

**2020 Emergency Preparedness Plan for
Public Health Related School Closure:
*Remote Learning Plan - Fair Lawn Revised 5-22-20***

County: Bergen

District Code: CTC Academy- Fair Lawn:

County Code: 003

Chief School Administrator:

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Executive Team:

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Equitable Access to Instruction Plan Component 1:

CTC Academy- Fair Lawn Campus is an Approved Private School for Students with Disabilities (APSSD) that provides an educational and therapeutic learning program for students with a diverse array of significant developmental disabilities, in many instances, compounded by medically complex profiles. The Fair Lawn Campus has four preschool disabled classes and two elementary classes for students with significant multiple disabilities. Taking into consideration the unique learning needs of the students at CTC Academy- Fair Lawn Campus, the following plan is developed to ensure our students have full access to a learning and therapeutic program. This plan, in accordance with NJAC 6A: 16-10.1, ensures that all our students continue the learning process and prevent regression across all areas of the student's learning profile including: academics, communication, ambulation, fine motor development, functional/vocational skills and self-care. The plan reflects the student's daily classroom instructional and therapeutic schedule and activities that provide equitable access to all.

Demographics of Students: As a receiving school CTC Academy receives students from 64 surrounding towns in four surrounding counties. Our student population ranges 3 years through 9 years of age. The students display a wide range of disabilities and all require physical support to participate in activities of daily living, instruction and therapy. We serve students with complex medical needs and as a result, a portion of our student population requires 1:1 private duty nurses to attend school.

Lessons/Therapy Plans: Each student receives daily instructional plans and activities that equals four hours of instruction/therapy per day through in person and pre-recorded virtual sessions via Zoom/Google platforms, Google Classroom, emails and/or phone

contact. All plans are developed based on the student's Individual Education Plan (IEP) and reflect the student's goals and objectives. Parents and guardians are asked to sign a daily attendance log that, along with the evidence of returned work/assignments, represent the work that students participate in. Parents are required to email the teacher if a student is to be marked absent for the day. Lesson and therapy plans include details and directions regarding implementation, as well as any adaptation, to ensure our students can interact and have access to the instruction - this includes but is not limited to:

- Introductory letter and email- description of the lesson
- Specific accommodations and modifications noted and explained
- Picture symbols
- Communication/Assistive Technology- parents have been given opportunity to pick up student communication tools to utilize at home
- Manipulatives
- Supplies to support instruction (i.e. glue sticks, dot marker, play doh, etc.)
- Links to online websites
- Lessons printed and prepared - with individualized adaptations to content noted
- Student's Individual Schedules/Plans
- Email and Google Classroom- which include links to online supports, worksheets and activities that can be printed.

Note regarding live sessions: Staff are continually determining best practices for parents/guardians and students to increase engagement in the live sessions. If it is determined that the student cannot participate in live sessions, the provider will come up with alternative means to access instruction which will count as student attendance. They will also identify barriers and plan next steps to address such barriers with appropriate follow up.

Update to Instruction Plan for Continued and Long-term Remote Learning:

As we have provided remote learning, we have continuously worked to expand our services to our students and their families by individualizing programs based on families needs. We are continuing to provide both in-person virtual and pre-recorded sessions of instruction and therapy.

Equitable Access to Instruction for All Students and Technology:

A remote learning plan survey was sent to all our student's parents/guardians. Social workers contacted any parents/guardians who did not respond. Based on the survey, 6 lpads were loaned to CTC student's families. This survey also asked parents/guardians to indicate the preferred method of instruction and delivery of

therapeutic services: written activities, pre-recorded and/or live session. If indicated, individual follow-up was also provided to address parent/guardian questions or concerns.

CTC Academy will Continue to Communicate Pertinent Information Using the Following Methods:

- **Phone Blast Alert System** - Which enables administrators to communicate information with stakeholders using a voice recording.
- **Constant Contact and Email Blasts** - Which enables administrators to communicate with stakeholders via email memos.
- **Emails** - Staff have access to necessary administrators, teachers, teaching assistants, social workers, nurses, therapists, support staff and parents/guardians emails
- **Google Classroom**- All educational and therapeutic staff use Google Classroom to share lessons with parents. Staff development is provided to staff on an ongoing basis. Parents were given training via YouTube and PowerPoint. In addition, the Assistant Principal is available on an ongoing basis to speak with parents to help them with any technological issues with Google Classroom.
- **Video Conferencing** - Staff have the ability, when parents/guardians are able, to video conference with students through Google apps and Zoom.
- **Phone** - Staff have access to all student's parent/guardian phone numbers to facilitate telephonic conferences as required.
- **U.S. Mail** - In the event that students lack access to the internet and telephone, CTC staff have the ability to mail work directly to them.

Addressing Special Education Needs Plan Component 2:

CTC's plan addresses the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible:

- In order to track progress and report on students' goals and objectives, teachers and therapists are assigned weeks that are designated for student assessments. During this time they set-up individual virtual sessions to determine progress. For the parents/guardians who are not participating, we mark student objectives as incomplete.
- When we have determined concerns over participation we will/have notified case managers from sending districts.
- We are continuing to schedule and hold remote IEP meetings through the Zoom platform (or Google Meet if districts prefer). During this meeting we continue to

discuss students' present level as well as goals and objectives for the upcoming year. We are requiring e-signatures for meeting attendees. This is sent via email to all participants prior to the meeting.

Continuing Communication and Support

A needs assessment was sent to staff and families/guardians to ensure the CTC Academy has the best and most current information. Staff and families/guardians may communicate via email, Skype, Zoom, Google Platform and/or phone during a public-health school closure.

All team members are expected to communicate with parents/guardians via phone (with the option of *67 prior to dialing the parents/guardians phone number, to block the staff member's private home number), email, Skype, Zoom, and/or Google Platform according to the following guidelines:

- Teachers: Daily
- Therapists: Frequency as required by the IEP
- Social Workers: As directed by the Principal
- Paraprofessionals (Teaching Assistants and others): As directed by the classroom teacher
- Nursing staff: Twice a week via email outreach and phone calls as needed

Addressing ELL and Bilingual Needs Plan Component 3:

Currently, CTC does not have students that require ELL or Bilingual services. There are approximately 13 families that are not fluent in English and require translation services. Each of those families have been assigned a staff member to translate as needed including, but not limited to, classroom/therapy assignments, implementing technology and IEP meetings. We also are using Google translate and a language line as needed.

Safe Delivery of Meals Plan Component 4:

School Nutrition Program: Since our students have significant feeding needs including but not limited to gastrostomy tube feedings, we do not have a school lunch program. All of our students bring lunch to school daily. Any students with whom we have concerns, regarding feeding needs, we have reached out to case managers to discuss those concerns.

Length of Virtual or Remote Instructions Day Plan Component 5 :

Our remote learning plan provides sessions where the length is based on student participation for therapy and instruction (both live and pre-recorded) during the typical school hours- 9:00am to 2:30pm. Staff continue to be required to be available during their scheduled work hours (full-time 35 hours a week, staff work 8:00am to 3:30pm). Differentiation of instruction is embedded in our program and we continue to ensure we are implementing best practices and making individual accommodations and modifications as needed. We are continuing to implement instruction based on grade spans and individual developmental levels of the students.

Attendance Plan Component 6 :

We have asked parents to email the teacher if a student is unable to participate in a day of instruction. Since our program requires a caretaker to assist with participation, many have stated they are doing our program at night or on weekends with the pre-recorded sessions and/or other lessons directives provided. If a student is absent for 5 cumulative/consecutive days then we send a letter to the sending district. The school nurse and social worker are also consulted to determine if there is a concern or need for home visit. They will also identify barriers and plan next steps to address such barriers with appropriate follow up. Attendance is reviewed by the administration regularly. We are continuing to send our monthly attendance sheets to our sending district representatives and contacting case managers for any individual participation concerns.

Facilities Plan Component 7:

We have facilities staff on campus engaged in cleaning, on a modified schedule, with extreme social distancing guidelines in place (i.e. no more than two persons in a room cleaning and only when they can be at least six feet apart) and they must be wearing masks and gloves that are provided by CTC. Our facilities team continues to thoroughly keep the facilities clean, as well as working on designated projects. Below are some examples of cleaning, projects and oversight:

- Administrator or designee visits the building at least one time per week
- Walk through each week by custodians
- Summer cleaning has been initiated.
- A final deep clearing by a service will be completed when school is ready to open.
- The installation of UV/Hydrogen Peroxide sanitizing units in HVAC systems
- Re-designing reception area windows

- Updating alarm systems
- Maintenance of HVAC System, Treatment Plan and monthly visits by exterminator
- Ongoing maintenance (ie: Door hardware replacement, painting, ceiling tile replacement etc)
- Planning for second phase of construction at the FL campus.
- Pool at the Oakland campus drained and out of service until further notice

Summer Programming Plan Component 8 :

We will be offering our summer extended school year (ESY) program remotely. Our ESY program will run just like our school year remote plan - same services, length of day and support levels.

Graduation Note: We are planning for a remote graduation, via the on-line Zoom platform, to enable our students and their families to participate from home in this milestone event.

Board Approval Component 9 : May 21, 2020

The entire Board of Directors received a copy of the plan and approved the document at their Board meeting on 5-21-20. A record of this decision was reflected in the minutes of the meeting.

Posted on Website Component 10 : PLAN

The plan will be posted on our website once approval is received by the appropriate state authority.

Posted on Website Component 11: ROLES

Remote Learning Roles and Responsibilities

All professional staff are available the same time as our typical school day hours from 8:00am to 3:30pm.

Professional Staff Communication Logs: All professional staff are required to maintain a log of communication with parents/guardians and students. Staff log all emails, phone conversations and other sources of direct instruction implemented. Google Classroom also is used to document communication with parents/guardians. Communication is used to ensure parents/guardians of our students have an understanding and ability to implement the instruction and therapeutic plans sent home. It is expected that all lessons and hand over hand required prompting is implemented by

a parent/guardian/1-1 nurse/caretaker. This same type of support is provided in school by teachers, Teaching Assistants and 1 to 1 private duty nurses.

Staff Roles and Responsibilities

Administration: Under the direction of CTC Academy's executive team, the administration team (including Business Office, Human Resources, Health Office and the Administrative Assistants that work in each school) support the staff in the following ways:

- Surveying staff and parents/guardians to determine technology needs and their access to internet support in their homes.
- Organizing and ensuring that contact information is updated and disseminated to appropriate staff on an ongoing basis.
- Ensuring contact with sending district representatives and case managers is kept up to date - rescheduling or coordinating remote meetings as requested by districts.
- Providing support to the executive team and professional staff as needed.
- Ensure the administration of the school is supported through payroll, benefits, insurance and 403B maintenance, as well as accounts payables and receivables.
- Updating and maintaining the Realtime Database, mail, deliveries, etc.
- All will be expected to have access to email, Zoom and Google platforms as well as a cellphone during the public-health closure.

****Note Regarding Communicating with Sending Districts:***

- Phone calls have been forwarded from the CTC phone system to, administrative staff and assistants, personal cell phones to ensure ongoing communication with districts.
- A list of case managers and their emails that serve CTC have been included as part of CTC's Constant Contact Database.
- Remote Learning Plans are shared with sending districts. Administrative staff are available to answer questions and concerns via email and phone. Since the Remote Learning Plan is a working document, as updates are made, we continue to share it with the county office and the districts when modifications occur.

Custodians: The custodians ensure the continued maintenance and cleaning/sanitizing of the building. They are also available to let in any vendors or staff that need to have access to the building.

Professional Teaching Staff: All teachers attend and participate in CTC Academy's professional development sessions to conduct remote learning, such as Google

Classroom Staff Development. Teachers collaborate with their team and supervisor to prepare remote learning plans. Teachers are in contact with parents/guardians daily to support remote learning plans, answer questions and provide direct instruction, as needed through virtual platforms and/or phone. All instruction is geared towards the goals and objectives in each student's IEP, including the necessary accommodations and modifications considering the change in the learning environment. Teachers also share additional resources with parents/guardians that relate to the daily lessons through email/online platforms. In addition, online and professional development activities are shared with teachers. The teachers participate in developing specific classroom/student centered professional development for our Teaching Assistants, to ensure their professional development reflects the unique needs of our program and our students.

Related Services Providers:

Social Workers: All Social Workers attend and participate in CTC Academy's professional development sessions to conduct remote learning (prior to closure and ongoing throughout closure). The Social Work Department continues to support our students, their families and our staff during remote learning. Their role is to serve our learning community as a resource of support, as well as a coordinator to connect our learning community members to outside agencies as needed. The social work department is available via phone and email for consultative and direct support options. They also are involved in the coordination and running of all our remote district meetings, including but not limited to- IEP's and Re-evaluation district meetings.

Therapists: All therapists attend and participate in CTC Academy's professional development sessions to conduct remote learning (prior to closure and ongoing throughout closure). Each therapist collaborates with their team and supervisor to prepare student folders for remote learning plans, as well as participates in weekly team meetings. Therapists are in contact with parents and guardians in accordance with the frequency of their IEP sessions to provide remote learning therapy sessions. These sessions are implemented through electronic communication, virtual, remote or online platforms, as appropriate and as required by the student's IEP, to the greatest extent possible. Therapy sessions address individualized IEP goals. Therapy sessions are documented utilizing Realtime. Therapists attend virtual IEP meetings as scheduled by sending school districts.

Nurses: All nurses attend and participate in CTC Academy's professional development sessions to conduct remote learning (prior to closure and ongoing throughout closure). Each nurse collaborates with the teams and their supervisor to assist in the preparation of student folders for remote learning plans. Nurses communicate twice a week with parents/guardians and are available as needed for

consultation with parents/guardians. Nurses participate in classroom team meetings and collaborate as needed with students treating the team. Nurses update student health information and medical clearances as needed.

School Psychologist: The school psychologist at the Oakland Campus attends and participates in CTC Academy's professional development sessions to prepare for remote learning (prior to closure and ongoing throughout closure). The school psychologist collaborates with the teams and supervisor to assist in students folders for remote learning plans, as well as participates in weekly team meetings. The school psychologist communicates twice a week with parents/guardians to review social group lessons, as well as being available as needed for consultation with parents/guardians and students. The school psychologist, when requested, attends virtual IEP meetings as scheduled by sending school districts.

BCBA Consultants: The BCBA consultants in the Fairlawn Campus collaborate with teams and supervisors to provide training as well as attend weekly team meetings as needed. They also are available as needed by staff for individual consultation regarding specific students.

Paraprofessionals: All paraprofessionals (Teaching Assistants and others) attend and participate in CTC Academy's professional development sessions to prepare for remote learning (prior to closure and ongoing throughout closure). Each paraprofessional collaborates with lead teachers to assist with preparation of folders for each student and parent/guardian. Throughout the remote learning time paraprofessionals are available to support parents/guardians regarding prompting and support to ensure best practices are being carried over into the home. Paraprofessionals are available to support the teachers via phone or on campus as required.

1-1 Paraprofessionals: One to one paraprofessionals assist parents/guardians and caregivers with the follow through of adaptation and modification of instruction via online video instruction using Zoom or Google Meet. They are also in attendance during online OT, PT and ST sessions to provide support, as well as assist with the home program activities. They are directly communicating with parents/guardians and students daily and provide individualized support to families.

Professional Development

All personnel participate in online professional development activities during this time period for their particular discipline. Staff are required to document their hours in these activities and must hand in to their supervisor all work associated with professional development throughout the remote learning time period.

Individual Educational Plan (IEP) and Re-evaluation Meetings

CTC staff participate in IEP (Annual Review, Re-Evaluations and Transitional Review) meetings with districts and parents/guardians via conference calling using the CTC conference bridge and/or an online platform such as Google Meet or Zoom. CTC uses Realtime for the development of IEP's. Realtime is a web-based platform that all staff have access to at home.

APSSD Applicable Only: Sharing Plans Component 12:

We posted our plan on our website and have distributed it to all our sending districts and the county superintendent after each update.

Re-opening Considerations:

Please note these guidelines are tentative and subject to change based upon the changing circumstances, as well as guidance provided by government health officials. We have established a reopening committee who are using these considerations while developing the procedures for reopening the school:

1. **Social-Distancing Requirement Basic Concerns:** Social-distancing between staff and students is not possible at CTC Academy. Our students require physical assistance, and in many cases direct hand over hand assistance, to participate in their educational and therapeutic program. For this reason, we have significant concerns regarding returning to in-person school until a vaccine or appropriate treatment has been approved by the federal and state government.
2. **Class Size and Week to Week Schedules:** Our typical class-size ranges from eight to nine students, with almost a 1:1 ratio of staff to students in the room, due to the extensive needs of the students. Assuming we can find a way to overcome the basic concerns to achieve social distancing noted in item one above, we would still have to reduce the class size to two to three students per class. In order to adhere to social distancing guidelines, while bringing students back into the building, we are considering bringing them back in smaller cohorts - grouping students based on the area where they live. Students would be assigned to a group - which would go to school for a full week, this would allow the weekends to clean the building for the next group of students to attend.
3. **Student Medical Concerns:** As described in our demographic section, we have a significant portion of our students who have complex medical needs. These medical needs include students with severe respiratory impairment (some students are ventilator dependent, have tracheostomies, etc), compromised immune systems, and impaired neurological functioning (this affects the students

body temperature which would make fever detection inaccurate). For medical reasons, we would want to continue to offer distance learning for parents who choose not to send students to the buildings because of health risks. For students who are choosing to stay home, we would offer a longer term remote learning plan. We are currently implementing these plans following discussions at IEP meetings.

4. **PPE Needs:** Most of our students require total care for all activities of daily living. All of our students require physical assistance in the bathroom, from changing diapers on a changing table to assistance getting on and off the toilet. Social distancing is therefore not possible. Therefore our staff would require the highest level of PPE to assure staff and student safety. We would utilize the PPE recommendations from governmental health agencies to accomplish this. Due to the current high demand of health facilities, procurement of the PPE may be very difficult and further delay our ability to reopen our buildings even in a modified fashion as noted earlier.
5. **Concern for Requiring Masks:** Due to complex medical needs, many of our students cannot wear masks. Furthermore, the vast majority of our students cannot remove masks on their own and therefore, cannot wear them at school. As stated in the guidance provide by the CDC, “cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.” As a result, this will further delay the ability of the vast majority of our students to return to our buildings, absent a vaccine or appropriate treatment.
6. **Staff Return First:** Another consideration is to have staff return to the building to have better access to the materials for remote instruction. This would only occur with strict social distancing guidelines in place.
7. **Assessing Student Learning Loss:** When students return to our physical campuses, we will conduct evaluations based on our progress reports from March 2019 in order to determine their present levels of academic functioning.