule:

8:30 - 9:00am	Email reminders for students/ families/ schedule/ plan of day
9 - 9:30am	Google Meet with entire class (i.e. morning meeting)
9:30 - 12:00pm	Schedule 20- 30 minute sessions with students/families As “live, real-time” Google Meet lessons
12:00 - 1:00 PM	Personal Lunch/ PREP time
1:00 - 2:30 PM	Schedule 20- 30 minute sessions with students/families As “live, real-time” Google Meet lessons
2:30 - 3:30 PM	Google Meet ‘wrap-up’ meetings with students/families

**Assessments/Data/Documentation:**

-Please have families maintain logs of activities/work they complete with children- electronic logs are preferred, but or paper based logs are acceptable.

-If you gave families packets to work on, make sure you provide them with a means of documenting work/tasks completed (have them send you a picture or show you completed work on a Google Meet for purposes of review.)

-All teacher documentation is to be posted and maintained in PlanBook.

-Assessments should be given as appropriate for students.

See below another Sample from PlanBook: (it is ok to reference, “see Google Classroom” for designated activities only if it is a group lesson. Individual lesson plans need to be written in PlanBook.)

This Plan includes live sessions:

Monday 03/23/2020	Tuesday 03/24/2020	Wednesday 03/25/2020	Thursday 03/26/2020
<b>Arrival/Morning Work/Current Events</b> 8:40am-9:15am <b>Language Arts 9:15am-10:05am</b> <b>Lesson / Instruction</b> Live Lesson Mason-go back to settings and make "events" more about people than weather event Audrey-read Flutter Butterfly on Epic, watch video <a href="https://www.youtube.com/watch?v=kVm5k99PnBk">https://www.youtube.com/watch?v=kVm5k99PnBk</a> Gabriella-watch flocabulary fact vs opinion video, pausing for questions, play review game, do reading a-z fact vs opinion worksheet finding pages for facts in the book. Matilda-watch flocabulary fact vs opinion video, pausing for questions, play review game, do reading a-z fact vs opinion worksheet finding pages for facts in the book. Mikayla-watch flocabulary fact vs opinion video, pausing for questions, play review game, do reading a-z fact vs opinion worksheet finding pages for facts in the book. Jenna-review khan academy video and correct wants vs needs chart (was asleep-will try at 2:30-tried again, hung up on me and locked herself in her room-mom suggested move sessions to morning) Amy-read bubbles story, do capitalization worksheet together	<b>Arrival/Morning Work/Current Events</b> 8:40am-9:15am <b>Language Arts 9:15am-10:00am</b> <b>Lesson / Instruction</b> see Google classroom <b>Shop Rite 9:30am-12:15pm</b> <b>Snack/DEAL 10:05am-10:25am</b> <b>Math 10:25am-11:15am</b> <b>Lesson / Instruction</b> Live Lesson Jenna-elapsed time task cards Gabriella-next dollar up/do I have enough/digital activity Audrey-count \$1 bills Jimmy-next dollar up/do I have enough/digital activity Mason-next dollar up/do I have enough/digital activity Matilda-Next dollar up/do I have enough/digital activity Mikayla-next dollar up/do I have enough/digital activity Amy-count \$1 and \$5 bills	<b>Arrival/Morning Work/Current Events</b> 8:40am-9:15am <b>Language Arts 9:15am-10:05am</b> <b>Lesson / Instruction</b> Live Lesson Mason-put events in different categories based on weather vs. character Audrey-Identify Grocery store items Digital Activity Gabriella-review Grand Canyon vocabulary words w/ game on Spelling City, do Reading A-Z "synonym day 3" sheet together no audio on call-asked maggie to check in with them. Lisa reports that Gabby kept messing with the settings yesterday. Jenna-review & fix wants and needs chart/watch video from khan academy double booked with Amanda/did 5 questions together, then she left. Mikayla-review Grand Canyon vocabulary words w/ game on Spelling City, do Reading A-Z "synonym day 3" sheet together Dad cancelled-said Mikayla was having a rough day Matilda-review Grand Canyon vocabulary words w/ game on Spelling City, do Reading A-Z "synonym day 3" sheet together Amy-Reading Restaurant Receipts digital	<b>Arrival/Morning Work/Current Events</b> 8:40am-9:15am <b>Language Arts 9:15am-10:05am</b> <b>Lesson / Instruction</b> see Google classroom <b>Snack/DEAL 10:05am-10:25am</b> <b>Math 10:25am-11:15am</b> <b>Lesson / Instruction</b> Live Lesson Jenna-elapsed time task cards Gabriella-next dollar up/do I have enough/digital activity Audrey-Money Identification Digital Activity Jimmy-next dollar up/do I have enough/digital activity Mason-next dollar up/do I have enough/digital activity Matilda-Next dollar up/do I have enough/digital activity Mikayla-next dollar up/do I have enough/digital activity Amy-Money Identification Digital Activity/add money amounts using calculator <b>Attachments</b>

*As a final note, please be sure to “invite/include” the full RBS Leadership Team to all student/family G-Meet sessions. Please note that there will not be an administrator in attendance at every session. However, in the same way that an administrator could walk into any classroom lesson while we are open as usual, an administrator may be present in any one of the G-Meet lessons.*

### **Addendum 3: Related Services Provision Plan**

#### **RBS DDLP Related Services Provision Statement**

The Rock Brook School (RBS) is successfully implementing its school based Digital Distance Learning Plan (DDL), based upon the guidelines of the New Jersey Department of Education (NJDOE), which have been further clarified by the United State Department of Education (USDOE). Currently awaiting approval, bill A3904 (fully expected to be signed into law by Governor Murphy upon arrival to his desk) will further support our DDL and ensure that a variety of digital tele-practices/tele-therapies will not only be permitted, but will count as sessions for purposes of IEP services.

Through the use of our DDL, in concert with best known tele-practices, RBS is meeting the diverse needs of our student population, with the support of their parents, during our school's closure. Specific service provisions include the following:

#### **Occupational Therapy- Home Instruction Services:**

Occupational Therapy services are being provided via Google Classroom, Google Meet, and through email updates between the therapist and family/student. A calendar has been uploaded under each student's Google Classroom, which they can follow with daily activities relating to sensory integration, fine/gross motor, and academics. Additional information including Google Meet times have been posted on the Google Classroom as well as emailed to the parents. The therapist and families meet at the student's scheduled time as if they were at school unless there is an interruption at home, which then the video chat would be made up at a later time.

The video chats have provided a way for the family and students to ask questions, state concerns, work on sensory, fine and gross motor, as well as seeing a familiar face. The parents have been sitting alongside the student, to assist them with their academic work, as the therapist explains step by step on how to perform the assignment. The therapist and family member also provide motivation and encouragement for the student to complete their work. Daily and weekly emails are sent to the parents to clarify expectations, answer questions, and to see how well their child is progressing while home.

Additional activities are posted daily on Google Classroom which the student can follow and comment on how they liked and performed on the activity. There are interactive videos the students can follow such as yoga, stretching, exercising, and following directions to complete tasks. Furthermore, we have provided calendars with assignments during the week and weekend so students do not regress when home and continue to keep up their skills. This is how the student's needs are being met and how we are able to track progress and completion of assignments.

## **Speech/Language Therapy- Home Instruction Services:**

Rock Brook School speech therapists are providing each student with their mandated IEP speech and language services via the following methods:

1. Speech therapists are utilizing Google Suite programs, as the platform, to effectively provide IEP mandated speech and language services (e.g., Gmail, Google Classroom, Google Meet, Google Drive, Google Calendar, Google Forms, Google Docs, Google Sheets, Google Slides).
2. Speech therapists have created a weekly schedule in which each student is being provided his/her mandated IEP speech and language services via Google Meet live video sessions. This schedule is available to students and their guardians via Google Calendar.
  - a. These sessions are being conducted individually or in groups as required by each students' individual IEPs.
  - b. Google Meet speech sessions may also be integrated into the students' other mandated therapies (e.g., Occupational Therapy, Physical Therapy).
  - c. Each student meets with the speech therapist for the frequency and length of time mandated by the IEP.
3. If a student is unable to attend a scheduled Google Meet session, the speech therapist will offer a make-up session if possible or send an e-mail to that student and/or the student's guardians with an assignment for the student to complete at his/her convenience for the allotted time mandated by the IEP (i.e., 20 or 30 minutes).
4. Speech therapists have also provided students and their guardians with physical speech and language materials for additional practice at home (e.g., worksheets, photo cards, visual cues, list of games/activities that can be done at home to target speech and language goals, suggestions/guidance for guardians to effectively assist their children with communication goals in the home setting, etc.).
5. Each therapist has created a Google Classroom for each student. Within their speech classrooms, students and their guardians have access to various materials (optional and assigned) that are directly related to their IEP speech and language goals (e.g., worksheets, forms, questionnaires, therapeutic/educational websites, games, activities, materials, visual cue boards, quizzes, etc.). These materials may be given to students as assignments, may be used by the therapist during a speech session, or may be used by students and guardians as extra practice at their convenience.
6. Speech therapists also participate in classwide social groups on a weekly basis to provide students additional support and socialization opportunities outside of their IEP mandates.

### *Speech/Language Therapy Home Instruction- continued*

7. Speech therapists are holding weekly office hours where they are available, over Google Meet or Google Chat, to answer any questions the student or guardian may have regarding speech. If the office hour times do not meet the student or guardian's needs, families have been informed that they can reach out to the speech therapist to schedule an alternate time. The speech therapists are also always accessible via email and check their emails on a regular basis throughout the work day.
8. Speech therapists have provided all students and their guardians with home instruction guidelines and expectations and maintain an open line of communication with all.

### **Physical Therapy- Home Instruction Services:**

Physical therapy home services are provided to Rock Brook School students during the COVID-19 health closure using a variety of formats which are tailored to the needs of each student and family.

**Equipment:** Immediately prior to the school closure, families of children who require adaptive equipment were provided education and training in use of the equipment necessary for educational activities. The equipment was transported via parents to the child's home.

**Home activity programming:** In order to maintain skills and to continue with progress toward IEP goals and objectives, activity recommendations are posted to each child's Google Classroom PT folder. These recommendations include written instruction, images, and videos. These activities and recommendations are updated according to each child's needs.

**Participation:** Parents and students are invited to live sessions through Google Meet at the frequency and duration required in each child's Individualized Education Plan (IEP). Parents/caregivers participate in each session to facilitate physical activities. Consultation with parents regarding equipment and positioning is provided during these sessions. Parents who are unable to participate in scheduled live sessions are asked to provide an email report of their child's participation in recommended activities posted to the child's Google Classroom.

**Documentation:** All live sessions and activities reported by parents are recorded in Planbook. Attendance is recorded in each student's attendance calendar. Administrative staff are invited to all sessions.

**Feedback:** The physical therapist is available to parents via email throughout the school day to provide feedback and to answer questions.

**Nursing- Home Instruction Services:**

Throughout the closure, nursing services are available to RBS staff and families via phone calls and 24/7 email access. The nursing department also continues to monitor ongoing COVID-19 information and updates from local, county, state and federal agencies and departments. The nurse will provide regular health and wellness updates via our staff and parent newsletters and monitor the needs of all within our Rock Brook School community.

**Counseling- Home Instruction Services:**

To provide immediate support to parents and students a “Google Voice Number” (an online telephone number) has been procured for crises or support so that families are able to reach out quickly. Also, parent check-ins will occur during individual Google Meet sessions. Resources for talking to kids about pandemics will be provided along with links to helpful sites, social stories and other tools. A Google Classroom for each grade level will also be established to address social skills and a Google “Health Classroom” will be established to continue progress on our Health curriculum modules. A school-wide Kindness Challenge will be introduced to inject positivity during this stressful time and for the students to be able to interact with one another by sharing pictures, video, and kind acts that they are doing while spending more time at home. Also, a central location for parents to share resources, thoughts, and feelings with other like-minded parents will be created.

**Teacher Aides- Home Instruction:**

Of special note are the rigorous demands and expectations we have placed upon our general support teacher aides *and* our 1:1 teacher aides. While many schools across the state are finding it difficult to maintain classroom aides, as these aides often have no specific tasks to complete, our 1:1 aides are organizing materials, supporting teachers and students, and participating in live real-time Google Meet sessions with students and families. This deep level of involvement by our teacher aides is part of our everyday routine practice at Rock Brook and a hallmark of how we best support our students. Now, with a stay at home order, our students and their families are relying upon teacher aide support more so now than ever before as parents are struggling to maintain their homes, and also complete their own work-from-home responsibilities and obligations. Thus, participation in Google Meet sessions appears to be a critical component of services for our students.

Additionally, all of our teacher aides have now registered for a 40 hour online RBT certification course offered through the Autism Partnership Foundation. Such training will ultimately provide even greater enhancement of services for children and families once schools finally re-open. (for additional RBT course information click here >>> [APF- RBT Course](#)).

## End of Day- Daily Log

Please complete daily between 3 to 3:30 pm

Enter your name

Your answer

Did you participate in a Google Meet?

- Yes
- No

If you participated in a Google Meet today- how many?

- 1-2
- 3-4
- 5 or more
- N/A

What support did you provide to the teacher and therapist today?

- provided instruction via Google Meet
- found/ created materials
- no support provided today
- Other: \_\_\_\_\_

How many hours of RBT training did you complete today?

- 1- 2 hours
- 3- 4 hours
- 5 or more hours
- 0 hours

## **Addendum 4: RBS Leadership Team Provision Plan:**

RBS Leadership Team is comprised of:

- ❖ Executive Director - Glenn Famous
- ❖ Principal - Katie Hardgrove
- ❖ Supervisor - Cheryl Ferrigno
- ❖ Technology Coordinator/ Therapeutic Services Coordinator - Maggie Deeds
- ❖ Business Office/ Bookkeeping - Debbie Levy

The RBS Leadership Team Provision Plan has been carefully crafted, reflecting modified and highly customized administrative duties and requirements to meet the ever-changing school (student, staff and family) needs, due to the COVID-19 pandemic.

### **Executive Director:**

The RBS Executive Director reports to and updates the Board of Directors on the most current issues regarding: student and staff safety; the school's ability to remain open through deployment of the RBS Digital Distance Learning Plan (DDL); the school's physical closure; related local, state and federal mandates and reporting; and ongoing staffing, legal and financial issues.

The overall responsibilities of the executive director continue to include providing leadership to students, families and staff, supporting the school's vision while ensuring curricular alignment, and making sure students are learning effectively and meeting their education goals via the DDL. Of most significant importance is the Executive Director's role in maintaining constant communications and collaboration with the school's sending districts and representatives.

The executive director also continues to be responsible for achieving long term strategizing, financial and fundraising goals, as well as maintaining and improving the school's overall rating and accreditation. The Executive Director and Technology Coordinator are also in the midst of multi-faceted technology initiatives that include: the upcoming transition to a brand new Student Information System and Infrastructure and Managed IT services company; continuation and completion of a 1-1 Chromebook campaign, and the transition from a physical server to a cloud based server.

Despite the school's physical closure, the school continues to remain open and operate via the DDL, therefore the aforementioned responsibilities and initiatives are most pertinent. Additional responsibilities target management of human resources, the financial department and enforcement of regulations at the local, state, and federal levels. Other duties include working closely with all staff members, providing access to required professional development/ training and establishing performance requirements and evaluations to support the success of the DDL for both students and staff. A final significant responsibility lies in ensuring continuous communications with staff and families for purposes of sharing information, providing resources, setting expectations and offering overall support during a most challenging time.



**Principal:**

The RBS Principal establishes and maintains scheduling and educational programs in compliance with the sending districts' objectives as implemented via the RBS Digital Distance Learning Plan (DDLDP). The principal is primarily responsible for overseeing and supervising the school's teachers, teaching assistants and 1-1 paraprofessionals in the provision of home instruction, as per the student IEPs, throughout the deployment of the DDLDP.

The principal also supervises the specialist teachers (music, art, adapted physical education/health) to ensure that the students have access to the mandated curricular components via the DDLDP. Additional responsibilities include directing the daily operations of the school; establishing and maintaining a positive school/DDLP climate for the learning, and ensuring the overall safety, health, and welfare of students, families and personnel and planning for staff professional development.

The principal also takes on the responsibility of managing all aspects of behavior management. Accordingly, the principal oversees the school's BCBA and RBT personnel, as well as all student and staff behavior management issues (training, evaluations, plans, schedules, etc). In conjunction with the leadership team, the principal also supports the RBS families in accessing their child's related services, ensuring that sending districts are kept informed about service provision and that daily IEP needs (report review, meetings, progress reports, evals, etc.) continue to be evaluated, scheduled and conducted as needed. Lastly, the principal is responsible in overseeing the nursing department in their provision of services to students, families and staff.

**Supervisor:**

The supervisor supports the principal in the day-to-day supervision regarding schoolwide compliance, instruction, assessment and general school operations via the RBS Digital Distance Learning Plan (DDLDP). In conjunction with the leadership team, the supervisor also supports the RBS families in accessing their child's related services, ensuring that sending districts are kept informed about service provision and that daily IEP needs (report review, meetings, progress reports, evals, etc.) continue to be evaluated, scheduled and conducted as needed.

Additional responsibilities include supervision of schoolwide curriculum development, planning and facilitating staff in accessing the curriculum for purposes of lesson planning, completion of progress reports and determination of IEP goals and objectives. The supervisor is also responsible for overseeing the school's standardized testing procedures specific to the New Jersey Student Learning Assessment (NJSLA) and the Dynamic Learning Maps Assessment (DLM). In light of the cancellation of state, standardized testing, the supervisor will oversee the compilation and assessment of student portfolios to ensure that student IEP goals and objectives continue to be addressed and met through the DDLDP instruction and programming.

## **Technology Coordinator/ Therapeutic Services Coordinator:**

The Technology Coordinator (TC) is responsible for overseeing the planning and day-to-day deployment of the RBS Digital Distance Learning Plan (DDL) via Google Classroom and Google Meet. According to the guidelines of the United States Department of Education (USDOE) and the New Jersey Department of Education (NJDOE), the implementation of the DDL enables the school to remain open and capable of meeting the students' IEP needs through provision of home instruction in all curricular content areas and service provision of speech therapy, occupational therapy, physical therapy and counseling.

Additional responsibilities of the TC include overseeing the schoolwide Google Admin Console; staff training, assistance and modeling of the various G Suite applications (Drive, Docs, Sheets, Slides, Forms, Drawing, Calendar, Meet) and extensions; daily programming, maintenance and troubleshooting needs related to the G Suite, the DDL and corresponding hardware; maintaining school wide digital subscriptions, schoolwide gmail accounts and web-based resources, as well as inventories of student and staff loaned chromebooks and laptops.

The TC is responsible for coaching the families in utilization of the G Suite and its various aforementioned applications (ex. Google Classroom, Calendar and Meet) as the core components of the DDL. The TC also facilitates the staff in developing lesson plans and informs them of new technologies, software and web-based resources to supplement their teaching and therapy practices.

The Therapeutic Services Coordinator (TSC) is responsible for overseeing and supervising the school's therapy staff (Speech, OT, PT and Counseling) and fieldwork placement students (from various colleges and universities) in the provision of related services, as per the student IEPs, throughout the deployment of the DDL.

In conjunction with the leadership team, the TSC also supports the RBS families in accessing their child's related services, ensuring that sending districts are kept informed about service provision and that daily IEP needs (report review, meetings, progress reports, evals, etc.) continue to be evaluated, scheduled and conducted as needed. All augmentative and alternative communication needs and services (evaluations/trials, programming/backing up, implementation, instruction, etc.) are also an area of significant supervision and guidance on the part of the TSC.

The TSC also ensures that differentiated instruction and scaffolding techniques continue to drive instructional practices via the DDL, both of which are hallmarks of RBS. Equally important is the role the TSC to guide collaborative teaching practices amidst co-treating therapists and between the classroom teachers and speech language specialists (SLS), as each classroom at RBS has a dedicated SLS.

**Business Office/Bookkeeper:**

The RBS Business office works in concert with administration, payroll and benefit organizations, vendors, the auditor and districts to ensure the continued and efficient fiscal, financial and human resources operation of the school during the mandated closure. This may include, but is not limited to, processing payroll, accounts payable and accounts receivable, reconciling bank accounts, preparing student contracts, NJDOE required financial reporting, etc.

During the closure, the Bookkeeper reviews and analyzes the legislation and NJDOE guidance related to the mandated closure to determine the applicability to the school and to the employees from a financial and human resources perspective. The auditor and other experts may be contacted to better understand the legislation and NJDOE guidance. The Bookkeeper then works with the leadership team to develop and communicate policies and procedures as appropriate based upon the new legislation and NJDOE guidance.

The Bookkeeper also maintains communication with staff on payroll and human resources issues to ensure the timely and accurate processing of these transactions as well as to inform them of the applicability of legislation and policies to their circumstances. The Bookkeeper maintains communication with the districts on tuition and student related issues. Working with the leadership team, the Bookkeeper will develop the 2020-2021 budget and the 2019-2020 forecast update.