Emergency Virtual Plan
Updated for 2023-2024 School Year

Disclaimer: The Emergency Virtual Plan is an ongoing process and subject to change as directed by the New Jersey Department of Education or as dictated by changing circumstances of any emergencies/pandemics.

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. Due to the circumstances surrounding COVID-19, districts and schools have been asked to develop alternative instruction plans for their students due to school closings. As a private school for students with disabilities that provides intensive 1:1 services to students with autism, alternative instruction for a prolonged period of time poses certain logistical challenges. Nevertheless, after extensive deliberation, REED Academy has developed an action plan to ensure students' continued access to education for a period of time where they are not physically attending school at REED Academy. This plan includes resources for instruction during this time period, ongoing consultation and support from REED's staff, and an overall structure to support the organization of students' days. The REED Academy leadership team will remain flexible should we need to pivot back to virtual instruction at the direction of the NJDOE, NJDOH and/or the NJ Governor. Remote learning capabilities will continue to be strengthened by means of ongoing assessment of the effectiveness of remote learning, individualized modifications to enhance remote learning on a student-by-student basis, and increased accountability measures for all students and families participating in remote learning.

Equitable Access to Instruction
- All students are given the opportunity to learn from staff using technology.
  - All students have sufficient hardware (computers, table devices), software (internet browsers, word processing), and internet bandwidth to ensure that a variety of tools can be used (e.g., Google Meet, Google Slides, Microsoft Word, Chrome)
  - All teachers have been provided with training on the use of various tools such as Google Meet and Google Slides. The school's administrative team is available for support during the school day to ensure that staff and students can appropriately engage with the technology resources.
  - All teachers have received training on how to effectively use technology to support active engagement with students (e.g., incorporating bright graphics, embedding video, using captioning)
  - Students have experience with using various technology tools (e.g., touch screen devices, computers) and previous educational programming has built technological competency (e.g., typing, sending an email).
- Demographic profile: All 40 students currently enrolled at REED Academy have an autism diagnosis and are sent to REED as out-of-district placements. This plan applies to all our students that are between the ages of 3 and 21 with varying levels of need. All families are known to speak/read English.
- All components of this plan are individualized based on student/family needs.

- ○ REED Academy has developed an in-house curriculum that includes links to the New Jersey State Learning Standards for all goals and objectives that are outlined in the students' IEPs.
  - ○ REED Academy's curriculum is designed for students ages 3-21 and addresses a wide range of curricular areas such as: English Language Arts, Math, Self-Care, Expressive Language, Domestic, and Vocational.
  - ○ Student's goals and objectives are developed with consideration for their individualized needs and selection of appropriate state learning standards that correspond with the skills being addressed
    - ■ Students at REED Academy present with significant variations in educational needs
      - ● Some students are non-vocal, are working on essential skills such as motor imitation, and are performing significantly below grade level (e.g., a developmental level of 18-30 months)
      - ● Other students may be working on skills such as reading comprehension and math word problems
      - ● The teachers at REED Academy develop highly customized goals and objectives that account for these differences.
  - ○ The goals outlined in the students' IEPs continue to be addressed to the maximum extent possible during this period of virtual learning.
- ● Addressing the Digital Divide: With the possibility of needing to provide both virtual and in-person learning options, effective technology is crucial to ensure success of both students and staff alike. REED Academy strives to ensure that every student has access to a device and internet connectivity as appropriate.
  - ○ Identification of Needs - All families are known to have access to computing technology which includes reliable internet access. All families already had or have created Google accounts and have provided this information to the staff at REED. Should a new family enter REED Academy, the administrative team will inquire about technology supports in place.
  - ○ Provision of Technology - Should a student not have the necessary technology, REED Academy will work with the child's sending district to obtain the appropriate tools to support assistive/instructional technology needs.
  - ○ Prioritization of Technology - Although all students at REED require access to technology to support a potential shift to remote-only learning, priority is given to students whose families have indicated will be remote-only for the immediate future.
  - ○ Ongoing Monitoring - REED Academy's administrative team will continue to work with stakeholders to identify any students in need of access to such technology and provide the students with the appropriate access. REED Academy will continue to evaluate this process on an ongoing basis. Parents have been informed that for any difficulties with access to technology, they will contact the school's administrative team to address the technology needs on an individualized basis. In the event that families have not communicated with staff for an extended period of time (e.g., over 24 hours), staff will reach out to ensure that there is no technology barrier (e.g., internet access, hardware challenges) that is preventing the student from accessing educational services.
  - ○ Staff provide daily support and services via email, phone and Google Meet. As our students cannot independently access virtual instruction this is overseen by a parent or caregiver.

- ○ A separate and secure shared "Alternate Education" drive has been created in Google and resources/educational materials are shared on a file-by-file basis with family members.
- Parents have been informed that for any difficulties with access to technology, they will contact the school's administrative team to address the technology needs on an individualized basis.
  - ○ In the event that families have not communicated with staff for over 24 hours, staff will reach out to ensure that there is no technology barrier (e.g., internet access, hardware challenges) that is preventing the student from accessing educational services.

Addressing Special Education Needs
<u>**Provision of Instruction**</u>
- Daily video-based interaction via Google Meet is offered to all students between the hours of 9:00am and 2:45pm.
- Responding to communication by REED staff is a requirement of participating in alternative education services through REED.
- The specific format of educational services for students continues to depend on each child's learning readiness and goals/objectives in their IEPs.
- Parents are to inform their instructor as to which of the below formats they would like to be considered for their child's alternative education.
  - ○ Regardless of the format selected, parents continue to receive support services in the form of daily emails and calls/video conferencing as appropriate.

    <u>Direct Instruction</u>
    - In order to participate in direct instruction sessions, the typical requirement is for the student to be able to attend to instructions presented via video for a minimum of 5 consecutive minutes.
    - The specific breakdown of sessions (e.g., 30 minutes, 45 minutes), the total amount of time, and the format of the sessions is an individualized decision based upon the student, the family, and the educational team at school.
    - Instructors use various teaching and troubleshooting strategies during instruction.
      - ○ Parents are asked to assist with tasks such as providing reinforcement (tokens, preferred items) and forms of error correction (physical assistance).
      - ○ Parents should *avoid* giving any additional feedback or correction to their child unless instructed to do so by the child's instructor.
      - ○ Parents are asked to refrain from asking any programming questions until after the session is complete.
    - These learning opportunities allow instructors to model appropriate teaching procedures and methods of delivering feedback for correct and incorrect responses.
    - Should the student engage in problem behavior, the instructor will attempt to reestablish appropriate behaviors and instructional engagement and may also request that parents assist in this matter (e.g., provide the child with a brief break). Individualized support plans may be implemented to address the needs of remote learning.
      - ○ In the event that appropriate behaviors and instructional engagement cannot be reestablished, the instructor may choose to end the session to

prevent further escalation of problem behaviors or reinforcement of escape-maintained behavior.
- Direct instruction sessions are documented for review.

Parent Training
- If, on a given day, direct instruction sessions are not ideal for the student OR if parent training is preferred over direct instruction, parent training sessions are provided as desired.
- Daily parent training sessions can be arranged with the child's 1:1 instructor.
- Training sessions are goal-oriented and may include:
  - Direct observation of parents implementing targets/behavior supports with students
  - Role-play/Modeling teaching procedures & behavior supports
  - Lecture (e.g., Applied Behavior Analysis, Reinforcement, Prompting, etc.)
- As appropriate, the child's BCBA and/or SLS may also attend the training session.
- Staff can provide suggestions for additional resources that may be useful in addressing the child's IEP goals.

Consultation
- Provide videos demonstrating procedures to families and caretakers pertaining to student programming (e.g., task analysis, discrete trial instruction).
- Provide consultation via phone, email or video conferencing daily to families during school hours. Topics of consultation include:
  - Support for implementation of programming
  - Support for behavior management
  - Additional training on electronic data collection system
  - Support for transition back into school setting, when appropriate

Accessible Materials
- Accessible materials are provided to families in order to support the implementation of the goals and objectives in the students' IEPs to the maximum extent possible given the remote learning environment.
  - These materials include schedules, worksheets, manipulatives, online resources, and suggestions of how to embed functional activities.
    - Circle/Calendar/Meeting Time (weather app to check temperature, dressing for the weather, morning songs from YouTube, calendar review [day, month, year, season])
    - Self-Care/Domestic Skills (preparing foods/snacks, using a napkin, cutting with a fork and knife, washing dishes)
    - Academics (maintenance of mastered skills and targets, expansion of skills such as basic addition/subtraction, decoding words, and spelling)
    - Physical Education (YouTube links provided to prompt activities for students to follow)
  - Paper based data sheets are provided to families that provide information on student programming
  - Supports for the organization of the day are provided in order to simulate a school day.

- - - List of current programming (e.g., *Expressive/Receptive Language, Math, Reading, Leisure & Play, Self-Care, Social Studies, Social Skills, Health & Safety)*
    - List of mastered targets
    - Suggestions for mastered independent leisure activities

Documentation of IEP implementation
- Services to students are tracked by staff completing daily logs of interactions with students/families.
  - Speech and language specialists document direct and consultative services provided to students.
  - No additional related services (i.e., OT, PT) are offered at REED Academy
- Data are collected on a selection of targets/programs by school staff or family members.
  - Data collection is individualized based on the student's goals and objectives and what is appropriate given the remote instruction format.
  - Behavior data sheets (i.e. ABC data sheets) are provided for families to record any challenges that may be pertinent to discuss during consultation.
  - Continued access to REED's electronic data collection system is provided which contains detailed information regarding current programming and operational definitions for behaviors targeted for reduction.
  - Students' case managers are provided with a progress report at the end of the marking period.
- Student accommodations and modifications are embedded into instructional programming and behavior support strategies.
  - Educational programs specify the type of prompt/support to be used when teaching a skill, the method of fading prompts/supports, and what the criteria for success are.
  - Behavior support strategies specify the method and type of reinforcement for on-task behavior, preventative strategies (frequent breaks, more time to complete tasks) and/or individualized remote learning support plans.

Service Implementation Follow up
- REED Academy is a receiving school where sending district case managers work closely with REED's school team and the students' families to ensure that services are implemented in accordance with the IEP.
  - District case managers have been informed of the various formats of service delivery offered in accordance with student IEPs.
  - Students' case managers are provided with a progress report at the end of the marking period.
  - Meetings to review progress and discuss goals are able to be scheduled with REED staff as necessary
  - Records of attendance are sent monthly, progress reports are sent 4 times a year, and any additional information regarding student participation and performance is available upon request for sending districts

Procedures for Virtual Meetings
- When 30-day reviews, annual review, re-evaluation planning meetings, and eligibility meetings are required, these meetings will be held virtually.

- Staff from REED Academy will reach out to the appropriate case manager from the student's sending district and coordinate a virtual meeting with the district and family.
- Staff will offer to schedule the virtual meeting if desired by the student's case manager.
- Meeting platform (e.g., Google Meet vs. Zoom) and format (e.g., phone vs. video) will be coordinated and support will be provided to districts and families by the school's administrative team.
- For annual review meetings held during this time of remote instruction, new goals and objectives are developed in the following manner:
  - Mastered and discontinued goals/objectives will be removed from the goals document.
  - For any skill areas that either no longer have goals/objectives or are not sufficiently rigorous, the previous year's assessment and the school's curriculum spreadsheet (which is aligned to the New Jersey State Learning Standards) will be referenced, taking into account progress that has been made during this academic year.
  - Input regarding additional goals/objectives desired by family members will be solicited in the form of surveys/discussions with families.
  - When in-person instruction resumes, additional assessments may be conducted and the student's goals and objectives will be amended as necessary to ensure that appropriate goals and objectives are being implemented.
- REED Academy does not oversee meetings to identify, evaluate and/or reevaluate students with disabilities.
  - Sending districts oversee this process and coordinate with REED for scheduling
  - REED will provide recommendations for re-evaluation testing if input is requested by the sending district.
  - The initial evaluation would be conducted by the sending district and they would contact REED should they want a student to be considered for an intake.
  - Reevaluation testing is conducted by the sending school district and REED Academy incorporates recommendations for programming that arise from these assessments as appropriate.

Please note: DOE guidance included components for "**Addressing ELL and Bilingual Needs**" and "**Safe Delivery of Meals**" - REED Academy does not have students that are ELL/Bilingual or eligible for free/reduced lunch. Should we enroll ELL learners we will ensure that we provide all the necessary services to ensure their success should emergency virtual services be needed. Our services will include translation materials, interpretative services, literacy level appropriate information, alternate methods of instruction access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers, and training for all staff on culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country. Should we enroll a student eligible for free/reduced meals we will work with the sending district to meet this need for their student.

Length of Virtual or Remote Instruction
- Daily video-based interaction via Google Meet is offered to all students between the hours of 9:00am and 2:45pm.
  - The specific breakdown of instructional sessions (e.g., 30 minutes, 45 minutes), the total amount of time, and the format of the sessions is an individualized decision based upon the student's needs, the family, and the educational team at school.

- Student instruction is largely 1:1 which means that each student has a highly individualized remote learning plan that take into account their unique needs and is reflected in the educational programs
  - The specific format of educational services for students continues to depend on each child's learning readiness and goals/objectives in their IEPs as students work on a variety of activities with individualized supports
    - Circle/Calendar/Meeting Time (weather app to check temperature, dressing for the weather, morning songs from YouTube, calendar review [day, month, year, season]) - group instruction time with socialization opportunities
    - Self-Care/Domestic Skills (preparing foods/snacks, using a napkin, cutting with a fork and knife, washing dishes) - one-to-one activities will vary based on student skill set or age.
    - Academics (maintenance of mastered skills and targets, expansion of skills such as basic addition/subtraction, decoding words, and spelling) - activities will vary based on student skill set, age, and whether one-on-one or group opportunities can be provided
    - Physical Education (YouTube links provided to prompt activities for students to follow) - activities will vary based on student skill set, age, and whether one-on-one or group opportunities can be provided
    - Behavior Strategies - individualized support systems taught to help tolerate remote instruction, respond to various prompts and reduce the likelihood of challenging behavior.
  - Measures of student learning are achieved through individualized data collection based on the student's goals and objectives and what is appropriate given the remote instruction format.

Attendance
- Prior to virtual instruction, attendance was noted by the student's physical presence in the school. During virtual instruction, attendance is completed by parents daily via a Google Form to indicate that students are present. For the purpose of virtual instruction, present is defined as working on tasks, interacting with school staff, or receiving training/consultative support.
- As REED is an ungraded receiving school, promotion and retention are at the discretion of the sending school district. Completion of required coursework will result in graduation being offered to students that are aging out for the current school year. Discipline and other decisions that may affect the student would result in an IEP meeting with the district and family should they arise.
- Should attendance not be received for two consecutive days, a member of the administrative or clinical team will reach out to the family to assess the reason for attendance not being completed, identify barriers and provide any additional support that may be necessary for the attendance of school.
  - If a child is noted as absent for illness, a school nurse may reach out to the family for additional information.
  - Additionally, one-to-one instructors maintain a daily log indicating date and time of email/phone call to families and if the student was absent or present.
  - Due to the nature of our school assignments are not submitted.
- For students who may be on home instruction while virtual/remote instruction is implemented parents will complete a daily attendance form and staff record and maintain a daily student services log.

Facilities
- Routine maintenance of the building will continue as needed. Clerical and custodial staff will tend to matters (e.g. mail and maintenance) two times per week on a separate schedule.
- Upon obtaining permission from the principal, staff may access the building for personal belongings or instructional materials.

Extended School Year (ESY) Programming Plan
- As school closures may continue to be in effect during the ESY, services will be delivered through remote learning to ensure students' continued access to educational services during the months of July and August if that is what is mandated.
- The action plan implemented during the school year in terms of implementation of educational programming across all relevant skills areas and format will continue to be implemented.
  - As students demonstrate appropriate prerequisite skills related to financial literacy, career planning, and vocational opportunities, these 21st century skills are incorporated into the students' goals and objectives to the maximum extent possible.
- Upon beginning ESY services, whether remote or in-person, maintenance of mastered skills will be assessed to determine the extent to which a learning loss may have occurred and instruction will be repeated as necessary if a loss is determined to have occurred.
- Remote learning will be provided during the scheduled 30-day ESY according to the school calendar.
  - Hours: 9:00am to 2:45pm
- Student exit meetings and graduation ceremonies will be arranged on an individualized basis in collaboration with sending districts and families.
  - Sending school districts would oversee the assessment of credit loss or shortages for high school graduation.
  - As students are continuing to receive educational services during this time, no credit loss is anticipated.
  - Districts would advise us of any potential need to address credit recovery for 21 year-old students that are aging out of the program as REED Academy does not have seniors that graduate.
- STEM or other programs using reallocated grant funds are not applicable at REED Academy

Other Considerations
- Accelerated learning opportunities - addressed through each students IEP and modified as needed
- Social and emotional health of staff and students - addressed and monitored by clinical staff, administrators, and HR
- Title I Extended Learning Programs - not applicable at REED Academy
- 21st Century Community Learning Center Programs
- Credit recovery - not applicable at REED Academy
- Other extended student learning opportunities - addressed through each students IEP and modified as needed
- Transportation - arranged and provided by the sending district
- Extra-curricular programs - not applicable at REED Academy
- Childcare - not applicable at REED Academy
- Community programming - addressed through each students IEP and modified as needed and when applicable and appropriate may be included via WBL opportunities

Essential Employees
- Executive Director/CSA
- Principals
- Directors
- School Nurses
- Board Certified Behavior Analysts (BCBA)
- Speech and Language Specialists (SLS)
- Teacher of Students with Disabilities (ToSD)
- Instructional Paraprofessionals (1:1s)
- Business office staff
- Clerical staff
- Maintenance staff