

Chapel Hill Academy Health-Related and Emergency Closing Plan

Opening Statement

Chapel Hill Academy offers in-person instruction from 8 am to 2:30 pm Monday-Friday. In the event of a declared state of emergency resulting in school closures of more than three consecutive days or at the direction of local, county, or state Health Boards due to a declared health crisis, Chapel Hill Academy is prepared to offer the following virtual accommodations in accordance with P.L. 2020, c.27:

Delivery of virtual and remote instruction

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
 - a. Google Classroom, Google Meet, Zoom, and other electronic delivery systems will be utilized
2. Certified teachers will post and host video lessons
 - a. Students will attend virtual classes via Google Meet sessions with their assigned teachers, approximating their typical school day of 6 total hours with a minimum of 4 being either direct instruction or asynchronous assignments.
 - b. 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.
 - c. 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.
 - d. [Allowed Web Resources List](#)
 - e. 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 on teacher-made assessments and classwork or projects, class input/discussions
5. Staff will be available for meetings to work out issues as they occur
6. Students are expected to be available for their scheduled class time

Technology

1. CHA will poll and maintain 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.
2. Where Chromebooks need to be replaced, Chapel Hill Academy will arrange for a safe, no-contact transfer to parents.

Attendance when virtual

1. 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, meetings with counseling staff, etc.). Elementary students will additionally be marked present should parents facilitate any of the above-specified activities.
2. Decisions regarding the impact of attendance on promotion, retention, graduation, or discipline will be made collaboratively with sending districts and IEP team members.
3. 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.
4. The following day, a summary email is sent to all teachers to ensure the accuracy of the previous day's attendance list.

Ensuring Academic Engagement

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

Students with Disabilities

1. As an APPSD, all accommodations and modifications continue to be implemented across all subject areas.

2. 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.
3. 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.
4. Teachers will 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.
5. Teachers will provide daily feedback through graded assignments, emails, and discussions.

Progress Monitoring

1. IEP's will continue to be implemented for all students. Related services will be provided as prescribed in the IEP unless otherwise determined by the IEP team. Related services will be 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.
2. 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 report 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.
3. During distance learning, accommodations and modifications are implemented for each student's individual IEP wherever possible and with whatever adjustments are necessary. During distance learning, accommodations and modifications have consisted of a 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.

Communication

1. Chapel Hill Academy counseling staff will maintain regular contact with all students/families and other members of the IEP team. They will coordinate schedules with related service providers and families, while also providing email and phone call

reminders of service dates. Where necessary, counseling staff would attend sessions with additional related service providers to facilitate session participation and assist with behavior management.

2. Counseling staff seeks family input regarding the delivery of services and would ask for feedback through email and Google surveys in an attempt to provide the most productive method for delivery of service to each family.
3. Should a protracted closure be forecasted, a service survey would be sent home to families.
 - [RELATED SERVICES PARENT SURVEY](#)

IEP Meetings and Evaluations

1. IEP meetings would 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 will be available to participate in these meetings. Any changes to amend a timeline would be documented by sending district child study team case managers.
2. Notice of meetings has been and will continue to be a collaborative effort with sending districts, and invitations would be electronically and/or physically sent by the predetermined person.
3. 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 would track postponed evaluations to ensure they are completed upon the return to in-person instruction.

English Language Learners

1. CHA Demographics (September 2026)
 - a. We have 105 Special Ed students - 100% of our population
 - b. We have 0 Homeless students - 0% of our population
 - c. We have 0 ELL students - 0% of our population
 - d. We have 0 Pre-K students - 0% of our population
2. CHA utilizes a combination of foreign language-capable staff members as well as Google Translate to communicate with our families who are not English language proficient.
3. 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, audiobooks, and visual task 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.
4. 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 student's

service delivery is based on their IEP and family dynamic, to allow for flexibility with various in-home delivery obstacles.

5. 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.

Social and Emotional Supports

1. Any emergency resulting in school closures could result in traumatic stress for students or staff. As a school that deals with students already sensitive to stress, we take mental health very seriously.
2. Students will continue to have access to their counselors via online and digital communication methods for ongoing support.
3. Counselors would also increase communication at home to ensure that any family concerns are being addressed expediently.
4. Administrators and supervisors would conduct “pop-ins” on any Google Meet being hosted to inventory present students and staff.
5. Administrators and supervisors would also arrange for ongoing “chat” sessions with staff members to make sure they remain mentally fit and emotionally capable of instructing students through an ongoing crisis.

Safe delivery of meals

1. At the initial closure of schools, all child study team case managers will be notified of students receiving free and reduced lunch at school, for these families to be included in district plans to provide meals. Additionally, as necessary, counseling staff will connect parents with local child study team case managers to further facilitate this provision.
2. CHA counseling staff will continue to contact families who qualify for Free and Reduced or who may be struggling with food insecurity, to ensure the consistent delivery of meals and access to household/educational supplies. They would assist in the arrangement for any needs to be met.

Facilities

1. The CHA maintenance crew has been instructed by the administration that they would maintain shortened hours of minimally overlapping shifts.
2. Staff would clean and complete projects to update and freshen the building as well as conduct typical routine maintenance.

Essential Employees

1. In the event of a move to a virtual platform as the primary method of instruction, Chapel Hill Academy would supply the County Office with a list of essential employees and their respective job titles.

21st Century programs

1. 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. While out of the building, community-based experiences will not be permitted; there will be opportunities for virtual field trips and practicing of skills using virtual platforms (for example, mock job interviews and career and college exploration using Naviance).

Assessment of credit loss and credit recovery

1. Per Chapel Hill Academy’s standard procedure, all high school transcripts will be forwarded to the 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 the presentation of classes during an ESY setting, the addition of classes to the following school year’s schedule, or any other option determined by the IEP team to appropriately meet the needs of the student.

Assessment of learning loss and addressing learning loss

1. 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.
2. Following the initial assessments, the LDT-C will contribute results to students’ IEPs as they arise as a means for ongoing tracking.
3. Additionally, informal and formal assessments will be performed by all grade-level teachers in order to determine learning loss, gaps, and retention of subject matter.

Transportation

1. Sending districts are responsible for overseeing and securing bussing for students.
2. Chapel Hill Academy would assist with any means necessary to help districts locate or establish transportation for families who may have been impacted by a state weather or health emergency to ensure students would be able to return to school when indicated.

STEM or other programs using reallocated grant funds

NOT APPLICABLE

Title 1 Extended Learning programs

NOT APPLICABLE