Northwest Essex Community Health Care Network Inc. Therapeutic School & Preschool
Distance Learning Contingency Plan & Staff Protocol
3rd Edition

1st Edition Publication Date: 3.16.2020
2nd Edition Publication Date: 4.27.2020
3rd Edition Publication Date: 5.18.2020

Ms. Jo Tandler
Northwest Essex Therapeutic School and Preschool Principal
570 Belleville Ave
Belleville, NJ 07109
973-450-3123
## Component 1: Equitable Access to Instruction Plan

<table>
<thead>
<tr>
<th>Questions</th>
<th>Does the NWETSPS Distance Learning Plan Fulfill this Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the plan include equitable access to instruction for all students?</td>
<td>Yes. This plan outlines the steps that have been taken to ensure equitable access to instruction for all students. Two key components of this are equitable access to technology and online instructional platforms. Technology: Since the school closure, the NWETSPS has and will continue to provide technology for students without devices or access to the internet. To guide this process, the school technology department has developed and implemented a system for the submission and fulfilment of technology requests. These procedures are outlined in the Technology Support and Requests section of this plan. Online Instructional Platforms: As of March 30, 2020 all students across the school were given access to the district’s online platforms. This level of access is consistent across all programs and grade levels. The Parent/Guardian Survey which will be distributed on May 26, 2020 will provide the school with feedback regarding the district’s provision of equitable access to instruction for all students. This additional data will be reviewed by the district’s administrative team and adjustments to the current process will be implemented if necessary.</td>
</tr>
<tr>
<td>Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?</td>
<td>Yes. The overall demographic profile includes a school enrollment of 54 students, from 15 sending school districts. All 54 students are classified Students with Disabilities and in classes within the school. The school percentage for students with Free &amp; Reduced Lunch is 100%. The school has 1 preschool disabled class. There are no ELL classes.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
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</table>
| Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan? | Yes. This plan outlines specific protocol regarding use of the district’s online instructional platforms that is differentiated by program and grade level. These differentiated protocol can be found in the [Plans by Program & Grade Level](#) section of the plan. These online instructional platforms allow for the differentiation of lessons students based on Individualized Education Plan (IEP) goals and objectives. The [Guidelines for All Professional Staff Members](#) section of the plan outlines the following regarding expectations for differentiation: The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP. This instruction therefore must be:  
- Individualized  
- Consistent with students’ IEPs  
- Aligned to New Jersey Student Learning Standards to the extent appropriate  
Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.  
The [Parent/Guardian Survey](#), which will be distributed on May 26, 2020, will provide the school with feedback regarding the district’s provision of instruction which is aligned to individual student IEPs. This additional data will be reviewed by the district’s administrative team and adjustments to the current process will be implemented if necessary. |
| Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms? | Yes. The NWETSPS has and will continue to provide technology for students without devices or access to the internet. To determine initial needs prior to the school closure, all parents were called to assess their technology needs. Since the school closure, the school technology department has developed and implemented a system for the submission and fulfillment of technology requests. This system ensures that the district’s technology department maintains a working knowledge of current student and staff technology needs and that all requests are fulfilled in a timely manner.  
The [Parent/Guardian Survey](#), which will be distributed on May 26, 2020, will provide the school with feedback regarding the district’s provision of student access to technology. This additional data will be reviewed by the district’s administrative team and adjustments to the current process will be implemented if necessary. |
Component 2: Addressing Special Education Need

Questions

Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?

Yes. 100% of NWETSPS students have Individualized Education Plans (IEPs). The remote instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP for both academics and related services.

These online instructional platforms allow for the differentiation of lessons students based on IEPs goals and objectives. The Guidelines for All Professional Staff Members section of the plan outlines the following regarding expectations for differentiation: The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their IEP. This instruction therefore must be:

- Individualized
- Consistent with students’ IEPs
- Aligned to New Jersey Student Learning Standards to the extent appropriate

Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.

*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?

Yes. The school has implemented the use of a district-wide Communication Log to track the continued provision of services as outlined in each student’s Individualized Education Plan (IEP).

Additionally, NWETSPS staff members, including teachers, therapists and behaviorists, have continued to participate in virtual IEP meetings and phone conferences based on the requests of our student’s home districts. At these meetings, continued provision of services, accommodations, modifications and student progress are communicated.
**Component 3: Addressing ELL and Bilingual Needs**

**Questions**

| Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)? | It is the responsibility of our sending districts to screen and ultimately identify English Language Learners (ELL) upon their initial enrollment. This evaluation process determines if a student’s educational needs are language acquisition based or reflect a primary disability, making them eligible for ELL and/or other special education services. No students attending the NWETS and Preschool are currently identified as ELL. If language difficulties surface NWETS we work with our sending districts to determine a plan for reevaluation. |
| Does the plan contain how the school communicates with ELL families, including translated materials and directions? | Yes. Several of our staff members are fluent in Spanish and teachers have used Google translate when needed. |
| Does the district’s plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges? | Please see response to first question in this section. |

**Component 4: Safe Delivery of Meals**

**Questions**

| Does the plan contain how the school will provide continued safe delivery of meals to students? | During COVID-19 the school has not directly provided meals. Parents have been notified by their school district regarding pick up or delivery of their child's school meals. |
### Component 5: Length of Virtual or Remote Instructional Day

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<tr>
<th>Questions</th>
<th>Does the NWETSPS Distance Learning Plan Fulfill this Requirement?</th>
</tr>
</thead>
</table>
| *Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?* | Yes. This plan outlines specific protocol regarding use of the school’s online instructional platforms that is differentiated by program and grade level. These differentiated protocol can be found in [Plans by Program & Grade Level](#) section of the plan. Details in this section of the plan include the following:  
  - The type, number and frequency of assignments to be included in each day’s instruction  
  - The resources & materials which should be utilized (ie. curriculum materials and pacing guides, online resources, etc.)  
  - Guidelines regarding the provision of direct instruction via video platforms  
  - The means through which staff should monitor student progress  

  Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review further ensures that the instruction being provided is designed to maximize student growth and learning to the greatest extent possible.  |

### Component 6: Attendance

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</table>
| *Does the plan address attendance aligned to the school policy on including how the school 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?* | Yes. The [Attendance](#) section of this plan outlines the following procedures regarding student attendance:  
  - Reporting a Student’s Absence  
  - Determining a Student’s Attendance Status  
  - Recording Student Attendance  
  - Following Up With Families  
  - Communicating with Student’s Home District  |

| *Does the plan describe how the school is following up with the family when a student is not participating in online instruction and/or submitting assignments?* | Yes. See response to question above. |

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**Component 7: Facilities**
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</thead>
<tbody>
<tr>
<td>*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?</td>
<td>Yes. The district’s plan regarding the maintenance of facilities through the duration of the closure can be found in the <em>Facilities</em> section of this plan.</td>
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</tbody>
</table>

**Component 8: Summer Programing**

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</tr>
</thead>
</table>
| *Does the plan contain a preliminary outline for the provision of summer services, including:  
  - Extended School Year (ESY) for students with disabilities including how ESY will be delivered  
  - 21st Century programs  
  - Assessments of learning loss and an initial plan for potentially addressing learning loss | Yes. The plan outlines how various school programs preliminary plans for future events including Extended School Year are outlined in this report. |

**Component 9: Board Approval**

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<tr>
<th>Questions</th>
<th>Does the NWETSPS Distance Learning Plan Fulfill this Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Is the plan board approved?</td>
<td>This distance learning plan is scheduled to be approved by the Board of Northwest Essex Community Healthcare Network Inc. on May 27, 2020.</td>
</tr>
</tbody>
</table>

**Component 10: Posted on Website**

<table>
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<tr>
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<th>Does the NWETSPS Distance Learning Plan Fulfill this Requirement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Is the plan posted on the School Website?</td>
<td>This most updated version will be posted on May 28, 2020.</td>
</tr>
</tbody>
</table>

**Component 11: Essential Employees**

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</tr>
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<tbody>
<tr>
<td>*Does the plan contain a list of essential employees by job title?</td>
<td>Yes, you can find the <a href="#">Essential Employee List included</a>.</td>
</tr>
</tbody>
</table>

**Component 12: Sending Districts**

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<th>Does the NWETSPS Distance Learning Plan Fulfill this Requirement?</th>
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</thead>
<tbody>
<tr>
<td>*Was the plan shared with all sending districts?</td>
<td>Yes. Previous versions of our plan have been shared with our sending districts as they have been published. This most updated version will be shared on May 28, 2020.</td>
</tr>
</tbody>
</table>
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distance Learning Plan
School Demographic Profile

The Northwest Essex Community Healthcare Network Inc. Therapeutic School and Preschool provides special education classes for 54 children of various classifications, including Autism, Multiply Disabled, and Behavioral Disorders, from pre-k to 21 years of age. All classes are located at the Northwest Essex Therapeutic School.

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69 %</td>
</tr>
<tr>
<td>Female</td>
<td>31%</td>
</tr>
<tr>
<td>African-American</td>
<td>56%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0%</td>
</tr>
<tr>
<td>Students with IEP</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>32</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>33</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>6</td>
</tr>
<tr>
<td>Speech Therapy</td>
<td>38</td>
</tr>
<tr>
<td>1:1 Aide</td>
<td>31</td>
</tr>
<tr>
<td>Behavioral</td>
<td>52</td>
</tr>
</tbody>
</table>
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Delivery of Remote and Virtual Instruction

Academic Distance Learning Plan
The following chart outlines the Academic Distance Learning Plan that was Updated and implemented March 27 to June 18.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool</strong></td>
<td>Work Packet BrainPOP Jr. IXL Flip Grid</td>
<td>Work Packet BrainPOP Jr. IXL Flip Grid</td>
<td>BrainPOP Jr. IXL Flip Grid</td>
<td>BrainPOP Jr. List of activities to be performed at home</td>
<td>BrainPOP Jr. List of activities to be performed at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades K-3</strong></td>
<td>Work Packet BrainPOP Jr. IXL Raz-Kids Flip Grid</td>
<td>Work Packet BrainPOP Jr. IXL Flip Grid</td>
<td>Work Packet BrainPOP Jr. IXL Mystery Science Flip Grid</td>
<td>Work Packet BrainPOP Jr. IXL Flip Grid</td>
<td>BrainPOP Jr. List of activities to be performed at home</td>
<td>BrainPOP Jr. List of activities to be performed at home</td>
<td></td>
</tr>
<tr>
<td><strong>Grades 4-5</strong></td>
<td>Work Packet BrainPOP IXL Raz-Kids Zoom Google Classroom</td>
<td>Work Packet BrainPOP IXL Zoom Google Classroom</td>
<td>Work Packet BrainPOP IXL Mystery Science Zoom Google Classroom</td>
<td>Work Packet BrainPOP IXL Zoom Google Classroom</td>
<td>BrainPOP List of activities to be performed at home</td>
<td>BrainPOP</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 6-12</strong></td>
<td>Work Packet BrainPOP IXL Raz-Kids Canvas Instruction</td>
<td>Work Packet BrainPOP IXL Canvas Instruction</td>
<td>Work Packet BrainPOP IXL Canvas Instruction</td>
<td>Work Packet BrainPOP IXL Canvas Instruction</td>
<td>BrainPOP List of activities to be performed at home</td>
<td>BrainPOP</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 7-21 Life Skills</strong></td>
<td>Work Packet Unique Curriculum BrainPop Board Maker</td>
<td>Work Packet Unique Curriculum BrainPop Board Maker</td>
<td>Work Packet Unique Curriculum BrainPop Board Maker</td>
<td>Work Packet Unique Curriculum BrainPop Board Maker</td>
<td>Youtube Google Classroom Zoom</td>
<td>Youtube Google Classroom Zoom</td>
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</tr>
</tbody>
</table>
The materials provided in student work packets will vary based on age, classification and individual student needs. For example, BD and MD student packets may include content-specific review worksheets, while ASD student packets may include ABA curriculum program sheets.

All activities provided in student work packets will be designed in accordance with the modifications/accommodations outlined in each student’s IEP.

All activities provided in student work packets will be designed in accordance with the modifications/accommodations outlined in each student’s IEP.

Additional guidance on instructional assignments will be provided via email when applicable.

Additional information regarding distant learning will be provided on the district website.

### Related Services Distance Learning Plan

The following chart outlines the Related Services Distance Learning Plan that was updated and implemented March 27 to June 18.

#### Preschool

<table>
<thead>
<tr>
<th>Physical Therapy</th>
<th>Occupational Therapy</th>
<th>Speech Therapy</th>
<th>Behaviorists &amp; Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of PT activities to perform at home</td>
<td>Work Packet</td>
<td>Work Packet</td>
<td>Maintain continued communication with students/families</td>
</tr>
<tr>
<td>Kids Yoga Class Video</td>
<td>Teletherapy</td>
<td>Do2learn.com</td>
<td>Zoom Meetings</td>
</tr>
<tr>
<td></td>
<td>Zoom meeting</td>
<td>Autism.lovetoknow.com</td>
<td>FaceTime</td>
</tr>
<tr>
<td></td>
<td>Text message</td>
<td>Signingsavvy.com</td>
<td>Go Zen</td>
</tr>
<tr>
<td></td>
<td>Apps that are applicable to the child’s goals</td>
<td>Teachyoumonstertoread.com</td>
<td>Go Noodle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>translate.google.com</td>
<td>Alo Yoga</td>
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</tbody>
</table>

#### Grades K-3

<table>
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<td>Stop Breathe Think</td>
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<td>Amaze.org</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Phone Conferences (with older students)</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>Physical Therapy</td>
<td>Occupational Therapy</td>
<td>Speech Therapy</td>
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<td></td>
<td>Sensory Integration: Things You Can Do At Home For Your Autistic Child Video</td>
<td>translate.google.com</td>
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<table>
<thead>
<tr>
<th>Life Skills</th>
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</tbody>
</table>
Digital Tools and Online Platforms
The use of the following digital tools and online platforms were implemented on March 30, 2020. The decision in the use of instructional platforms employed by the school was based on research and recommendations by both staff and the district’s administrative team.

**Zoom Meeting**
Zoom is a video conferencing software. This application includes features such as real-time captions and support for up to 250 participants and 100,000 live stream viewers.

**Google Hangouts Meet**
Google Hangouts is Google's video conferencing software. This application includes features such as real-time captions and support for up to 250 participants and 100,000 live stream viewers.

Plans by Program and Grade Level
The following section outlines differentiated remote learning plan protocol by both grade bands and student classifications.

**Preschool Disabled & Preschool BD**

**Instructional Platform:** YouTube, Zoom, Google Hangouts & Flipgrid, Canvas Instruction

**Requirements**
The following are to be assigned to students via your teacher YouTube page:

- **Morning Meeting Activity** Daily
- **Literacy Activity** Daily
- **Math Activity** Daily
- **Social Emotional Play Activity** Daily
- **Creative Art Activity** Weekly
- **Science/Social Studies Activity** Weekly

**Morning Meeting Activity**
For this activity, you can choose to either upload a video or audio recording of yourself leading Morning Meeting via the YouTube Post feature, include a link to a document which outlines Morning Meeting activities or include a link to a YouTube video you would like the students to access for Morning Meeting. This can vary day to day.

**Literacy Activity**
For the read-aloud, teachers can either share a YouTube link or a teacher-made video. In addition to the read-aloud, a follow-up activity should be included. Some examples of a follow up activity can be
a journal, drawing parts of the story (e.g., favorite, predictive, summary, extension, etc.), a photo or video of students performing a task (such as finding something in the house that begins with a certain letter).

**Math Activity**
These activities can be related to the read-aloud or other suggested activity. Age-appropriate examples of math activities can be having students identify numbers throughout the house, having students performing one-to-one activities such as setting the table (one plate per one person), using shoes and boots to create a pattern, and comparing things in the house (e.g.: “This item is taller/shorter than me”).

**Social Emotional Play Activity**
Teachers will suggest a play activity to be done at home. Skills that will be addressed during these play activities are taking turns, sharing, using language, extending engagement and attending, developing imaginary skills, etc. Some examples or suggested activities that can be encouraged are: playing restaurant; building cities with boxes or blocks; pretending to camp in a blanket fort; playing board games.

**Creative Art Activity**
Creative Arts encompass music and movement activities and fine art activities. Some examples of these types of activities that can be suggested are freeze dance, finger plays, art activities such as creating with playdough (include playdough recipe, which incorporates science), exploring scissor and coloring skills, etc. This can be alternated each day and may be embedded into morning meetings or academic activities. Art lessons are provided via YouTube.

**Science/Social Studies**
Science and Social Studies activities can be embedded into other areas, such as story or morning meetings. Some examples of how these topics can be addressed are encouraging conversation about the weather, during read alouds, and assigning simple experiments (sinking and floating).

**Video Platform:** Google Meet
In addition to the use of Zoom meetings as their instructional platform, Preschool Disabled & Preschool BD teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:
- Providing direct instruction to students
- Supporting parents in overseeing instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

**Preschool Autism**
____________________________________

**ABA Programming**
The provision of instruction in individual ABA programming should remain the focus for this population of students. Teachers should continue to utilize the school’s ABA Curriculum and provide instruction in programs currently in maintenance, as well as new targets/programs when appropriate.

**Instructional Platform:** YouTube, Zoom, Google Hangouts & Flipgrid, Canvas Instruction

**Requirements**
In addition to the provision of ABA programming instruction, the following are to be assigned to students via your teacher ClassDojo page:

![NECHN logo]
• Morning Meeting        Daily
• Literacy Activity       Daily
• Social Emotional Play Activity Weekly
• Self Help and Life Skills Suggestions Weekly

Morning Meeting Activity
For this activity, you can choose to either upload a video or audio recording of yourself leading Morning Meeting via the YouTube Post feature, include a link to a document which outlines Morning Meeting activities. This can vary day to day.

Literacy Activity
For the read-aloud, teachers can either share a YouTube link or a teacher-made video. In addition to the read-aloud, a follow-up activity should be included. Some examples of a follow up activity can be a journal, drawing parts of the story (e.g., favorite, predictive, summary, extension, etc.), a photo or video of students performing a task (such as finding something in the house that begins with a certain letter).

Social Emotional Play Activity
Teachers will suggest a play activity to be done at home. Skills that will be addressed during these play activities are taking turns, sharing, using language, extending engagement and attending, developing imaginary skills, etc. Some examples or suggested activities that can be encouraged are: playing restaurant; building cities with boxes or blocks; pretending to camp in a blanket fort; playing board games.

Self Help and Life Skills Suggestions
Teachers should provide parent suggestions to have children work on self-help and domestic skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, and basic household chores (such as setting the table, cleaning-up or feeding a pet). Please be sure to individualize suggestions based on the student's ability.

Other (not required but suggested)
Video Tutorials: Teacher created video tutorials on how to run discrete trial programs at home can be uploaded into Google Meet to provide an additional level of parent support.

Boardmaker.com: Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, teachers have access to Boardmaker Instructional Solutions which are a collection interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while teachers can monitor their progress and measure success.

Video Platform: Google Meet
In addition to the use of YouTube as their instructional platform, Preschool Autism teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:
• Providing direct instruction to students
• Supporting parents in helping to oversee instruction
• Monitoring student progress

NECHN
Northwest Essex Community Healthcare Network, Inc.
Therapeutic School & Preschool
Addressing any student/family questions or concerns

Elementary, Middle and Life Skills (Autism)

ABA Programming
The provision of instruction in individual ABA programming should remain the focus for this population of students. Teachers should continue to utilize the school’s ABA curriculum and provide instruction in programs currently in maintenance, as well as new targets/programs when appropriate.

Requirements
The following are to be assigned to students via your teacher YouTube, Zoom, Google Meet page:
- Morning Check-In Daily
- Self Help and Life Skills Suggestions Weekly

Morning Check-In
For this morning check-in, you can choose to either upload a video or audio recording of yourself via the Google Meet Assignment feature. This check-in should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher in a video or audio format on a daily basis. At the upper school level, morning-check ins will be added by the classroom teacher. FaceTime may also be included.

Self Help and Life Skills Suggestions
Teachers should provide parent suggestions to have children work on self-help and domestic skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, and basic household chores (such as setting the table, cleaning-up or feeding a pet). Please be sure to individualize suggestions based on the student's ability.

Other (not required but suggested)
- Video Tutorials: Teacher created video tutorials on how to run discrete trial programs at home provide as an additional level of parent support.
- BoardMaker Online: Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, teachers have access to Boardmaker Instructional Solutions which are a collection interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while teachers can monitor their progress and measure success.

Video Platform: Zoom
In addition to the use of Zoom as their instructional platform, Elementary, Middle, and life skills Autism teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:
- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

Elementary and Middle (BD and MD)
Requirements

Morning Check-In

For this morning check-in, you can choose to either upload a video or audio recording of yourself via YouTube Assignment feature. This check-in should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher in a video or audio format on a daily basis. At the upper school level, morning check-ins will be added by the classroom teacher.

Assignments in the following content areas are to be assigned to students via your teacher Canvas Instruction, Zoom, and Google Classroom page: English Language Arts, Mathematics, Science & Social Studies

English Language Arts and Mathematics

Instruction in English Language Arts and Math should occur daily. This instruction should be individualized based on each student’s reading and math levels.

Science and Social Studies

At the elementary level, instruction in Science and Social Studies should occur weekly. At the upper level, instruction in Science and Social Studies should occur daily. This instruction may be delivered in a whole group format if applicable.

Resources

- Curriculum Resources
- Subscription Based Resources
- Free Online Resources

Curriculum Resources

The following digital resources are available for the district’s regular curriculum:

- Handwriting without tears
- Unique
- Math in Focus
- Science Fusion
- Journey’s

Subscription Based Resources

Beyond any applicable regular curriculum materials that are available digitally, BD and MD teachers should next utilize the district’s subscription based resources when planning and providing instruction.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>IXL (Gr. PreK-12)</td>
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<tr>
<td>Raz-Kids (Gr. K-12)</td>
<td>BrainPop Jr. (Gr. K-3)</td>
<td>BrainPop Jr. (Gr. K-3)</td>
<td>BrainPop Jr. (Gr. K-3)</td>
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<tr>
<td>BrainPop Jr. (Gr. K-3)</td>
<td>BrainPop (Gr. 4-12)</td>
<td>BrainPop (Gr. 4-12)</td>
<td>BrainPop (Gr. 4-12)</td>
</tr>
<tr>
<td>BrainPop (Gr. 4-12)</td>
<td></td>
<td>Mystery Science (Gr. K-12)</td>
<td></td>
</tr>
</tbody>
</table>
Free Online Resources
The following document, Free Online Resources for Parents and Teachers, outlines additional online resources that can be utilized to enhance instruction, organized by subject area. The list was generated entirely based on suggestions made by our school staff over the past week. Please explore and utilize these resources as appropriate. If you find something new that isn’t on the list, please add it. This is a living document that will continue to grow.

Elementary and middle school BD and MD teachers should refer to the pacing guides included in the School’s Curriculum to determine the topics/skills to be assigned each week. Instruction should move beyond review to include the introduction of new material.

**Video Platform:** Google Meet
In addition to the use of YouTube as their instructional platform, Elementary, Middle and Life skills BD and MD teachers should also utilize Google Hangouts Meet, Zoom, or FaceTime to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

**Special Area Teachers**

**Art, Music, & Physical Education**

Art, Music and Physical Education teachers must submit assignments to each of the classes they instruct on a regular basis. This should be done in accordance with their typical daily schedule (e.g., If a student typically attends gym class on Tuesdays and Thursdays, these are the days of the week that the special area teacher should assign activities for that student’s class). Assignments can include a list of activities to be completed at home, links to online resources, and YouTube videos.

**Reading Teacher**

**Video Platform:** FaceTime & Zoom
The reading teacher should continue to check in with the students and families on a regular basis to provide support in home-based instruction via phone, email or Zoom or FaceTime. This should be done in accordance with the number of sessions provided per week (e.g., If a student typically receives pull-out reading instruction on Mondays and Wednesdays, these are the days of the week that the therapists should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

**Speech, Occupational and Physical Therapists**

**Video Platform:** Google Meet
Therapists will continue to check in with the students and families on a regular basis to provide support in home-based instruction via phone, email, Zoom, FaceTime or Google Hangout Meets. This should be done in accordance with the number of sessions provided per week (e.g.: If a student typically receives a service on Mondays, Wednesdays, and Fridays, these are the days of the week that the therapists should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns
- Tele therapy

**Online Resources:**

**Handwriting Without Tears** offers free online resources that allow parents and students to make an account and practice handwriting and keyboarding activities.

**BoardMaker Online:** Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, therapists have access to Boardmaker Instructional Solutions which are a collection interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while therapists can monitor their progress and measure success.

**Behaviorists/Counselors**

**Video Platform:** Zoom & Facetime

Behaviorists and Counselors should continue to check in with the students and families they know will need support during this time via phone, email, Zoom or Facetime. This would include families who have recently experienced a crisis-level situation with their child. For counselors, this should be done in accordance with the number of sessions provided per week (e.g.: If a student typically receives counseling on Mondays, Wednesdays, and Fridays, these are the days of the week that the counselor should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

**Guidelines for All Professional Staff Members**

1. The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their Individualized Education Plan (IEP). This instruction therefore must be:
   a. Individualized
   b. Consistent with students’ IEPs
   c. Aligned to New Jersey Student Learning Standards to the extent appropriate
2. This plan was designed to establish uniformity as far as the digital tools and online platforms used while also providing staff members the flexibility to develop their own process and style of remote teaching. Some aspects of this plan were intentionally loosely defined for that reason. Just as in your regular classrooms, you all adhere to general district-wide expectations but also have your own unique methods and teaching styles. We strongly encourage this to continue! Explore new websites, incorporate new resources, and make this new process your own.

3. Collaborative teams of staff members exist across the school and we strongly encourage these types of collaborations to continue. Think about the ways you can work together, share ideas, and learn from one another. Stay connected with GroupMe.

4. The following document, Free Online Resources for Parents and Teachers, outlines additional online resources that can be utilized to enhance instruction, organized by subject area. The list was generated entirely based on suggestions made by our school staff over the past week. Please explore and utilize these resources as appropriate. If you find something new that isn’t on the list, please add it. This is a living document that will continue to grow.

Administrative Process

The Northwest Essex Therapeutic School and Preschool Administrative team has taken additional steps to maintain open and continuous communication with all staff throughout this distance learning experience. The team has actively sought staff input when making decisions regarding the delivery of remote and virtual instruction and has utilized their feedback to refine our plan as needed. This collaborative approach has led the district’s decision making and refinement process and helped to ensure that this plan remains a living document which reflects our current school needs. Some of the additional steps taken to foster this collaborative approach include:

- Daily administrative team meetings via conference call
- Weekly staff faculty meetings led by building principals via conference call
- Faculty meeting via conference call
- Clinical Meeting via conference call
Technology Support & Requests

The Northwest Essex Therapeutic School and Preschool has and will continue to provide for students without devices or access to the internet. All initial requests were fulfilled with iPads and laptops that were available within the school.

**Purchasing of New Devices**
Since the closure, the district has purchased the following devices to ensure the efficient fulfillment of all additional technology requests:
- 38 Chromebooks
- 12 iPads

**Technology Request Procedures**
Northwest Essex Therapeutic School and Preschool families notify building principal of technology needs
Building principal complete District Technology Request Form
Teacher picks up requested devices and delivers to student’s home
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distant Learning Plan
Website Resources for COVID-19

The following outlines the COVID-19 related resources that have been made available on the school website. These resources are continually updated to reflect the most up-to-date information.

**Parent Resources**

<table>
<thead>
<tr>
<th>SchoolResources</th>
<th>Outside Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Plan</td>
<td>COVID-19 National and Local Resources (CDC)</td>
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<td>Academic Resources (Subscribed)</td>
<td>Nutrition during the pandemic</td>
</tr>
<tr>
<td>Academic Resources (Free)</td>
<td>Guidelines from the World Health Organization on</td>
</tr>
<tr>
<td></td>
<td>Signs and symptoms of COVID-19</td>
</tr>
</tbody>
</table>
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distant Learning Plan

Attendance

The following outlines the Northwest Essex Therapeutic School and Preschool’s plan to address student absences throughout this school closure.

**Reporting a Student’s Absence**
The Principal’s letter to families on March 16, 2020 explained that families should continue to utilize regular procedures for reporting student absences throughout the school closure. It was explained that if a student is sick or unable to participate in home-based instruction, families should continue to report the student’s absence via their school’s absence line. These phone extensions are being monitored remotely by building secretaries and School nurse.

**Determining a Student’s Attendance Status**
Throughout the distance learning experience, student attendance status will be determined based on the following criteria:

- **Activity in Instructional Platforms**
The initial indicator used to determine a student’s daily attendance status will be their active participation in the School’s online instructional platforms, Google Hangout, FlipGrid and Canvas Instruction, Zoom. The student’s submission of daily assignments posted by their teachers and/or therapists will indicate active participation for that day and result in the student being marked as present.

- **Participation in Live Virtual Instruction or Meetings**
An additional indicator used to determine a student’s daily attendance status is their participation in live virtual instruction or meetings via video platforms such as Google Hangout, Zoom, FaceTime which are scheduled and led by the student’s teachers, therapists and/or behaviorists. Active participation in such video conference experiences will indicate active participation for that day and result in the student being marked as present.

- **Communication with Families**
Communication with parents can also be used as an indicator of a student's daily attendance. These communications are to be initiated by the student’s teachers, therapists and/or behaviorists and should focus on receiving confirmation that the student is participating in assigned activities that may not lend themselves to virtual submission such as discrete trials and occupational and physical therapy tasks/exercises. Such communications will indicate active participation for that day and result in the student being marked as present.

**Recording Student Attendance**
The school continues to record and track all student attendance via Paradigm.

**Following Up With Families**
In the event that a student is not participating in online instruction, teachers, therapists, and/or behaviorists make multiple attempts to contact families via both phone and email to gather additional information and provide needed support. Examples of support offered include assisting parents in establishing a schedule and incorporating reinforcement. All staff members actively record all attempted and successful communications with families using the school’s Communication Log.

For students of ongoing concern, staff members participate in team meetings to strategize approaches to improve student participation, as well as communicate these concerns with the school principal and child study teams.

**Communicating with Student’s Home District**

If a student is not participating for an extended period of time, the school then reaches out to the student’s home school case manager to inform them of the situation and actions that have been taken. During such conversations, next steps are discussed, including if appropriate, whether the student’s absences will have any further implications (i.e.: promotion, retention, discipline) based on that sending district’s policies.
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool

Distant Learning Plan

IEP Meeting Procedures and Protocol

The following outlines the Northwest Essex Therapeutic School and Preschool’s plan regarding staff participation in Individualized Education Plan (IEP) meetings throughout this school closure.

IEP Meeting Procedures and Protocol
Northwest Essex Therapeutic School and Preschool, school principal, staff members, including teachers, therapists and behaviorists, will continue to participate in virtual Individual Education Program (IEP) meetings based on the requests of our students’ home districts. Staff is expected to utilize the virtual platform that the homeschool requests.

Staff are still required to submit all paperwork at least two weeks prior to the meeting including individualized Goals and Objectives and Present Levels of Academic Achievement and Functional Performance (PLAAFP) documents.

At these meetings, discussion items should continue to include (but are not limited to):

- Student Progress
- Program Placement
- Goals and Objectives
- Accommodation & Modifications
- Provision of Related Services
- State Assessment (if applicable)
Northwest Essex Community Health Care Network Inc.  
Therapeutic School & Preschool  
Distant Learning Plan  
Facilities

The following outlines the plan for how school buildings have and will continue to be maintained throughout this school closure.

**Custodial Staff**  
The custodial staff at the school have maintained their regular working hours and duties since the school closure. In addition to fulfilling their regular duties, the custodial staff have also been completing other building projects which were identified as needed by the building principals and executive director.

**Sanitation Cleanings**  
Following the school closure, the Northwest Essex Therapeutic School and Preschool custodial staff has deep cleaned the entire school.

**Purchasing of Additional Equipment**  
The school will be purchasing additional disinfection & sanitizing tools to improve our in-house capabilities and further ensure that the sanitation of all buildings is maintained.
The following outlines the Northwest Essex Therapeutic School and Preschool’s plan for the continuation of existing programs and preliminary plans for future events.

Future Events

**Extended School Year (ESY)**
The Northwest Essex Therapeutic School and Preschool typically offers an Extended School Year program in the month of July which spans through grades PreK-21 and our life skills (ages 18-21). Student participation in this program is guided by their Individualized Education Plan (IEP). The school plans to offer this program on July 6, 2020 to August 14, 2020, either remotely or in-seat, based on guidance from the state. Contingency plans for both scenarios are in the process of being developed.

**Student Assessment**

**Assessment of and Plan to Address Learning Loss**
The assessment of and plan to address learning loss will be discussed at each students’ annual review meeting. Data regarding student progress or regression will be reviewed during these meetings and provisions will be made based on each student’s individual status.
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distant Learning Plan
Staff Protocol

**Teachers**

- Develop Distance Learning Academic work packets to ensure students engage in continuous learning experiences for the duration of school closure. The materials enclosed in each packet should cover a range of content areas and include concepts which have already been introduced in school. The activities enclosed are to be in alignment with the daily instruction each student receives based on the goals and objectives outlined in their Individualized Education Plan (IEP).
- Ensure that home-based instruction is consistent with students’ individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Be available for four hours each weekday to provide assistance to students and parents.
- Homeroom teachers are to check-in with the students and families on a daily basis to provide support in home-based instruction. During this communication, teachers should provide additional guidance, check on student progress and address any questions they have via phone, email or other real-time communication (Google Hangout).
- Maintain Daily Communication Log (located at the end of this document).
- Homeroom teachers are to record student attendance via Paradigm on a daily basis. The determination of student attendance status will be based on communications with parents. If a teacher is unable to get in touch with a family for more than one day, they should notify the building principal and nurse.
- Check and respond to email communications on a daily basis.
- Maintain daily email communication with paraprofessionals on a daily basis.
- Teachers must be available to attend IEP meetings via the telecommunication method dictated by the sending district.
- If you are not available to work on a given day, you must contact the school principal.
- Maintain ongoing communication with a direct member of the administrative team (building principal or supervisor).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.
- **Updated work hours 8:30am – 3:00pm Monday - Friday**

**Therapists (SLP, OT and PT)**

- Develop Distance Learning Related Services work packets to ensure students engage in continuous learning experiences for the duration of school closure. The materials enclosed in each packet should include concepts/skills which have already been introduced in school. The activities enclosed are to be in alignment with the daily instruction each student receives based on the goals and objectives outlined in their Individualized Education Plan (IEP). Be available for four hours each weekday to provide assistance to students and parents.
- Check-in with the students and families on a daily basis to provide support in home-based instruction and additional guidance, check on student progress and address any questions they...
have via phone, email or other real-time communication (Google Hangout). Please do this in accordance with the number of sessions provided per week (i.e. student receives a service Mon, Weds, Fri, call parent those days of the week).

- Maintain Daily Communication Log (See attached daily communication log)
- Log sessions into daily notes also that reflect activity components achieved
- Log SEMI logs for each student required as indirect service for that date
- Ensure that home-based instruction is consistent with students’ individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Staff must be available to attend IEP meetings via the telecommunication method dictated by the sending district.
- Complete any outstanding online trainings.
- If you are not available to work on a given day, you must contact the school principal
- Maintain ongoing communication with direct member of administrative team (building principal or supervisor)
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.
- **Updated work hours 8:30am – 3:00pm Monday - Friday**

**Behaviorists & Counselors**

- Continue to check in with the students and families they know will need support during this time via phone, email or other real-time communication - this would include families who have recently experienced a crisis-level situation with their child.
- Maintain Daily Communication Log.
- Counselors need to do this in accordance with the number of sessions provided per week (i.e. student receives a service Mon, Weds, Fri, call parent those days of the week).
- Log SEMI logs for each student required as indirect service for that date.
- Take referrals from teachers about who to follow up with and check in on.
- Support parents through education on available resources.
- In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the behaviorist and/or counselor will immediately refer the concern to their school principal. The principal will follow protocol in terms of Child Protection.
- Complete any outstanding online trainings.
- Staff must be available to attend IEP meetings via the telecommunication method dictated by the sending district.
- If you are not available to work on a given day, you must still contact the school Principal
- Maintain ongoing communication with direct member of administrative team (building principal or supervisor).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.
- **Updated work hours 8:30am – 3:00pm Monday - Friday**

**Paraprofessionals (One on One & Teacher’s Assistants)**

- Maintain ongoing communication with assigned homeroom teacher and provide assistance as directed.
- Initiate communication with classroom teacher and maintain daily record of communications.
• If you are not available to work on a given day, you must still contact your school principal
• Maintain ongoing communication with direct member of administrative team (building principal, supervisor and classroom teacher).
• At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.
• **Updated work hours 8:30am – 3:00pm Monday - Friday**

**Building Secretaries**

• Consistently monitor student attendance via Paradigm.
• Monitor and respond to email and communications.
• Perform any additional daily tasks as necessary.
• **Updated work hours 8:30am – 3:00pm Monday - Friday**

**School Nurse**

• Maintain consistent coordination of medical communications with New Jersey Department of Health, CDC, school community, and administration.
• Act as a liaison between the health department and school administration.
• Maintain daily communication with teachers regarding student health status.
• Status check and compliance on students that receive medication during the school day.
• Maintain daily communication log for parent/staff/nurse communications.
• Communicate with parents/caregivers as needed.
• **Updated work hours 8:30am – 3:00pm Monday - Friday**

**Custodial Staff**

• If you are not available to work on a given day, you must still contact the school principal
• Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
• At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.
• **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

**Administrators**

• Consistently and proactively communicate with our entire learning community.
• Assist teachers in delivery of home-based instruction.
• Support teachers in their departments in the development and implementation of home-based instruction.
• Facilitate collaboration among staff when applicable.
• Monitor student and staff attendance data.
• Maintain continued communication with staff, parents, and students.
• Continue to work on attainment of goals.
• Prepare for the return to school transition.
• Maintain ongoing communication with executive director.
• Updated work hours 8:30am – 3:00pm Monday - Friday
Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distant Learning Plan
Parent Communications

March 15, 2020

Family Technology Survey
Please answer the following questions to the best of your knowledge.

Parent Name: _________________________________________________
Student Name: ________________________________________________
Teacher: _______________________________________________________
Primary Email: _________________________________________________
Secondary Email: _______________________________________________

Which Devices are available for your child in the home? Select all that apply
☐ Windows Laptop  ☐ Windows Desktop
☐ Apple Laptop  ☐ Apple Desktop
☐ iPad  ☐ Android Tablet
☐ Chromebook  ☐ None

Do any of your devices have a camera to be used for digital learning?
☐ Yes  ☐ No

Do you have internet access at home?
☐ Yes  ☐ No
15 de Marzo de 2020

Encuesta Tecnológica
Por favor, conteste las siguientes preguntas lo mejor que pueda

Nombre los Padres: _________________________________________________________
Nombre del estudiante: ______________________________________________________
Nombre de profesora/profesor: ________________________________________________
Correo electrónico principal ____________________________________________________
Correo electrónico alternativo _________________________________________________

Que dispositivos están disponibles para su hijo en el hogar? Seleccione todas las que correspondan.

☐ Windows Laptop       ☐ Windows Desktop
☐ Apple Laptop         ☐ Apple Desktop
☐ iPad                 ☐ Android Tablet
☐ Chromebook           ☐ None

Alguno de sus dispositivos tiene una cámara para el aprendizaje digital?

☐ Yes        ☐ No

Tienes acceso a Internet en casa?

☐ Yes        ☐ No
In this survey, you will be asked to provide feedback in regards to how well you feel the Northwest Essex Community Health Care Network Inc. Therapeutic School and Preschool is supporting you and your child during this distance learning period. Your response to these questions are anonymous.

1. You communicate regularly with your child’s teacher.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

2. Your child is receiving classwork that is aligned with his/her IEP.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

3. You are comfortable in the use of virtual learning platforms (Zoom, FaceTime, Google Hangouts, FlipGrid) to assist your student in his/her learning.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

4. The NWETSPS has provided enough resources for parents to help you use the virtual learning platforms.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

5. The use of video conferencing is an effective tool in educating your child.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

6. When necessary, you are provided technical assistance to help you in setting up remote/distance learning.
   - [ ] [ ] [ ] [ ] [ ]
     Strongly Disagree [ ] [ ] [ ] [ ] [ ]
     Strongly Agree

7. The NWETSPS has ensured that you have access to technology and the internet.
8. The NWETSPS has provided you with necessary information regarding meals available for students eligible for free and reduced lunch.
   ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree
   ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

9. If applicable: your child’s related service therapies (speech therapy, physical therapy, occupational therapy, counseling) are being delivered with success.
   ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree
   ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

10. Please use the space below to provide us with any additional feedback.
Encuesta de Padres/Guardianes: Aprendizaje a Distancia. May 22, 2020

En esta encuesta, a usted se le pedirá que proporcione comentarios sobre que también usted se siente que NorthWest Essex Community Healthcare Network Inc Therapeutic School and Preschool lo está apoyando a usted y a su niño/niña durante el periodo de la educación a la distancia. Sus respuestas a estas preguntas estarán en el anonimato.

1. Yo me comunico regularmente con la maestra de mi niño/niña.

No Estoy de acuerdo
Estoy de Acuerdo

2. Su niño/niña está recibiendo trabajo escolar que es consistente con su IEP.

No Estoy de acuerdo
Estoy de Acuerdo

3. Usted se siente cómodo en el uso de plataformas de aprendizaje virtual (ClassDojo or Seesaw) para ayudar a los estudiantes en su educación.

No Estoy de acuerdo
Estoy de Acuerdo

4. El NWETSPS está proveyendo los recursos necesario a padres para ayudarlos a usar las plataformas de aprendizaje virtual.

No Estoy de acuerdo
Estoy de Acuerdo

5. El uso de videoconferencia es una herramienta efectiva en la educación de su niño/niña.

No Estoy de acuerdo
Estoy de Acuerdo

6. Cuando ha sido necesario, usted ha sido provisto con ayuda técnica en como configurar el aprendizaje a distancia.

No Estoy de acuerdo
Estoy de Acuerdo

7. El NWETSPS se ha asegurado de que usted tenga acceso a la tecnología y al internet.
8. El SBJC le ha proveído a usted con la información necesaria en cuanto a comidas disponibles para los estudiantes elegibles de almuerzo gratuito o reducidos.

9. Si aplicable: los servicios de terapias de su niño/niña como (Terapia del habla, Terapia física, Terapia ocupacional, consejería) están siendo entregados con éxito.

10. Por favor use el espacio provisto para proporcionar cualquier comentarios adicional.
Northwest Essex Community Health Care Network Inc.  
Therapeutic School & Preschool  
Distant Learning Plan  
K-12 Free Online Resources for Educators

I. Early Childhood

Sesame Street  
https://www.sesamestreet.org/home  
Play educational games, watch videos, and create art with Elmo, Cookie Monster, Abby Cadabby, Big Bird, and more of your favorite muppets!

Highlights Kids  
https://www.highlightskids.com/  
The place for children of all ages to play games and discover new jokes, surveys, and fun crafts and recipes.

PBS Kids  
https://pbskids.org/sid/games.html  
PBS Kids provides games, quizzes, and printables for kids across all subjects.

II. Multidisciplinary

Khan Academy  
https://www.khanacademy.org/  
Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom

CK12 Open Textbooks  
https://www.ck12.org/student/  
This non-profit provides "open textbooks" for K-12 students all over the world. It offers free high-quality, standards-aligned, open content in the STEM subjects (science, technology, engineering, and mathematics).

TED-Ed  
https://ed.ted.com/lessons  
The maker of TED Talks now provides carefully curated educational videos or "lessons worth sharing."

Adapted Mind  
https://www.adaptedmind.com/index.php  
K-6 games for both Math and Reading adapted for students with exceptional needs.
III. Math

Math Games
https://www.mathgames.com/
Fabulous free games, quiz questions address educational standards.

IV. English Language Arts

Read Write Think
http://www.readwritethink.org/
Excellent free resource for all things reading and writing.

FreeAudioBooks
http://www.openculture.com/freeaudiobooks

V. Science

Exploratorium
https://www.exploratorium.edu/explore
San Francisco’s public learning lab explores the world through science, art, and human perception. Check out their list of amazing activities and more!

National Geographics Kids
https://kids.nationalgeographic.com/games/
National Geographic Kids provides games, quizzes, and interactives for student use.

The Kids Should See This
https://thekidshouldseethis.com/tagged/science
This blog aggregates interesting, kid-friendly videos focusing on science, art, technology, and more. This link is for science-tagged videos.

VI. Social Studies

Win the White House
https://www.icivics.org/games/win-white-house
Presidential campaign game turns students into electoral strategists

Ben’s Guide to the U.S. Government
https://bensguide.gpo.gov/
A primer on American government for all grades.
VII. Exercise

GoNoodle
https://www.gonoodle.com/
GoNoodle is designed to get students up and moving with their fun and energetic videos. Many of GoNoodle's free videos include educational activities that keep students' brains AND bodies active.

VIII. Career Exploration

GCF Learn Free
https://edu.gcfglobal.org/en/
From Microsoft Office & email to reading, math, & more, GCFLearnFree offers more than 1,000 lessons, videos, & interactives, completely free.

IX. Art

MetKids
https://www.metmuseum.org/art/online-features/metkids/
Whimsical, kid-friendly intro to the wide world of art.

The Kids Should See This
https://thekidshouldseethis.com/tagged/art
This blog aggregates interesting, kid-friendly videos focusing on science, art, technology, and more. This link is for art-tagged videos.

X. Technology

Typeracer for Kids
https://play.typeracer.com/?universe=education
Students practice typing skills in a competition against others as they type out quotations from stories.

Code.org
https://www.code.org
A well-planned, -produced, and -curated set of free resources bound to get kids hooked on learning to code.

Tinkercad
Tinkercad.com
Amazingly simple yet powerful online CAD tool turns kids into makers.
Northwest Essex Therapeutic School and Preschool
Staff Member: ________________________________

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<th>Adult Communicated With</th>
<th>Comments</th>
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Northwest Essex Community Health Care Network Inc.
Therapeutic School & Preschool
Distant Learning Plan
Essential Employees List

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Tandler Principal</td>
<td><a href="mailto:jtandler@northwestessex.org">jtandler@northwestessex.org</a></td>
</tr>
<tr>
<td>Sue Wilson Supervisor of Curriculum</td>
<td><a href="mailto:swilson@northwestessex.org">swilson@northwestessex.org</a></td>
</tr>
<tr>
<td>Donna O'Connor School Nurse</td>
<td><a href="mailto:doconnor@northwestessex.org">doconnor@northwestessex.org</a></td>
</tr>
<tr>
<td>Anne Marie DeBlasio Shannon Weber Office Staff</td>
<td><a href="mailto:adeblasio@northwestessex.org">adeblasio@northwestessex.org</a>, <a href="mailto:sweber@northwestessex.org">sweber@northwestessex.org</a></td>
</tr>
<tr>
<td>Lauren Duek Erika McGhee Behaviorist</td>
<td><a href="mailto:emcghee@northwestesses.org">emcghee@northwestesses.org</a>, <a href="mailto:lduek@northwestessex.org">lduek@northwestessex.org</a></td>
</tr>
<tr>
<td>Trish Bradley Laura Limond Leah Khoyan Amy Rutland Social Workers</td>
<td><a href="mailto:Tbradly@northwestessex.org">Tbradly@northwestessex.org</a>, <a href="mailto:llimond@northwestessex.org">llimond@northwestessex.org</a>, <a href="mailto:lkhoyan@northwestessex.org">lkhoyan@northwestessex.org</a>, <a href="mailto:arutland@northwestessex.org">arutland@northwestessex.org</a></td>
</tr>
<tr>
<td>Ellen Millmen Elsa Marzano-Flannery Melanie Yianolatos Speech</td>
<td><a href="mailto:emillmen@northwestessex.org">emillmen@northwestessex.org</a>, <a href="mailto:emarzano@northwestessex.org">emarzano@northwestessex.org</a>, <a href="mailto:myianolatos@northwestessex.org">myianolatos@northwestessex.org</a></td>
</tr>
<tr>
<td>Gina Kirk Joan Troyano Occupational Therapy</td>
<td><a href="mailto:gkirk@northwestessex.org">gkirk@northwestessex.org</a>, <a href="mailto:jtroiano@northwestessex.org">jtroiano@northwestessex.org</a></td>
</tr>
<tr>
<td>Joan Waxman Reading Specialist</td>
<td><a href="mailto:jwaxman@northwestessex.org">jwaxman@northwestessex.org</a></td>
</tr>
</tbody>
</table>
March 16, 2020

Dear Parent/Guardian,

By now all of you should have received a Distance Learning packet which includes academic and related service instructional materials. This packet has been designed to ensure that your child is provided with continuous learning experiences during this school closure. The materials enclosed in this packet cover a range of content areas and include concepts which have already been introduced in school. The activities enclosed are in alignment with the daily instruction your child receives based on the goals and objectives outlined in their Individualized Education Plan (IEP).

In addition to the packets you received, we encourage families to also utilize the online resources outlined in the district’s Academic and Related Services Distance Learning Plans which are attached. A list of free, online educational resources which can be utilized during this time is also attached.

Any TSPS student with Free or Reduced Lunch please call your local school district to obtain the information on hours and pick up locations.

Please note that participation in these activities is equal to your child’s daily attendance. Your child’s homeroom teacher will be checking in with you daily to provide additional guidance, check on student progress and address any questions you may have. If the teacher is unable to make contact with you over the course of the school day, your child will be marked absent. If your child is sick or unable to participate in home-based instruction, please call 973-450-3125 and leave a message.

As always, we are fully committed to the educational, health and safety needs of our students and families and are here to support you. We greatly appreciate your understanding and cooperation during this time.

Jo Tandler
(Principal)