

Required Updates to District Public Health-Related School Closure Plans 5-22-2020

Delivery of virtual and remote instruction

- **Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual, and remote learning plans to maximize student growth and learning to the greatest extent possible.**

School Day Lesson Planning and Instruction (*all instruction is in compliance with students' IEP goals and objectives and in line with NJ state learning standards.*)

1. Teachers will prepare differentiated lessons that have been adapted to be delivered electronically
 - Google classroom, Google Meets, Zoom, and other electronic delivery systems will be utilized
 2. Certified teachers will post and hold video lessons
 - Assignments will be completed digitally and when not available as a hard copy. Parents should (where necessary) document the completion of assignments by taking a photo and emailing it to the teacher
 - [Allowed Web Resources List](#)
 - Assessments will be completed digitally whenever possible. If this is not possible hard copies will be delivered to home addresses, and parents can use a photo as evidence or send the hard copy back to the school.
 - Alternative assignments (when necessary)
 3. Teachers, teacher assistants, counselors, and administrators will be expected to be available during school hours (via email or google platforms)
 4. Student progress will be assessed and graded based upon teacher made assessments and classwork or projects, class input/discussions
 5. Staff should be available for meetings to work out issues as they occur
 6. Students should be available for their scheduled class time
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- **Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.**
 - CHA utilizes a combination of foreign language capable staff people as well as Google Translate to communicate with our families who are not English language proficient.
 - As we are an APPSD, our accommodations for special education are extensive both in-person and via virtual learning. Some virtual modifications and accommodations currently being utilized include manipulatives, hard copies, paper books, audio books, and visual tasks charts which have been sent home to appropriate students. Other strategies include customized individual instructional sessions live with teachers or support staff to offer additional 1:1 supplemental instruction to ensure progress toward learning objectives.
 - Related services are driven by IEP goals and are being delivered through a combination of live sessions hosted by the school's OT/PT/SLP, work packets, and at-home drills that students can complete with their parents/guardians. The breakdown of each students' service delivery is based upon their IEP and family dynamic, to allow for flexibility with various in-home delivery obstacles.

○ **Describe the district’s plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.**

- CHA has polled and maintained communication with each family on rolls, to ensure that they have the appropriate technology to access and utilize to the maximum extent possible the distance learning tools and resources that are being sent home. This includes conducting Google training sessions for families less familiar with this format of delivery. Each student had their school supplied Chromebook sent home at the beginning of distance learning in order for them to maintain their communication and feeling of connectedness to the school.
- Where chromebooks have needed to be replaced Chapel Hill Academy has made arrangements for safe no contact transfer to parents.

Attendance

○ **Describe the district’s attendance policies, including how the district determines whether a student is present or absent, and how a student’s attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student.**

- Chapel Hill Academy will continue to track attendance through student interaction with building staff. Any student who interacts with building staff on any day will be marked present. Students will be given credit for any interaction which includes: turning in assigned work through a google classroom format, interactions with teachers live or otherwise (emails, answering attendance questions, live class meets, meets with counseling staff etc.). Elementary students will additionally be marked present should parents facilitate any of the above specified activities.
- Decisions regarding the impact of attendance on promotion, retention, graduation, and/or discipline will be made collaboratively with sending districts and IEP team members.
- The CHA central office has created a shared document that all staff can use to collaboratively ensure that each student is adhering to their individual schedules. When absences are noted, this triggers home communication via our counseling staff.
- The following day, a summary email is sent to all teachers to ensure accuracy of the previous days’ attendance list.

○ **Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.**

- Counseling staff continues to have students and families as their priority and is continually following up with them in this regard. Teachers are tracking daily attendance and the same is forwarded to all staff daily. Counseling staff are following up on absences through phone calls and emails to parents and where age appropriate students. As necessary child study team case managers are alerted to prolonged absences and are receiving attendance letters, along with parents. Attendance letters are sent after five consecutive absences, and/or 10 and 15 absences, cumulatively
- [ATTENDANCE POLICY from Student Handbook](#)
- Students are permitted to turn in any assignment that is beyond the due date for credit. Where appropriate, students are participating in virtual study halls and individual instruction to complete missed assignments and receive supplemental instruction.

Students with Disabilities

○ **Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.**

- As an APPSD, all accommodations and modifications continue to be implemented across all subject areas.
- Instruction based upon individualized education plans is delivered utilizing a variety of online platforms. Each instructional class has its own Google Classroom and the additional resources are provided through this vehicle. This plan includes virtual weekly sessions in core academic subjects and additional activities/assignments through the Google Classroom platform. Virtual pe, music, art and Spanish classes have been scheduled in addition to core classes.
- Teachers utilize many tools to provide meaningful instruction such as: pre-recorded lessons, interactive games, online manipulatives, video resources (ex. seesaw, screencastify) etc. These supports enhance instruction to ensure student understanding and progress.
- Teachers remain available after virtual classes for students to receive follow up instruction if needed. Additional individual live sessions have been scheduled for appropriate students when parents, teachers, and counselors have decided it would be beneficial.
- Teachers provide daily feedback through graded assignments, emails, and discussion.

○ **Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.**

- IEP's continue to be implemented for all students. Related services are being provided as prescribed in the IEP unless otherwise determined by the IEP team. Related services are being tracked by providers' individual tracking methods as well as by state approved SEMI tracking forms. Student academic progress is documented by teaching staff as is typical through use of teacher made assessments, student participation, projects and other teacher developed methods.
- Progress will continue to be documented to IEP team members (parents, teachers, teams) through progress reporting, report cards and distance learning updates (for the period of time that distance learning continues). Progress reports and reports cards will continue to be provided on the previously determined schedule of three times per academic year with one additional progress report during the ESY program.
- During distance learning accommodations and modifications are implemented per each student's individual IEP wherever possible and with adjustments as necessary. During distance learning accommodations and modifications have consisted of modification of assignments in length and presentation, modified instruction (including where necessary one to one support), flexibility of instructional platforms, individually tailored schedules, and supplemental instruction where appropriate.

○ **Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.**

- Chapel Hill Academy counseling staff is maintaining regular contact with all students/families and other members of the IEP team. They are coordinating schedules with related service providers and families, while also providing email and phone call reminders of service dates. Where necessary counseling staff in attending sessions with additional related service providers to facilitate session participation and assist with behavior management.

- Counseling staff has sought family input in regard to the delivery of services and has asked for feedback through email and google surveys in an attempt to provide the most productive method for delivery of service to each family.
 - [RELATED SERVICES PARENT SURVEY](#)
- **Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.**
- IEP meetings continue to be held within specified timelines using virtual platforms such as google meet and zoom. Parents, child study team case managers, teachers, counselors and related service providers are all available to participate in these meetings. Changes to amend timelines are documented by sending child study team case managers.
 - Notice of meetings has been and will continue to be a collaborative effort with sending districts, and invitations are being electronically and/or physically sent by the pre- determined person.
 - In alignment with current recommendations, Chapel Hill Academy continues to be notified by district teams when student re-evaluations are postponed until a time when in-person assessment/evaluation can be completed. Chapel Hill Academy counselors are tracking postponed evaluations to ensure they are completed upon the return to in-person instruction.

English Language Learners

- **Describe the provision of ESL and bilingual education to meet the needs of ELL.**
- Not applicable
- **Describe how the district communicates with ELL families, including the translation of materials and directions.**
- While Chapel Hill Academy does not currently have students receiving ESL services, several families benefit from the use of live staff translators during meetings and the translation of documents (as necessary) using google translate.
- **Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.**
- Not applicable

Safe delivery of meals

- **Provide an updated plan for the continued safe delivery of meals to students.**
- At the initial closure of schools all child study team case managers were notified of students receiving free and reduced lunch at school, in order for these families to be included in district plans to provide meals. Additionally, as necessary, counseling staff has connected parents with local child study team case managers to further facilitate this provision.
 - CHA counseling staff continues to contact families both who qualify for Free and Reduced and otherwise, to ensure the consistent delivery of meals and access to household/educational supplies. Then arrange for any needs to be met.

Facilities

- Provide an outline of how the building will be maintained throughout this extended period of closure.
 - The CHA maintenance crew has been instructed by the administration to maintain shortened hours of minimally overlapping shifts.
 - Staff are cleaning and completing projects to update and freshen the building as well as typical routine maintenance.
 - As opening approaches, the purchase of new cleaning and sanitizing machines is being rolled out and will be utilized in each work area of the building so staff can return to a totally clean and safe building.

Summer Programming

- **Provide a preliminary outline for the provision of summer services, including:**
 - **Extended School Year (ESY) for students with disabilities including how ESY will be delivered:**
 - Chapel Hill Academy has three plans for ESY
 1. One plan would be to open for in-person instruction, with ESY classes taking place as they have in previous years.
 - If we are able to open for in-person instruction, we will be operating under best health practices (as mandated by then current directives) including but not limited to: daily cleaning/sanitization, hand washing lessons, temperature checks, masks, and social distancing by spreading our students out as far as the bounds of classrooms allow for.
 2. The second proposed plan would be to provide distance learning for the duration of our previously agreed upon 30 day ESY schedule: July 6, 2020, through August 14, 2020. This plan would offer a day similar in length and in format to our typical day, running from 9:00 am to 2:00 pm. Students would attend “live” virtual classes daily that will address all academic subject areas per our usual ESY schedule. We intend to use a self contained model for the duration of the ESY program, allowing teachers to streamline the process for some students who have struggled with managing multiple teachers and google class meetings. Classes will be determined by student present levels of performance, needs and IEP goals and objectives.
 - [High School ESY sample schedule](#)
 - [K-8 ESY sample schedule](#)
 - A streamlined schedule will allow teachers to provide longer, more fluid virtual classes while still offering pop-ins from special teachers to deliver Art, PE, Music, and Science Lab.
 3. The third plan would be a hybrid combination of the previous two plans allowing for each family to opt-in to which program they would like to participate in.
 - All related services will continue to be provided as prescribed in student IEPs using a virtual platform. Groups to enhance social skill building and interactive experiences will continue as well.
 - We (if necessary based upon mandated school closure) intend to ship to students’ homes all the materials needed for 30 days of in-home learning including but not limited to

academic support materials such as text and workbooks, manipulatives, flashcards, white boards, writing materials etc. along with materials for summer craft and art activities.

➤ **21st Century programs**

- At the high school level Transition Skills classes will continue through the summer and will focus on these skills as they relate to our chosen ESY theme of “One World...One Community”. Students will continue to participate in one Transition Skills class per week with “live” virtual instruction and will additionally explore the idea of their role in a local and global community including relevant job exploration, community service opportunities and career and life readiness skills. Although at this point, out of the building, community based experiences will not be permitted, there will be opportunities for virtual field trips, practicing of skills using virtual platforms (for example mock job interviews and career and college exploration using Naviance).

➤ **Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery**

- Per Chapel Hill Academy’s standard procedure all high school transcripts will be forwarded to sending district child study team case managers. Counseling staff will collaborate with sending districts in any instance where a student has lost or is short credit necessary for graduation. Plans for credit recovery may include: presentation of classes during an ESY setting, addition of classes to the 2020-2021 school year, or any other option determined by the IEP team to appropriately meet the needs of the student.

➤ **Assessment of learning loss and an initial plan for potentially addressing learning loss**

- Learning loss will be initially addressed through/by use of established in house procedures upon return to in person instruction. LDT-C will assess students to determine progress and in some cases regression. Using the data, individual remediation plans will be developed and shared with parents, appropriate teachers, and IEP teams. Ongoing monitoring and informal class observations will ensue.
- Following the initial assessments, the LDT-C will contribute results to students’ IEPs as they arise as a means for ongoing tracking.
- Additionally, informal and formal assessment will be performed by all grade level teachers in order to determine learning loss, gaps and retention of subject matter.

➤ **STEM or other programs using reallocated grant funds**

- NOT APPLICABLE

➤ **Title 1 extended learning programs**

- NOT APPLICABLE

Chapel Hill Academy Pandemic Response Plan

Preparation

- Administration meets to prioritize Infectious Disease response
- Institute a mandatory “Cover the Cough and Sneeze” curriculum for all classrooms
- Develop and implement universal hand washing procedures, show demonstration video
- Order supplies such as, anti-bacterial and waterless hand soap & dispensers, etc.
- Distribute to parents and staff information regarding “the infectious disease,” personal preparedness checklist, and the School plan
- Plan for equitable access to instruction for all students
- Teachers begin working to develop web based instructional assignments
- Teacher prepared work packets for those students whose needs would be best met utilizing paper/consumable based assignments

- Custodians clean door knobs, railings, front counter courtesy desk, and copy machines, etc. frequently throughout the day
- Plan for the provision of school nutrition benefits or services for eligible students

The next steps are identified as **Stage responses**.

Stage One - This stage would be initiated if/when health advisories reach the geographic school area.

- Custodians change cleaning duties to emphasize classroom disinfecting, as well as, active areas in the school
- Teachers prepare a developmentally appropriate template for web based instructional units
- Computer technology staff begin modifying Chromebooks for check-out to students
- Communicate with staff and provide ongoing training plan for web-based instruction
- Initiate an outreach plan to evaluate individual needs of families in regard to on-line delivery of instructional and therapeutic services
- Communicate our plan with sending school districts

Stage Two – This stage would be initiated when directed by Recommendations from the NJ Department of Health and the NJ Department of Education.

- Begin “Social Distancing”
- Cancel all assemblies and at home sporting events
- Provide instructional planning time for educational staff

In the event that Chapel Hill Academy’s Board of Directors is given a written directive by the NJDOE or the Health officer of the jurisdiction to institute a public health-related closure, Chapel Hill Academy may utilize home instruction services to enrolled students. Under N.J.S.A. 18A:7F-9, any day in which students impacted by a public health-related closure have access to home instruction services will count as a day in which the Chapel Hill Academy Board of Directors has provided public school facilities toward its compliance with the 180-day requirement.

Stage Three (updated 5/22) – This stage would be initiated when either the NJ Health Department instructs the school to close or a seminal event occurs involving a student, staff member or a relative of close proximal distance. Pandemic Infectious Disease is in World Health Organization Stage VI.

- Schools are closed for students
- Inform Parents/Guardians, transportation and sending school districts through email and the Honeywell system
- When applicable, update parents/guardians of any additional information regarding the health related closure
- Protect the privacy of individuals under HIPAA laws
- Teachers provide web based lessons for their students
- Deliver work packets for those students whose needs would be best met utilizing paper/consumable based assignments
- Counselors will be in contact with students periodically via email, phone, or other methods.
- Chromebooks are “checked out” to families when appropriate or as necessary
- Implement our outreach plan to provide therapeutic and related services
- IEP, and Annual meetings will take place through Chapel Hill Academy through Google Platform, conference calls or any form of communication that benefits all participants

School Day Lesson Planning and Instruction:

1. Teachers will prepare lessons adapted to be delivered electronically
 - Google classroom, Google Meets, Zoom, and other electronic delivery systems will be utilized
2. Certified teachers will post and hold video lessons
 - Assignments will be completed digital and when not available as a hard copy. Parents should document the completion of assignments by taking a photo and emailing it to the teacher
 - Resources (List prepared by academic supervisor and teachers)
 - Assessments will be completed digitally whenever possible. If this is not possible hard copies will be delivered to home addresses, and parents can use a photo as evidence or send the hard copy back to the school.
 - Alternative assignments (when necessary)
3. Teachers, teacher assistants, counselors, and administrators will be expected to be available during school hours (via email or google platforms)
4. Students will be assessed and graded on assessments and classwork or projects
5. Staff should be available for meetings to work out issues as they occur
6. Students should be available for their scheduled class time

Other Essential Staff

The continued operation of the program involves other essential support staff who conduct non-instructional support to either the staff, students, or the building throughout the length of any pandemic related closure. These staff responsibilities include:

1. Administration
 - a. Directors
 - i. Oversee the implementation of the Pandemic Response Plan
 - ii. Continued management of programwide issues
 - b. Building Level Admin (Principal and Supervisors)
 - i. Oversee the roll out of technology and materials for students to access teacher made lessons
 - ii. Facilitate communication via video and tele-conferencing means
 - iii. Oversee delivery of home instruction
 - iv. Oversee counseling and related service delivery and goals
 - v. Support instructional staff in the creation and delivery of remote instruction
 - vi. Support families in need through the use of local and remote service providers
2. Maintenance/Custodial
 - a. Start “Deep Cleaning” operations
 - b. Close wings of the building to all staff as areas are “disinfected”
 - c. Continue day-to-day maintenance of boiler and other integral systems
 - d. Begin long term maintenance projects such floor waxing and painting
3. Technology
 - a. Oversee Go Guardian websecurity program
 - b. Support students and families accessing remote instruction
 - c. Support staff implementing remote instruction
 - d. Troubleshoot network and device issues
 - e. Provide on-going real time feedback to administration as to the capabilities of remote instruction program
 - f. Maintain and track staff Professional Development options and completions
4. Food Service Personnel
 - a. Upon building closure, inventory and account for all food and kitchen items

- b. Provide inventory and expiration dates of items to administration
 - c. Secure family or foodbank donation sites for all fresh and perishable items
 - d. Provide families with in home resources for supplementing nutrition during home instruction days
 - e. Keep in communication with administration in preparation of placing an order to reopen the building
 - f. Keep in communication with counseling staff should any family reach out in regards to food insecurity
5. Office Staff
- a. School Building Office
 - i. Maintain lines of communication with staff, families, and districts
 - ii. Adhere to timelines and deadlines for all state paperwork and reporting
 - iii. Ensure a seamless transition from a central point of contact to remote contacts
 - iv. Maintain an ongoing calendar for appointments (virtual meetings included)
 - v. Support administration to contacting stakeholder groups
 - b. Business Office
 - i. Manage payroll for all staff
 - ii. Support all staff with human resource needs
 - iii. Complete accounts payable functions
 - iv. Ensure that all essential services to the facility are being provided
 - v. Maintain financial records for year end close and audit
 - vi. Complete due diligence regarding business related renewals (leases & insurances)

Recovery Stage – This stage begins when schools are reopened

- Continue web based lessons when applicable
- Resume instruction in the classrooms
- School reopens using recommendation from NJ State and Local government’s guidance (See Stage II)
- Administration looks at restructuring the instructional year to recover any lost instructional time

This initial plan will be reviewed and modified as new information and guidelines become available. Since there are more unanswered questions than there are answered questions, agencies and circumstances beyond Chapel Hill Academy’s control will determine many of the school’s responses.