



Rock Brook School

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*W. Glenn Famous, Executive Director
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MEMORANDUM

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

From: W. Glenn Famous, Executive Director

Re: *School Health-Related Closure Plan*

Date: *Revised May 22, 2020

This document outlines Rock Brook School’s plan to provide a ***Digital Distance Learning Plan (DDLDP)*** for our students due to an emergency health situation created by the COVID-19 pandemic. While this plan includes specifics related to the current pandemic, the plan serves as a blueprint for any future health-related closure.

Our **DDLDP**, often referred to as a “remote learning” plan, has allowed Rock Brook School to provide meaningful instruction to our students throughout the mandated school closure, which is now in effect for the remainder of the 2019-2020 school year. The overarching theme of our plan has been to ensure operational flexibility, authentic learning, and equitable access for all.

The activation of our **DDLDP** has allowed 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.

**Initial submission: March 13, 2020. Updated March 25, 2020 (demographic data), April 1, 2020 (Addenda 2-4), and May 22 (Addendum 5).*

Introduction:

Rock Brook School is a private, non-profit school for Communication Impaired and Multiply Disabled children, from age 3 through age 21 located in Somerset County. 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). The school currently has 53 students from 25 different public school districts in New Jersey.

Enrollment/Demographic Information:

Enrollment: 53 students (Age 3-21)

Pre-school: 3

Homeless: 0

LSE: 0

SWD: 53

ELLS: 0

Overarching DDLP 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 (DDL) will support a continuity of instruction during the health-related closure.

The overarching goals of our effort follow:

1. Ensure continuity of instruction during the school closure;
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

Our staff has been providing all students with real-time Google Meet sessions, electronic messages via email, and video clips that 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 have been able to provide a device to every student who needs one in order to fully access and benefit from our DDL initiative.

~ (The following information, pages 3-20, reflect both our original school “preparedness-closure” plan submitted on March 13, 2020, as well as subsequent revisions/updates. Addendum 5, beginning on page 21, reflects the required updates that followed the May 4, 2020, announcement by Governor Murphy that all New Jersey school buildings would remain closed for in-person instruction for the remainder of the 2019-2020 school year).~

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 remained open until 4:00 p.m. so that parents could gather personal items and pick-up any “hardcopy” learning materials that may have been prepared for students. No on-site instruction occurred, but resources via our DDLP were accessible through Google Classroom and other school approved online platforms.

*Beginning from 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, music teacher, etc.)

This schedule will allow our staff adequate time to present, interact, and support the learning experience as students access our DDLP 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 DDLP 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 DDLP 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 (3/13/20)

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 (DDLDP).

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.

Facility Maintenance

Following the initial school closing, the building was “deep cleaned” as all classrooms, small group instructional spaces, offices, and common areas were cleaned and sanitized. Along with remote monitoring of essential infrastructure systems (i.e., fire, safety, security, HVAC, plumbing), routine onsite maintenance and facility checks are performed multiple times per week by the school Director. Additionally and in anticipation of a possible return to school this academic year, all rooms were emptied, cleaned, sanitized, floors stripped and waxed, and carpeting throughout the building shampooed. Prior to re-entry (whether for ESY or September) all rooms will again be wiped down and sanitized with a virucide approved to inactivate and eliminate the spread of COVID-19.

Re-entry Plan

The Rock Brook School Leadership Team is currently reviewing articles on best practices for re-entry to schools. Considerations for re-entry (whether for our annual ESY program or the regular academic school year beginning in September) include the following:

- Training for staff and students to review safe practices.
- Social Distancing between students, staff and students, and staff.
- Student and staff use of Personal Protective Equipment- PPE (students with sensory issues will potentially need desensitizing programs in order to tolerate wearing a mask).
- 3-ply cloth masks for student and staff use have already been ordered and received.
- Sharing of personal belongings will be prohibited.
- Regular handwashing, as well as wiping down of surfaces touched by students and staff, will occur frequently throughout the day.
- Staff and student temperature checks will be required before entry into the school.
- All symptoms of staff and student illness will be promptly reviewed/monitored by the school nurse.
- Communication with the local health department will be conducted as needed.
- Modifications to the provision of “hands on” therapy services will be enacted.
- Alternating and/or split sessions are being designed to ensure smaller class sizes and to help facilitate social distancing.

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

We are confident that our designed **DDL**P, 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 P 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.

Addenda 1-4, as previously written and shared, follow. **Addendum 5**, now included, serves as an update to key areas following Governor Murphy’s announcement on May 4, 2020 that all schools would remain closed for in-person instruction for the remainder of the 2019-20 school year.

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

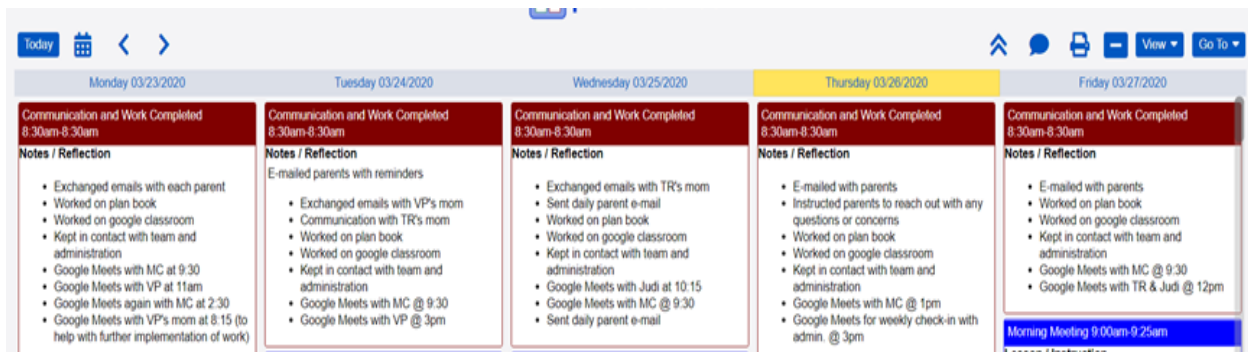
- **Unique Learning:**
 - Elementary Band
 - High School Band
 - Transition Band

- **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
Communication and Work Completed 8:30am-8:30am	Communication and Work Completed 8:30am-8:30am	Communication and Work Completed 8:30am-8:30am	Communication and Work Completed 8:30am-8:30am	Communication and Work Completed 8:30am-8:30am
Notes / Reflection <ul style="list-style-type: none">Exchanged emails with each parentWorked on plan bookWorked on google classroomKept in contact with team and administrationGoogle Meets with MC at 9:30Google Meets with VP at 11amGoogle Meets again with MC at 2:30Google Meets with VP's mom at 8:15 (to help with further implementation of work)	Notes / Reflection <ul style="list-style-type: none">E-mailed parents with reminders<ul style="list-style-type: none">Exchanged emails with VP's momCommunication with TR's momWorked on plan bookWorked on google classroomKept in contact with team and administrationGoogle Meets with MC @ 9:30Google Meets with VP @ 3pm	Notes / Reflection <ul style="list-style-type: none">Exchanged emails with TR's momSent daily parent e-mailWorked on plan bookWorked on google classroomKept in contact with team and administrationGoogle Meets with Judi at 10:15Google Meets with MC @ 9:30Sent daily parent e-mail	Notes / Reflection <ul style="list-style-type: none">E-mailed with parentsInstructed parents to reach out with any questions or concernsWorked on plan bookWorked on google classroomKept in contact with team and administrationGoogle Meets with MC @ 1pmGoogle Meets for weekly check-in with admin. @ 3pm	Notes / Reflection <ul style="list-style-type: none">E-mailed with parentsWorked on plan bookWorked on google classroomKept in contact with team and administrationGoogle Meets with MC @ 9:30Google Meets with TR & Judi @ 12pm Morning Meeting 9:00am-9:25am Lesson / Instruction

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- families complete that through the student's email log-in. The attendance feature of Google Classroom is also active.

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

For attendance purposes, if staff do not hear from a family at some point during the day, the student is marked as absent by notifying the secretary via email.

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 includes 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, the teachers have TAs guide instruction and provide input/suggestions under their supervision.

Daily Expectations for Teachers:

- Teachers communicate with students and families: via email, video/assignment uploads, Google Meet sessions
- Assigned daily work is posted in Google Classroom and plans are documented in 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. All staff are responsible for Inviting the Leadership Members to your Meets.

- Completion of documentation in PlanBook
- Participation in Weekly all Teacher Google Meets with Leadership Team
- Participation 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
9:00 - 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:

- Families maintain logs of activities/work they complete with children- electronic logs are preferred, but paper based logs are acceptable.
- If teachers gave families packets to work on, they make sure they provided them with a means of documenting work/tasks completed (teachers are advised to have families send a picture or show completed work on a Google Meet for purposes of review.) Assessments should be given as appropriate.
- All teacher documentation is to be posted and maintained in PlanBook.
- The following is a sample language arts plan:

Language Arts 9:15am - 10:05am
Lesson / Instruction Group A: -Introduce vocabulary words for "Hello, Butterfly." -students cut vocabulary words and definitions, then glue back to back to create a card. -introduce story with "picture walk" and make predictions -focus on color recognition Group B: -review Dolche PP words with flash cards -model using the word in a sentence -students use words in sentences following teacher model Group C: -Introduce vocabulary words for "Grand Canyon" -students cut vocabulary words and definitions, then glue back to back to create a card. -introduce story with "picture walk" and make predictions Group D: -Continue working on Realistic Fiction writing -review "events" column and determine if the events were weather related or character related and separate as necessary Group E: -Khan Academy: Pixar in a Box-Character Traits -watch instructional video together -using chosen characters, determine their internal traits vs external traits (fill in chart)
21st Century Themes/Skills 21st Century Skills Creativity and Innovation 21st Century Skills Critical Thinking and Problem Solving (Flexible & Self-Directed Learner (resourceful, reflective, adaptable)) 21st Century Skills Information Literacy
Goals/Objectives / Essential Questions Activities are in alignment with the student's IEP goals and objectives and include specific modifications and accommodations as appropriate to meet the individual learning needs of the students
Materials / Resources / Technology Live Google Meets Reading A-Z Materials from packets send home
Attachments Pixar In A Box: The Art of Storytelling 2017 perfect storm

As a final note, all staff must "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 (DDLDP), 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 DDLP 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.

Delivery of related services during the school closure was further defined based on guidance from the NJDOE “COVID-19: Frequently Asked Questions (FAQ) Related to School Emergency Preparedness Plans,” updated on March 17, 2020. Additional details regarding delivery of related services are as follows:

- Student-specific work packets to provide mandated sessions targeting IEP goals
- Scheduled time via Google Hangout for additional face-to-face support
- Scheduled time for weekly check-ins with parent via phone and email for increased support

Through the use of our DDLP, 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.).

~Speech/Language Therapy Home Instruction- continued

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.
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](#)). Upon completion of the RBT training, additional training assignments are provided if necessary.

The teacher assistants complete daily logs to document the number of hours of direct student/teacher support they provide.

~Addenda 4 & 5 continued below:

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 DDLP.

The principal also supervises the specialist teachers (music, gym/health) to ensure that the students have access to the mandated curricular components via the DDLP. 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 DDLP 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 of the TSC to guide collaborative teaching practices amidst co-treating therapists and between 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.

~Addendum 5 continued below:

Addendum 5:
**NJDOE Checklist for School
Health-Related Closure Plans**

Notes on Component 1 - *Equitable Access to Instruction*

Equitable access to instruction for all students is provided through the deployment of the RBS DDLP. The plan ensures access to meaningful learning experiences that include: individualized instructional materials and lessons via *Google Classroom* and individual and group live lessons and instruction via *Google Meet* sessions.

Additional measures have been taken to ensure equitable access to instruction for all students, including those who have limited availability to the Internet. Such measures include:

- Workbooks/paper-based packets and other resources prepared for each student
- Video training for parents to help students access *Google Meet*

Notes on Component 2 - *Addressing Special Education Needs*

The DDLP is based upon a differentiated instruction model of instruction. The Google Classroom platform allows teachers and therapists to provide classwork/streams, materials, therapeutic activities, and/or live lessons via Google Meet that are: (a) aligned to the curriculum, (b) connected to core standards and NJ Student Learning Standards, (c) fully customizable to the students' specific learning styles and (d) addresses individualized IEP goals and objectives.

All lessons, materials and Google Meet sessions, as provided through the DDLP are aligned with our curriculum, connected to core standards and NJ Student Learning Standards and driven by our students' Individualized Education Plan (IEPs). Daily lesson plans and student outcomes are documented in Plan Book.

The Google Classroom platform, in combination with various digital subscriptions (e.g., Starfall, Brain Pop, Flocabulary) and a variety of Chrome extensions, provide student access to technology based learning across all grade levels.

The staff at the Rock Brook School complete lesson plans/service notes through the online Plan Book system. Staff also complete observed targeted behavior checklists, parent checklists of completed daily tasks as well as student production of works which will be used for progress reporting. Accommodations and modifications continue to be utilized during remote instruction.

As a receiving school, the sending school districts are reaching out to Rock Brook to receive the individual schedules for their students which list their related services schedules as well as other services including counseling and behavioral services. The schedules were created in collaboration with the families.

In conjunction with the sending school districts, Rock Brook has been making every reasonable effort to ensure that all annual reviews are completed within the timelines set forth in the code. Virtual intakes to identify students with disabilities has also been conducted in collaboration with sending districts. Rock Brook is able to update and complete IEP's utilizing the Frontline/IEP Direct program which is shared with the districts. Without the Frontline/IEP Direct system, the creation of the IEP's would not have been possible. A form of teleconferencing or video conferencing is used to complete these conferences. Given that evaluations/re-evaluations can only be conducted under standardized conditions, timelines are continued to be impacted due to extended school closures. Sending district case managers will contact parents if re-evaluations fall outside of the legally mandated timeframes.

Notes on Component 6 - Attendance

~Student Attendance- Students are required to “attend” school via our remote DDLP, to the same degree that they would if they were onsite at Rock Brook School. Student attendance is tracked (and recorded) each day via student sign-in to their Google Classroom account and via live attendance taking during real-time Google Meet sessions. 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. In the same way that we would do if school was open physically, sending school districts will be notified if a student misses five consecutive school days. All attendance protocols are followed in the same manner as if onsite instruction were occurring and excessive absences would be subject to the same penalties (i.e., grade reduction, truancy, retention) as if, non-remote instruction were taking place.

Notes on Component 8 - Summer Planning

As noted/described in “Re-entry Plan” (pg. 7)

All the students enrolled at the Rock Brook School require ESY due to a documented history of need. Rock Brook School will be ready for an in-person ESY program delivery in the event it is allowed. If the program can not reopen, then our ESY program will be implemented through the DDLP as we have since March 17. As a point of clarification, ESY services are for maintaining skills. Additional compensatory services will be determined after normal school operations resume and will be determined on a case-by-case basis after a comprehensive student re-assessment has been completed.

- ***21st Century programs***

21st century programs are embedded into the current goals and objectives for the students and will continue to be addressed.

- ***Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery:*** N/A

- ***Assessments of learning loss and an initial plan for potentially addressing learning loss:***

Upon approval for the school to reopen, the re-entry plan will include individual student assessments. Following assessments, student IEP's will be modified as appropriate. Discussions regarding compensatory services will be conducted with the sending school districts and families if necessary. The purpose of those services are to enable the student to make progress. Rock Brook School will examine the effect of the closure on the student's progress toward their IEP goals. Student health and safety will be achieved through

- ***STEM or other programs using reallocated grant funds:*** N/A

- ***Title 1 extended learning programs:*** N/A

- ***Preliminary plans for Class of 2020 graduation ceremonies:***

Given the nature and current size of our school (a total enrollment of 53 students in grades Pre-K - 21), only one graduating "senior" is in attendance at Rock Brook School for the 2019-20 academic year. A high school program was added to our formal school program only 5 years ago, thus, this year's "Class of 2020" consists of only one graduate (who happens to be our "first-ever" high school graduate). Therefore, given the historic nature of this graduate, we will provide a graduation "ceremony" at Rock Brook School, regardless of whenever we are permitted re-entry into the school. Our graduate has already been recognized by his local sending district, receiving both his diploma and participating in a "walk across the stage" and a photo shoot opportunity. Rock Brook will follow similarly, providing an opportunity for our graduate to receive his Rock Brook diploma, be recognized with a ceremony on site, and receive congratulations from staff and students alike. Tentative dates include the last day of our summer ESY program, August 6, 2020, if we are in session. Alternatively, the graduation ceremony will take place on either September 18, October 9, or November 13. If health restrictions prevent a live ceremony, new dates will be determined at that time.