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## **P.G. Chambers School Plan for Health Related School Closure**

This plan is designed to provide students who attend P.G. Chambers School appropriate education and related services during a period of extended school closure. This May, 2020 update represents an evolving plan based on continued guidance from the New Jersey Department of Education, the New Jersey Department of Health and the New Jersey Governor's Office.

### **Demographic Profile**

P.G. Chambers School (PGCS) is an Approved Private School for Students with Disabilities providing education and related services to students ages 3-15. Our student population is comprised of students classified as preschoolers with a disability or students with multiple disabilities.

**Current Enrollment:** There are currently 97 students attending P.G. Chambers School. Twenty six students are preschool students.

**Equitable Access** to instruction for all students is ensured through regular communication with parents, survey of family/student needs and flexibility in options for classes, related services sessions and individual supports. Virtual lessons are recorded for viewing after school hours, home activity packets are updated regularly by both teachers and related services personnel and certified personnel communicate directly with families a minimum of once per week. Students participate in small classes designed to meet their instructional, social and practical learning needs. Every student has an IEP in place prior to attending PGCS that is implemented by PGCS certified professionals with the support of paraprofessional and business staff. All implementation, instructional, related services and social issues are communicated to the LEA through a system of on-going e-mail, telephone and virtual discussions between PGCS case managers and district case managers. All **evaluation and IEP meetings** are coordinated by the LEA and attended virtually by PGCS certified personnel working with the child.

## **Technology Needs**

Each family was surveyed prior to 3/18/2020 to assess their home technology needs. Each student received the supplies and technology she/he requires to engage in lessons and activities at the onset on virtual instruction. Needs are assessed via ongoing communication and supplies and technology are provided to address them. Families receive written instructions in all technology set up and use of individual supports. One hundred percent of students received work packets prior to P.G. Chambers School moving to virtual instruction on 3/18/2020. P.G. Chambers School supported 100% technology access for student homes. Wifi hotspots were secured for those in need and laptops and iPads were distributed. **Translators** have been provided to all students/families who do not speak fluent English to foster student access to technology and participation in lessons and telehealth sessions

## **Assistive Technology**

Students have received all assistive technology outlined in their IEPs including iPads, computers, FM systems, visual supports, hands-on materials, specialized seating, adaptive switches, mounts, student communication devices and mobility devices. On-going communication between families, teachers and related services personnel and LEA representatives continues to foster assessment and solutions to changing needs. Related services personnel work closely with the school principal to coordinate family pick up or drop off of necessary materials as needs change. Families are trained virtually by treating therapists in the use of all equipment shared with home.

**Equipment, Assistive Technology, Orthotic and Splinting Clinic** appointments are available weekly upon request to students, families and school districts. These services are conducted via the secure Go-To-Meeting platform in collaboration with the family, related services personnel and vendors. All services are documented in clinic service notes and related services log notes.

None of the students who attend PGCS are **English Language Learners**. Translation services have been provided to support family involvement in virtual class lessons and related services sessions delivered via telehealth. These services are provided by paraprofessional personnel.

All students bring lunch to school and have **not qualified for free or reduced lunch**. The P.G. Chambers School Social Worker maintains direct contact or contact via treating teams with all families and is apprised in the event there are food or mental health challenges. Should food access challenges arise, they will be immediately reported the LEA.

The Social Worker regularly posts **information and resources** for families related to COVID-19 and to mental health issues. She has opened a **virtual support group for families** to join as they see fit and is available daily for individual family consultation.

Our nursing department hosts a **virtual nurses' office** daily for an hour each morning. Families and staff can access nursing and social supports during these sessions. Individual healthcare plans are updated regularly and shared with the LEA.

## **Communication**

**Communication with families** is conducted via the secure Go-to-Meeting platform, telephone and e-mail. Additional options for secure platforms will be evaluated if closures extend beyond September 2020. Personnel have access to voicemail and access to notes and curriculum information using a secure VPN.

Administrative personnel (Executive Director, Principal, Business Office) work both on-site and from home. On site work supports the option of telephone

communication with families. The Principal is available on-site for scheduled pick up of materials by families and personnel.

**Communication with LEA personnel** is conducted via the secure Go-to-Meeting platform, or other LEA preferred platform, e-mail and telephone. Each student at PGCS is assigned an in-house case manager who communicates regularly with the LEA. In addition to regular communication, all LEA Directors of Special Services have been sent updated closure plans as they evolve. All LEA case managers have received detailed correspondence regarding parent preferences for telehealth and frequency of related services. All requests for additional information regarding student progress have been honored by the assigned case manager. All requests for updated information regarding use of personnel have been honored by the Principal.

### **Virtual Instruction**

P.G. Chambers School offers a virtual classroom experience to students daily from 9:00-11:00 and 1:00-3:00 using the Go-to-Meeting platform. Classroom lessons are taught by the certified classroom teacher or certified specials teachers with support for caregivers available from instructional paraprofessionals throughout each lesson. Additional support is offered by an Instructional Paraprofessional assigned to address both AT and IT issues. One to One Instructional Paraprofessionals support their assigned students with modifications and provide caregiver support. General caregiver questions are addressed through the e-platform while student-specific questions or concerns are addressed off-line to maintain confidentiality.

Prior to the introduction of the virtual classrooms on 3/18/2020, family technology needs and access to internet services were assessed. Equipment, technology, and internet access were provided to all families with an identified need. Each family also received a hard copy packet of materials and activities. Teachers and related services personnel communicate regularly with families regarding student and

family technology needs. As needs arise, P.G. Chambers School, in consultation with the LEA, provides additional equipment for seating, positioning and mobility, and additional assistive technology support. Families receive virtual training in all use of equipment and platforms.

Student participation and progress is documented in teacher notes, curriculum based assessment protocols and related services logs. All IEPs scheduled by the LEA are coordinated by P.G. Chambers School coaches and case managers and all required personnel attend virtually. IEP recommendations, updated individual healthcare plans and PLAAPF updates are forwarded to the LEA prior to each meeting.

Subjects covered daily in 30 minute blocks include:

- Literature story and listening/reading comprehension
- Mathematics
- Classroom meeting with review of calendar, weather, current events
- Word reading/phonics instruction
- Science
- Physical Education
- Music
- **21<sup>st</sup> Century Skills** are woven through the lessons as families are given real-life at home applications of student skills to practice. Many related services sessions emphasize student development of self-care and practical skill development meeting the needs of multiple students. Analysis of daily news and world issues is incorporated into daily classroom meetings and current events.
- Social studies lessons are incorporated into daily classroom meetings and literature study

Lessons are recorded for families' later use if needed. All lessons are based on P.G. Chambers School curriculum resources, student IEPs and the appropriate

grade level standards. Accommodations to differentiate instruction are available via instructional design, technology, translator services and paraprofessional support. Further differentiation and small group instruction will be explored should remote learning continue into the fall 2020. Family participation is an essential component for students attending P.G. Chambers School and caregivers regularly attend classes with students. This creates an essential opportunity for further home-school collaboration. Teachers and related services personnel regularly reach out to families to assess on-going needs and address any breaks in participation.

### **Grade Level bands and Curriculum Resources**

The **preschool** instructional program is guided by the High Scope curriculum which emphasizes active participatory learning. Teachers present concepts and lessons virtually for students to explore at home with parents and siblings using everyday materials. The preschool classes are enriched by time spent enjoying children's literature, music class and movement opportunities.

**Grades K-8** follow a variety of curriculum resources incorporated into the PGCS curriculum.

Curriculum resource choices and instructional design are based on student learning styles and IEP goals/objectives.

For many students, the MeVille to WeVille language arts series forms the basis for language arts instruction. The skills and concepts in this curriculum have been adapted for home application and integration into family routines. For other students, phonics and word analysis instruction, literature review and creative writing exercises form the base of their language arts experiences. Those students continue to learn and practice fundamental skills while participating in daily literature and writing activities.



EQUALS math is a hands-on curriculum designed to support fundamental skills in mathematics. Materials from this hands-on curriculum have been adapted to include everyday materials that students can access at home.

Science is addressed in all grade levels through experiments, cooking lessons, gardening lessons and even butterfly releases. Social Studies lessons are embedded into circle time and class meetings for all grade levels.

**Related services** are provided via telehealth sessions using the Go-To-Meeting platform currently in use for virtual classrooms as authorized by the lifting of restrictions on the use of telehealth by NJDOE on 4/1/2020.

The expanded delivery model of related services includes electronic video supported communication between the therapist and the child and parent or designated adult, including:

- Related services via telehealth with therapist and student working together, with parent or guardian present. These sessions are most similar to those held in the school environment.
- Related services via telehealth with therapist working through the parent or designated adult to implement directions and strategies with the student.
- Discussion and coaching with family via telehealth in response to optional video provided by family, therapist observations in e-classroom sessions, etc.
- Consultation via telehealth with the family; brainstorming, troubleshooting regarding identified home or school routines; strategies, techniques, equipment, assistive technology, resources/materials, etc.

P.G. Chambers School has completed the following steps to prepare for the expansion of related services to include telehealth:

- Families were surveyed to assess availability for adult supervision and

- participation in telehealth related services sessions
- Families have been given the guidelines for telehealth and asked to confirm their understanding of the format
- Therapists continue to consult with families who prefer to continue related services through home activity packets and therapist consultation

### **Data Tracking and Attendance**

Teachers report attendance to the school nurse daily. Student participation is monitored by her/his teaching and related services team and the assigned PGCS case manager. A team representative maintains regular contact with the families to address barriers to participation and shares problems/solutions with the Social Worker and Principal. All contact is documented.

**A student is considered present** if: they attend class, attend a related services session and/or parent reports work on the home activity packet that day. Five day absence letters continue to be sent to school districts, when warranted.

Teachers record student progress in monitoring documents embedded in curriculum resources and daily lesson reflections. Related services personnel log all sessions and parent contact in therapy logs.

All personnel document their attendance on the DOE timesheet and submit for supervisory approval bi-weekly.

**Essential Personnel** are working their regularly scheduled hours with flexibility in scheduling to meet the needs of students and their families.

School Administration (3): Principal, Assistant Principal, Supervisor of Curriculum and Instruction. Work flow: daily supervision of instruction, daily family communication, oversight of lessons and lesson plans, coordination of



related services supports, coordination and communication with DOE, LEA personnel, regulatory compliance

**Business Office:** Executive Director, Business Manager, Accountant, Human Resources Associate. **Work flow:** Organizational leadership, liaison and coordination with board of directors, fiscal oversight and business management, cash flow management, payroll, regulatory compliance, human resources management

**Secretarial Staff (4 full time, 2 part time):** **Work flow:** correspondence and communication with families and personnel, translations, recording of student attendance, clerical duties to maintain flow of business services

**Data Coordinator:** **Work flow:** trouble shoot and support all on-line learning and communication

**Teachers: (18)** **Work flow:** provide daily virtual classroom instruction, lesson planning, parent communication, IEP and progress note development, participation in IEPs

**Teacher of the Visually Impaired (1) Teacher of the Deaf (1 PT)** **Work flow:** support student accommodations during lessons, caregiver consultations, teacher support

**Teacher/Case managers: (2):** Support instruction, problem solve access and instructional issues, coordinate with LEA case managers, IEP and progress note development, participation in IEPs

**LDT-C (1PT):** Support instruction, problem solve access and instructional issues, coordinate with LEA case managers, IEP and progress note development, participation in IEPs

Social Worker (1): Case management, parent support, personnel support, oversight of social and emotional initiatives for students, families and personnel

Related Services personnel (PT: 2 full time, 13 part time; OT: 4 full time, 10 part time; ST: 11 full time, 2 part time ): Parent consultation regarding related services activity packets and telehealth, individual telehealth services per student IEP classroom and team support for accommodations, interventions and assistive technology, IEP and progress report development, participation in IEPs, therapy program preparation, on-going team meetings, professional development

Nurses (FT: 2, PT:1) Work flow: parent consultation, staff communication, liaison to local health department, monitoring and distribution of CDC recommendations, student attendance monitoring, IEP meetings, webinars to maintain the latest information on Covid-19.

Instructional Paraprofessionals (36 full time, 4 part time): Support for each teacher in responding to caregiver questions during lessons, technology support for each teacher during lessons, creating instructional materials, instructional modeling during lessons, on-line professional development in area of work: student health and safety, behavior management, lessons on Paraeducator.com

1:1 Instructional Paraprofessionals (7): Work flow: on-line presence during lessons to support assigned students, support for caregiver assistance during lessons, materials development for use with assigned students, on-line professional development in area of assigned student need: student health and safety, behavior management, lessons on Paraeducator.com

Custodian (1): building maintenance, repair, and deep cleaning

Given the protocol for on-line instruction and related services, on-site visits will be limited to an as needed basis with the exception of the **custodian who will maintain a regular schedule to continue building maintenance.**



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## **Graduation**

The 2020 preschool and grade 8 graduations will be hosted remotely.

## **Extended School Year (ESY) 2020**

P.G. Chambers School offers a six week extended school year for eligible students. Approximately 99% of our students attend ESY; all are considered eligible. The following is a description of the three options for ESY 2020. Choice of option will be determined by the guidance given by the Governor’s COVID-19 task force and the DOE.

### **1. Continue Remote Instruction and Related Services**

All services outlined above will continue as documented. Restrictions to personnel use of the building may be reduced adhering to return to work guidance. Instructional emphasis will be placed on thematic units with carry over to related services sessions. Thematic units will be developed with family involvement emphasized to reduce stress on the families and create a “summer” experience. Emphasis will be placed on the **21<sup>st</sup> Century skills** related to use of technology, personal care and personal responsibility.

### **2. School Re-opens**

PGCS is currently working on a re-opening plan. Implementation would require lifting of the school closure executive order, the reopening of child care centers, and the ability to secure appropriate PPE. This plan is being informed by the CDC, the NJ School Nurses’ Association, and ASAH, and is being developed with input from our medical director, Dr. Cheng, and the local department of health. The plan will include the following:

1. Enhancement of hygiene protocols

2. Preparation of building including thorough cleaning of all surfaces and equipment as well as consideration of best practice approach to HVAC cleaning
  3. Development of protocols for student and staff health including isolation of ill children and staff
  4. Procedures for screening students and staff
  5. Procurement of PPE
  6. Needs related to implementation of social distancing protocols
  7. Consideration for hallways, arrival and dismissal
  8. Consideration of remote PE, art, library, and music to limit people in and out of classes
  9. Consideration of remote or secluded areas to limit number of people for the implementation of weekly Clinic services
  10. Considerations for bussing
  11. Modifications to mealtime and toileting protocols
- 3. Hybrid option** – Implementation would require lifting of the school closure executive order, the reopening of child care centers, and the ability to secure appropriate PPE, as well as extending the approvals to allow remote days to count toward official school days, and to allow for telehealth beyond the state of emergency.

Students will have the option of remote attendance or in-school attendance, or some combination thereof, depending on health status and need as determined by the IEP team. Each child's IEP team will consider the students' health status and personal care needs and vulnerability to COVID-19 to determine the best option for the individual. Parent needs will also factor into decision making but cannot take precedence over the needs of the individual student. Parents will, of course, continue to be equal participating members of the IEP team. Students working from home will remotely join their teachers and classmates. Individual related services schedules will be maintained in person or via telehealth.



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This hybrid approach will also allow us to reduce the number of people in the building and better achieve safe, social distancing.

This plan was originally developed based on the 3/5/2020 NJDOE Guidance Regarding Requirements for Public Health Related School Closure and the 6/4/2019 NJDOE Delivery of Related Services to Students with Disabilities through Telepractice memo. Updates have been made following NJDOE guidance provided 3/20/2020 and again on 4/1/2020. The current update is in response to the 5/5/2020 DOE memo. Updates will continue to be made as additional guidance is received.