



Eastampton Community School

Special Education & Related Services School Closure Plan through Extended School Year 2020

Special Education Instructional Programming:

During the Covid-19 mandated school closure, Eastampton Community School District will continue to provide equitable educational opportunities for all students including those with identified disabilities. To the greatest extent possible, each student with a disability will be provided special education and related services identified in the students Individualized Education Program (IEP). The district will continue to provide a free and appropriate public education (FAPE), which may include as appropriate, special education and related services through virtual, online and telephonic platforms.

- Eastampton will continue to provide a hybrid of remote instruction and hard copies (as necessary) with teacher conferencing to support understanding of lessons and assignments for all students as prescribed by NJDOE (March 5, 2020 Broadcast).
- All assignments will include appropriate modifications and accommodations to support student skill development.
- Synchronous learning activities will occur and include Google meets and 1:1 tutorials (if needed) to determine student progress
- Teachers of students with disabilities will maintain a parent/teacher contact log and update case managers weekly on student progress and participation.
- Asynchronous learning activities will occur with and not be limited to pre-recorded video lessons in Google Classrooms with modified components
- Teachers will communicate with and clarify expectations regularly with parents
- Documentation will support the facilitation of communication between parents, teachers, and the Child Study Team.
- Adaptable online learning platforms will be utilized including: SeeSaw, Happy Numbers, Explode the Code, IXL Math, Razz Kids, Reading A-Z, Screen Castify, and other platforms requested by teachers to monitor student progress.
- Special Education teachers will participate in both grade level and department meetings to review curricular expectations and update teachers on student progress and performance during the remote learning platform

Monitoring Student Growth and Progress/Documentation of Provided Services :

- Documentation of progress monitoring will include case manager updates, regular grade reporting and logging through Powerschool, in addition to quarterly IEP goal monitoring and submissions mailed out to the parents of classified students.
- Teachers are required to contact district administrators if student work is not completed
- Case Managers will meet with students and/or parents to discuss best ways to facilitate online learning
- Related Service Providers maintain therapy logs and progress notes documenting frequency and duration of session meetings

Related Services:

According to the NJDOE's memo on April 3rd, "Related Services may be provided through telemedicine and telehealth, or through electronic communications which include virtual, remote, or other learning platforms, as appropriate and as required by the student's IEP to the greatest extent possible".

- Eastampton School District's Speech Therapists, Occupational Therapist, and School Psychologist contact parents via email or telephone to arrange sessions for delivery of related services to students with disabilities.
- Parents are provided with a teleservice consent/acknowledgement form to implement teleservices
<https://docs.google.com/document/d/10rK5E3CfIO-0nuAvTP50CbJ9F7SalHclQoqQiraXYH0/edit>
- In collaboration with parents/guardian/ and service providers an agreed upon session time is coordinated to implement regular services with the provision of consult and resources made available to the parents to support instruction
- To track related service sessions, providers maintain a communication and therapy session log for record keeping
- Service logs are shared and discussed with the students case manager to ensure progress is monitored

Communication with Families:

- Our Child Study Team checks in with students and families on a regular basis
- Our case managers will be available for meetings by appointment via Google Meet
- Weekly CST meetings are held to review student progress, review placements, and discuss student access to remote instruction
- Case Managers are in communication with all OOD placements and parents to determine student progress and remote access

District Meetings and Evaluations:

Annual Reviews:

Annual reviews are conducted while schools are closed via Google Meet or by telephone conference. CST sends meeting notices and hold the necessary annual review in compliance with timelines. Invitations notify parents as to how they can participate remotely. Also parents are sent a copy of the IEP via email along with a summary of the meeting attendees and projected placement for the 2020-2021 school year.

Initial Referrals:

For initial referrals, the meetings will be held via Google Meet within 20 days of receipt of the request. If evaluations are warranted, parents will be informed that due to the school closure, evaluations will be delayed until in-person evaluations can be completed.

ReEvaluation Meetings:

Re-evaluation meeting will be held via Google Meet. The CST will determine if enough data is available to determine eligibility. Eligibility meetings that require update testing may be delayed to make an informed decision utilizing standardized assessments to support determination.

Evaluations:

Eastampton will complete any aspect of an evaluation that can be reasonably be conducted remotely. Remaining aspects of the evaluations will be completed when proper protocols and procedures are approved for in-person evaluations.

Update: July 9, 2020 (In Person Evaluations resume with the following approved protocol)

**Eastampton Community School
In Person Student Evaluation Plan Child Study Team**

Upon clearance from the NJDOE for schools to proceed with in-person student evaluations, the following steps will be needed to ensure we maintain proper timelines in accordance with N.J.A.C. 6A:14 as well as following CDC and NJDOG guidelines for health and safety:

1. All evaluators will be required to follow the same protocol outlined by the district for staff entry to the building for each day they are present for evaluations. All evaluators will be trained in the proper use of personal protective equipment, proper handwashing practices, recognizing COVID-19 signs and symptoms, and infection control by the school nurse.
2. Two rooms will be predetermined as testing rooms. Each evaluator will be assigned one room for the day where s/he will conduct his/her evaluations.
 1. All rooms will be equipped with a plexi-glass partition between the student and the evaluator
 2. All rooms will be properly cleaned between each student's evaluation
 3. All surfaces and commonly touched items will be sanitized between each student's evaluation using CDC and EPA approved cleaning solutions
3. Case managers will contact parents for students who are eligible for evaluations. Parents will have the option to rescind their request for an evaluation at this time to be revisited when restrictions are reduced; or to schedule their child to come into the building for evaluations.
4. Evaluations will be scheduled as follows:
 1. Evaluations will be scheduled at least one week in advance
 2. No more than two evaluations per day per room
 3. Evaluations will be scheduled so that a minimum of one hour exists between evaluations to ensure the rooms are properly sanitized
5. Upon arrival the parent will be directed to contact designated personnel who will escort the student to the nurse's office for screening. The parent will be notified when the screening is complete and the student is cleared for admission for the evaluation. The student's parent/guardian will not be permitted to enter the building.
6. The CST office will contact the parent 24 hours prior to the date of evaluation to remind the parent to complete the online screening form (insert link here)
7. Students will be screened by the school nurse upon arrival at ECS. Parents/Guardians will not be able to enter the testing room. The screening will include a temperature check and screening for visible symptoms associated with COVID-19 including fever, cough, chills, shortness of breath, fatigue, body

aches, headache, loss of taste or smell, sore throat, congestion or running nose, nausea or vomiting, and diarrhea. During the screening the Nurse shall use personal protective equipment including gloves and a face mask. Gloves should be replaced between each screening. Students with a temperature above 100.4 degrees Fahrenheit, or exhibiting symptoms associated with COVID-19 will be sent home and their evaluation will be rescheduled.

8. During the evaluation, the evaluator will maintain social distancing and utilize face shields and plexi- barrier throughout the duration of the evaluation. If able, students are requested to wear a comfortable face mask.
9. Materials such as pens, pencils, pads, paper, etc. will not be shared between students. Each student being evaluated will be provided new materials and asked to take or dispose of those materials after their evaluation is finished.
10. Hand sanitizer will be located inside each classroom and inside all doors to the building.
11. All water fountains shall be closed off for use and students will be instructed to bring their own water bottle.
12. If the classroom is not equipped with air conditioning with a fresh air component, all windows will remain open to ensure proper ventilation.
13. Signs will be posted at all doors and waiting areas in the building indicating six foot distance.
14. Staff and students who exhibit COVID-19 related symptoms will be directed to an established isolation room. Parents/Guardians of ill students will be notified immediately to come and pick up their child. Staff members who exhibit symptoms will be immediately sent home. Personal protective equipment including gloves and masks will be readily available in the nurse's office and the isolation space. Immediately upon discovery of a student or staff member exhibiting COVID-19 related symptoms the District will engage in contact tracing by determining all students and staff that individual had contact with in the past twenty-four hours. The school nurse or designee will be assigned to surveil the isolation space and isolated student or staff member.
15. The District will follow NJDOH and CDC guidance with respect to positive cases of COVID-19, available at the following links. ([NJDOH Discontinuation of Transmission-based precautions](#)) ([CDC guidelines for stopping the spread](#)). Immediately upon discovery of a student or staff member who has tested positive for COVID-19 the School Nurse will notify the local health department of the positive case.

Plan for Medically Fragile Students:

- Medically Fragile students are provided personalized plans based on the goals and objectives outlined in the students IEP. The lessons are differentiated according to the content standards.
- Regular communication will be occur between the parents and student case manager to monitor students medical condition and progress during the school closure

Out of District School Closure Plans:

- Case Managers and district personnel are in regular contact with all OOD schools and parents
- All OOD schools have provided resident districts with specific closure plans and district personnel will continue to monitor student progress via email check ins with OOD case managers.
- Garfield Park Academy: www.garfieldparkacademy.org
- Y.A.L.E.: YALEschoolnj.com
- Kingsway: <https://kingswaylearningcenter.org/>

Extended School Year:

Notice sent to families on June 2, 2020

https://docs.google.com/document/d/1gu1AamQhDreJ07xFih12_gimKBs-VDr5dCx8dLq2mxA/edit

“Due to the current situation with COVID-19, Eastampton Community School will adjust its Extended School Year Program for the summer of 2020. This year, the extended learning program will run from **July 6th through July 30th** during the hours of **9:00 to 11:00 am.**; continuing with a remote learning platform. Selected students currently recommended and receiving special education supports and services, will have the opportunity to participate in online lessons, tutorials, and prescribed teleservice therapy. In addition, case managers will host weekly social/emotional wellness sessions.”

ESY Framework:

- **Timeline: ESY will run from July 6th through July 30th**
- **Days: Monday through Thursday**
- **Student Schedule: 9:00 am - 11:00 am**
- **Speech and OT therapist will log time as provided (sessions will be provided ½ hour per week with need based groupings)**
- **Case Managers will meet with student groupings weekly for wellness lesson**
- **Interpreters will log time as provided**

Grades K-2	Grades 3-5	Grades 6-8
Teacher: Mrs. Smith	Teacher: Ms. Hughes	Teacher: Mrs. Henderson
Platform: SeeSaw/Zoom	Platform: SeeSaw/Google Classroom	Google Classroom/Screen Castify
Related Service Provider: Mrs. Lipenta-Speech Mrs. Eisenhuth-OT	Related Service Provider(s) Mrs. Lipenta-Speech Mrs. Eisenhuth-OT	Related Service Provider(s): Mrs. Vignola- Speech Mrs. Eisenhuth-OT
Mrs. Dilliplane will provide a weekly social/emotional wellness lesson incorporated in the live remote instruction	Mrs. Dilliplane will provide a weekly social/emotional wellness lesson incorporated in the live remote instruction	Mrs. Goodman will provide a weekly social/emotional wellness lesson incorporated in the live remote instruction

Sample Schedule	Monday	Tuesday	Wednesday	Thursday
9:00-9:30	Screen Castify Daily Lesson Introduction (link will be provided)	Screen Castify Daily Lesson Introduction (link will be provided)	Screen Castify Daily Lesson Introduction (link will be provided)	Screen Castify Daily Lesson Introduction (link will be provided)
9:30-10:00	Virtual Instruction/whole group lesson/ Practice activities provided *Alternate math/literacy	Virtual Instruction/whole group lesson/ Practice activities provided *Alternate math/literacy	Virtual Instruction/whole group lesson/ Practice activities provided *Alternate math/literacy	Virtual Instruction/whole group lesson/ Practice activities provided *Alternate math/literacy
10:00-10:30	<ul style="list-style-type: none"> ● Read Aloud/Book 	<ul style="list-style-type: none"> ● Read Aloud/Book 	<ul style="list-style-type: none"> ● Read Aloud/Book 	<ul style="list-style-type: none"> ● Read Aloud/Book

	Discussion	Discussion	Discussion	Discussion
	<ul style="list-style-type: none"> Wellness lesson 	<ul style="list-style-type: none"> Wellness lesson 	<ul style="list-style-type: none"> Wellness lesson 	<ul style="list-style-type: none"> Wellness lesson
	<ul style="list-style-type: none"> Hands on Project/Activity 	<ul style="list-style-type: none"> Hands on Project/Activity 	<ul style="list-style-type: none"> Hands on Project/Activity 	<ul style="list-style-type: none"> Hands on Project/Activity
	<ul style="list-style-type: none"> Parent Contact/Consult 	<ul style="list-style-type: none"> Parent Contact/Consult 	<ul style="list-style-type: none"> Parent Contact/Consult 	<ul style="list-style-type: none"> Parent Contact/Consult
10:30-11:00	Tutorials/Related Services	Tutorials/Related Services	Tutorials/Related Services	Tutorials/Related Services

Restart and Recovery Plan for Fall 2020

Ensuring the Delivery of Special Education and Related Services to Student with Disabilities: (Appendix K and N)

Health and Safety:

Procedures for personal hygiene and safety will be implemented based on guidance from the CDC, state and local health guidelines:

1. Students will sanitize hands upon entering Resource/LLD/SC classroom
2. If able, students will wear a face covering
3. Students will be seated given social distance guidelines
4. Students will not share classroom materials
5. Students will be provided with: paper, pen, wifi, chromebooks, necessary resources, instructional kits, etc.).
6. Frequent movement breaks will be provided
7. Consultation with nurses will be conducted for students who cannot comply with recommended hygiene standards/protocols
8. Staff members working in the room will be provided recommended PPE
9. Teachers will have access to lesson plans on PPE, Hygiene, and social distancing which will be taught daily
10. Signage with illustrations will be displayed in all classrooms (picture communication symbols for quick reference on PPE and handwashing)

Sensory Accommodations and Modifications to match student needs:

- Visual supports will be provided to help students identify social distance boundaries
- Social Stories and Narratives will be provided to teach new hygiene routines including frequent handwashing and wearing a face covering

Instructional Planning and IEP compliance:

- Formative and summative assessments will be conducted to determine current levels and identify specific learning needs (MAP, benchmarks, DRA, and ETC assessments)
- Data Management platform will transition from REALTIME to IEP DIRECT/Frontline which will allow for better collection of district data and routine report checks for IEP compliance
- Classrooms will be organized based on grade level and student need with appropriate social distancing provided
- Teachers will provide in-person and remote instruction based on Hybrid Schedule to maintain standards and skills incorporating various learning and technology platforms: SeeSaw, Happy Numbers, Explode the Code, IXL Math, Razz Kids, Reading A-Z, Screen Castify, and other platforms requested by teachers to monitor student progress.
- Primary focus of instruction will be based on goals and objectives outlined in the student's IEP as well as focus on student's social and emotional wellness
- <https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>
- <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

- All related services will be provided via in-person and through tele-services (remote) as outlined in the student's IEP to maintain compliance and support progress
- In collaboration with parents/guardian/ and service providers an agreed upon session time is coordinated to implement regular services with the provision of consult and resources made available to the parents to support instruction
- To track related service sessions, providers maintain a communication and therapy session log for record keeping
- Service logs are shared and discussed with the students case manager to ensure progress is monitored

Educational Services Staff (Para) Responsibilities:

- Lead small group as delegated by teacher in a virtual environment
- Help facilitate virtual component of synchronous online interactions and instruction
- Assist with implementation of adjusted schedules
- Assist teacher with updates to students and families
- Support embedding of SEL curriculum into instructional implementation
- Lead in person 1:1 or 2:1 instruction to ensure social distancing
- Provide support to teachers during remote instruction
- Support families and students with accessing and participating in remote learning- paras can be added as co-teachers to online classes

Continuity Plan for in Person and Remote Instruction:

- Students and faculty will have access to instructional technology implemented through in-person and remote instruction to promote continuity

- In person training and guided practice for students to ensure they can effectively access and use the instructional technology at home (including on- line meeting etiquette)
- Social and Emotional Learning and lessons will be incorporated into daily lessons through teacher, guidance counselor, and CST input and curriculum
 - Lion's Den Curriculum/Lessons
 - Habits of Highly Effective Students
 - Guidance Counselor/CST- Push In Lessons

Plan to Support Students who have difficulty transitioning back to school:

- Collaboration between district administration and Child Study team providers to determine protocols for supporting students with challenges transitioning
 - Daily behavior plan with tangible reinforcements will be part of recommended student's instructional plan
 - Regular communication with staff and specialists to discuss student progress
 - Social Stories to support understanding of remote/in person learning expectations
 - Adjusted schedule will be considered as necessary for students transitioning back from remote instruction
 - Instructional Aides assigned to classrooms to support classroom teacher and students
 - Staff training on social/emotional wellness for providers and students
 - Wraparound supports will be considered and discussed for students demonstrating challenging behaviors and escalated anxiety

System to Address Backlog of Special Education and Evaluation Meetings:

- Data is being analyzed regularly from district management system (currently Realtime)
- Master schedule for In-Person CST evaluations has been created for provider access.

Communication Planning:

- COVID- 19 Special Education SEPAG meeting will be held August 20th, 2020
- Informed recommendations will be made based on recent state and CDC guidelines
- Parents will continue to receive updated communication from the CST supervisor regarding planning for synchronous and asynchronous instruction during mandated school closure and reopening protocols

Ensuring Services for Out of District (OOD) Placements:

- Contact information for every out-of-district placement will be updated
- Case Managers will ensure students are provided with instruction consistent with the student's IEP to the greatest extent possible
- District will review student attendance regarding nature and delivery of instruction
- The provision of home instruction should be determined in consultation with the receiving school.

Compensatory Education Services:

- In accordance with United States Department of Education (USDOE) and New Jersey Department of Education (NJDOE) guidance, when in person instruction resumes, based on individual circumstances, a meeting may need to be held to consider compensatory education services for classified students
- The IEP team may meet and discuss what, if any, services are necessary.
- The student's IEP team shall make an individualized determination as to whether or not, and to what extent, compensatory education services may be needed, consistent with applicable requirements.
- To assist the IEP team student progress data and associated criteria shall be considered.
- The following questions may be considered when determining the need for compensatory services.
 1. To what extent has the student regressed in each area?
 2. What instruction and/or related services should the district provide to support student progress

- Such compensatory services need not automatically be hour for hour, rather, the IEP team will consider, per the USDOE guidance, what services should be rendered for a classified student to receive FAPE moving forward.