

SEARCH Day Program Public Health Related Closure Preparedness Plan

Revised: May 22, 2020

To include SEARCH Day Program-Continuation in Learning Plan and Updated District Public Health-Related School Closure Plans (NJDOE Memo May 5, 2020)

THE FOUR STAGES OF THE CRISIS PLAN

According to the World Health Organization (WHO), the medical arm of the United Nations:

Prevention – Mitigation

Preparedness

Response

Recovery

SEARCH Day Program (SDP) has developed a comprehensive plan related to possible community transmission of Coronavirus Disease 2019 (COVID-19). This plan includes information regarding SEARCH Day Program-Marlboro (SDP-M).

This plan was put into effect starting on February 28, 2020, when our Administrative team at SEARCH Day Program and school nurse met to discuss our plan, and the potential threat the Coronavirus has on our school. In addition, we are also responding after receiving a memo from the NJDOE on March 5, 2020, regarding “Guidance Regarding Requirements for Public Health-Related School Closure”. SEARCH Day Program has a current population of 73 students serving over 30 school districts in the state. The SEARCH Day Program-Marlboro class serves eight students. Sending districts provide transportation services for our students in both SDP and SDP-M.

In the context of remote learning, the entire SEARCH Day Program faculty is working hard to ensure our students receive learning opportunities that support the attainment of IEP goals. Our special education teachers, related service providers, school administration, teacher assistants and specific student assigned 1:1 aides have been working diligently to ensure students have meaningful individualized instruction, access to IEP driven supports, assistive technology, accommodations and modifications. Due to the broad range of skills addressed in each student’s individual education program, the unique nature, and learning profile of the students served, the school will provide a remote learning program that reflects the contribution of all the efforts of classroom teachers, related-service providers, and specific student assigned 1:1 aides and other para-professionals. In other words, the SEARCH Day Program intends on utilizing all resources available to provide a comprehensive remote learning environment for our students, just as we would when our students and faculty are on-campus.

DEMOGRAPHIC INFORMATION and ACCESS TO TECHNOLOGY

	SDP	SDP-M
Number of Enrolled Students (as of 3/13/2020)	73	8
Number of Special Education Students (as of 3/13/2020)	73	8
Number of Homeless/Migrant Students	0	0
Number of Medically Fragile Students (including 1:1 nursing in district)	0	0
Percentage of students with a Device and Internet at Home (based on 3/12/2020 survey)	98%	100%
Percentage of Students Without a Device and/or Without Internet at Home (based on 3/12/2020 survey)	2%	0%

SEARCH Day Program administrative team and school nurse has been in contact with Jessica Ferreira MPH, Acting Public Health Epidemiologist from the Monmouth County Regional Health Commission. She has given us guidance on specific scenarios and questions, and offered additional information regarding where to locate the most up-to-date information. We will continue to seek her guidance to ensure we are following proper protocols when handling these situations.

1. Mitigation/Prevention

January 17 Reminders to faculty via nurse classroom visits to discuss preventative methods to decrease spread of infection and check to ensure classrooms have supplies of gloves, hand sanitizers, tissues, disinfectant wipes and added signage to common areas on campus to increase awareness of flu season.

January 31 School nurse sends email to parents regarding influenza symptoms and information regarding pre-cautions.

January 31 School nurse meets with school faculty to discuss and review preventative measures to combat influenza, review symptoms, mode of transmission, non-pharmacological interventions, and cleaning common touch surfaces.

February 28 SEARCH Day Program sent out a letter to all parents, guardians, and faculty, regarding the Coronavirus outbreak. This letter provided them with information regarding virus background, symptoms and prevention.

February 28 School janitorial staff implements enhanced cleaning and disinfecting practices to all buildings on-campus, begins routine deep cleaning, and interviews vendors for additional cleansing and disinfecting, if needed.

March 5 School nurse meets with all faculty to discuss and educate them about Coronavirus, what they can do to help prevent spread of the virus, and where to obtain accurate and updated information (CDC and NJ Department of Health).

March 10 School administration cancels the off-campus Community-Based Instruction (CBI) and Structured Learning Experiences (SLE), distributes a letter to parents and partner businesses and community entities informing them.

March 11 School administration distributes a letter to parents regarding an update on Coronavirus, mitigation and prevention strategies and practices at home and school, and discusses the development of an action plan to provide for home based instruction in the event of a Public Health Related School Closure ordered by the local or NJ Health Department.

March 12 School administration sends a Technology Home Survey to all parents and guardians regarding whether students have access to a computer, Ipad, or tablet at home including internet and WIFI capabilities. This will help identify students who will need to alternative plans for instruction at home.

2. Preparedness

All classroom teachers and related services providers have been provided with disinfectant wipes and bottles, which allow them to wipe down surfaces throughout the school day.

Students have been instructed and prompted to wash their hands with soap and water after using restrooms, before eating, and approximately every 30 minutes to an hour.

Additional dispensers with hand sanitizers were purchased and are displayed through the school for students and staff to use.

All faculty and students are being monitored for symptoms associated with influenza and Coronavirus

3. Response- Distance Learning Plan

March 9-10 SEARCH Day Program administrators meet to review available remote and on-line platforms to deliver lessons to students via on-line connections, and develop alternative routes to deliver instruction for students who do not have access to internet at home in the event of a Public Health Related School Closure.

March 11 Mandatory staff meeting for certified teachers, related service providers, and behavior analysts to discuss implementing on-line lessons and consultations via various educational platforms (such as Google Classroom, IXL Learning, Starfall, etc.), using email to distribute home instruction lessons, and distributing educational materials to conduct lessons at home.

March 12 School nurse distributed a short animated Coronavirus video to teachers to share with students to provide information, as appropriate. School nurse is available to answer any student's questions that may arise.

March 16 In the event of a Public Health Related School Closing- Continuity of instruction-Home instruction plan;

Teachers and related service providers prepared printable/consumable materials that include developmentally appropriate tasks and activities linked to NJSLA.

Teachers and related service providers will prepare lessons and activities for Language Arts and Math using a variety of internet-based platforms such as IXL Learning, Starfalls; and will prepare printable/consumable lessons and activities for Language Arts and Math, as appropriate.

When possible, teachers will send home supplemental information regarding how to teach various skills using internet-based websites, PDF copies of handouts, or videos available on internet, such as YouTube.

Teachers will provide guidance regarding modifications/accommodations provided in accordance with IEPs in documentation or in consultations during school closings during designated hours.

Assignments sent home via email and distributed on a daily and weekly basis.

Paper copies will be made available to anyone without technology or Wi-Fi access

Assignment expectations will be broken down weekly

Teachers will work remotely with teacher assistants and specific student assigned 1:1 aides whom will support student remote instruction by contributing materials, developing materials, and participating in remote classroom team meetings under the supervision of the classroom teacher.

SEARCH Day Program Behavior Department is participating in individual consultations with parents and caregivers remotely using email and internet video (zoom), as needed. They are using email to provide regular "check-in" with parent approximately 1 x per week. The behavior analysts are maintaining a log of their contacts, discussion points and date(s) of contact.

SEARCH Day Program Behavior Department is coordinating with classroom teachers to support professional development activities for teacher assistants and specific student assigned 1:1 aides to supplement their classroom and student responsibilities during remote instruction. These responsibilities include providing support and modifications related to differentiation of instruction and behavior support, data collection, observing behavior remotely, etc.

Teacher assistants and specific student assigned 1:1 aides will participate in remote Registered Behavior Technician (RBT) training modules developed by Autism Partnership Foundation. This will consist of 40 hours of remote internet-based instruction, and the addition of supplemental remote learning activities developed by the SEARCH Day Program Behavior Department that will be packaged and available in google classroom.

Teacher assistants and specific student assigned 1:1 aides will maintain a remote learning log to record their activities and duties during the remote workday, such as associated classroom activities to support students participate in remote instruction, support teachers implement remote instruction, RBT training activities, and professional development activities coordinated by the behavior department and school nurse. This log will be submitted to lead behavior analyst and school administration weekly.

Teacher assistants and specific student assigned 1:1 aides will participate in remote mandatory and supplemental learning activities arranged by the school nurse, addressing such topics as managing diabetes in the school setting, managing asthma and allergies, childhood obesity, child stress and trauma, etc.

Teachers will maintain individual student contact logs to record parent contacts, form of parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Teachers will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Consultation and phone conference for instruction when necessary can be scheduled with teachers, related service providers and behavior analysts.

School nurse will be continuously available during remote school instruction period using email and video conferencing. School nurse will distribute pertinent information to school community regarding health, safety and welfare of students, parents, and communities, as appropriate. School nurse will be available to answer and make appropriate health-related referrals and answer questions from the school community, as needed.

4. Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible and to focus on students, faculty and the physical campus, and to take as much time as needed for recovery.

School staff will receive information on dealing with the emotional impact of the crisis, as well as to assess the emotional needs of students and staff.

One of the major goals of recovery is to provide a safe, caring and supportive school environment upon return.

Once we have recovered from the impact of the Coronavirus, and resume normalized school operations, we will ask teachers and related services providers to assess the distance and remote learning lessons and determine their effectiveness.

Updated District Public Health-Related School Closure Plan (Prepared for May 5, 2020 NJ DOE Guidance Memo-Checklist for School Health-Related Closure Plans)

In the context of remote learning, the entire SEARCH Day Program faculty is working hard to ensure all our students receive learning opportunities that support the attainment of IEP goals. Our special education teachers, related service providers, school administration, teacher assistants and individual specific student assigned 1:1 aides have been working diligently to ensure students have meaningful individualized instruction, access to IEP driven supports, assistive technology, accommodations and modifications. Due to the broad range of skills addressed in each student's individual education program, the unique nature, and learning profile of the students served, the school will provide a remote learning program that reflects the contribution of all the efforts of classroom teachers, related-service providers, and specific student assigned 1:1 aides and other para-professionals. In other words, the SEARCH Day Program intends on utilizing all resources available to provide a comprehensive remote learning environment for our students, just as we would when our students and faculty are on-campus.

Our remote learning materials are delivered through a variety of media including, but not limited to, print, computer software and platforms, web-based programs and instruction and other on-line technology. School administrators, teachers, specific student assigned 1:1 aides, paraprofessional and related service providers will support students, parents and caregivers through communication via mail, email or online technologies and software.

The Plan to Address the Special Education Needs of All Students

Delivery of Virtual and Remote Instruction by Class Assignments, Grade Band and Instructional Time and Related Services

Class Assignment	Grade Band	Instructional time*	Related Services	Teacher and Related Services Availability
Early Elementary (ungraded)	K- 5	2-3 hours daily	Frequency and duration based on the IEP	9am-3pm
Middle Elementary (ungraded)	6-8	2-3 hours daily	Frequency and duration based on the IEP	9am-3pm
Transitional (ungraded)	9-12	2-4 hours daily	Frequency and duration based on the IEP	9am-3pm

***The virtual and remote instructional times are approximations based on the individuals learning needs. These needs include considerations such as number of practice opportunities, reinforcement schedules, and tolerance for error correction, presence of interfering or problematic behavior, and the student’s ability to independently access the computer.**

Individual School Day Plans

Based on the individual IEP, teachers may plan individual school days for students to assist parents schedule various forms of instruction into a sample remote school day. Parents should speak to teachers regarding such plans. (See Addendum 1)

Instructional Platforms and Designs Available to Students and Parents

Due to the educational needs of the students served in the school, decisions regarding which instructional designs will be used for individual students will be made by the classroom teacher and related services provider after consultation with parents and careful consideration of student’s IEP objectives, the necessary accommodations and modifications, and the student’s ability to use technology independently.

Teacher/Related Services Internet-based Videoconferencing Lessons- These are individual and small group remote lessons delivered by certified teachers and related service providers, with paraprofessionals and specific student assigned 1:1 aides, when appropriate, that address specific IEP goals and objectives; while utilizing the accommodations, modifications and supports that are written in individual student IEP’s, to the greatest extent possible. The lessons are developed by certified teachers and related service providers to address a broad range of skills based on individual student needs.

Teacher/Related Services Internet-based Videoconferencing Parent Consultation-These are individually scheduled video conferences between parents and school personnel that are specifically designed to assist parents to use the accommodations, modifications, strategies and supports in their child’s IEP and to assist them to participate in remote instruction. These consultations may use strategies such as guided practice, modeling and feedback, video role-plays, written descriptions, etc. to assist parents to become effective interventionists with their child in the home.

IXL Learning- This is an online program that is designed to improve student understanding, performance and confidence in mathematics and language arts. IXL creates differentiated learning environments that generate questions at the right level or rigor for every student and continues to adapt with students as they grow.

Education.com- This is an online easy-to-use, comprehensive, and secure supplemental digital learning program that empowers administrators and teachers to help PreK-5 students build essential skills and excel in math and reading. Education.com empowers teachers with concise and actionable learning data through the Progress Tracker, allowing them to quickly identify areas for enrichment and re-teaching.

Starfall Education- This is a publically supported and fully developed comprehensive pre-K, English, and language arts Kindergarten curriculum with a number of activities that extend into second and third grade. In the Starfall website, children have fun while learning language arts and mathematics through exploration, music, and play.

Virtual Field Trips- These are educational destination-based videos for social studies, geography, life and science curriculums. Under the direction of the classroom teacher, these activities allow students to visit sites around the globe, and open their eyes to the world around them!

Email Lessons- As a supplement to other communications (such as internet-based videoconferencing lessons, telephone communication, etc.); teachers may use email to deliver individual student lessons to parents. In general, these will be written descriptions of lessons that permit parents to implement instruction as home. When emails and videoconferencing are used as part of regularly scheduled communications, there is a powerful and effective means to ensure parents are prepared to use the appropriate IEP accommodations, modifications and supports students need to help their children at home during remote instruction.

Telephone Conferencing- Like email lessons, when telephone conferencing is used with other forms of virtual and remote instruction, there is a powerful and effective means to use frequent contact with parents to promote the success of student's participation in remote learning. These contacts are used to "check in", identify issues that may require additional support via teleconferencing, and identify next steps in remote and virtual instruction.

Individually Prepared Mailed Materials- Teachers and related services providers may prepare a package containing instructional materials that students use at school to be sent home during remote and virtual instruction. This may include pre-vocational materials, schedule books, colored or number coded bins, and other supplies that are familiar to students and directly related to IEP goals and objectives. These materials may promote generalization of IEP skills and assist the student to learn new skills in the home setting. During videoconference, (Zoom) lessons or parent consultations, these materials may be used to assist the student to understand the expectations and reduce problem behavior that may result from misunderstanding expectations.

Instructional Preparation and Delivery of Virtual lessons

Certified Teachers

Certified Teachers will prepare remote and virtual lessons and activities for a variety of skills related to language arts, mathematics, daily living, 21st Century Living, and other learning goals and objectives in individual student IEP's using email and various internet-based platforms such as Google Classroom, IXL Learning, etc. The student's individual IEP will be the basis of all activities, including the modifications and accommodations within the IEP.

When possible, teachers will send home supplemental information regarding how to teach various skills using internet-based websites, PDF copies of handouts, or videos available on internet, such as YouTube.

Teachers will provide guidance regarding modifications/accommodations provided in accordance with IEP's in documentation, or in consultations during the designated hours of 9am and 3pm each school day, and evening hours as requested.

Teachers will develop group lessons based on individual IEP objectives, and use internet-based teleconferencing, paraprofessional and specific student assigned 1:1 aides to assist in the delivery of instruction.

Using the IEP as the basis of instruction, teachers and specific student assigned 1:1 aides will meet the needs of individual students. Instructional formats will vary according to the modifications and accommodations included in student IEP's, such as small group vs individual lessons.

Teachers will work remotely with specific student assigned 1:1 aides whom will support student remote instruction by contributing materials, preparing and developing materials, and participating in remote classroom team meetings under the supervision of the classroom teacher.

Teachers will develop, prepare and provide instruction and individual lessons based on IEP objectives using internet-based teleconferencing, such as Zoom, where appropriate.

Parent communication is critical for determining appropriate instructional formats (Zoom, email, paper/pencil packets, etc.) and scheduling to meet the needs of students during virtual instruction.

Assignments sent home via email and distributed on a daily and weekly basis.

Classroom teachers will make email, internet teleconferencing, or another form of contact with students and parents each school day, unless otherwise arranged with parents.

Teachers will maintain individual student contact logs to record parent contacts, form of parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Teachers will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Teachers will communicate with school administration, related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in

accessing and implementation their IEP goals and objectives. If IEP modifications are required, teachers will make recommendations, and case managers will be notified of the need for IEP modifications.

Teachers will participate in remote mandatory and supplemental learning activities arranged by the school nurse, addressing such topics as managing diabetes in the school setting, managing asthma and allergies, childhood obesity, child stress and trauma, and managing and reducing virus spread in the classroom and school setting, etc.

Specific student assigned 1:1 aides

Individual specific student assigned 1:1 aides will work with the special education teacher to support their assigned student address individualized IEP goals and objectives with the differentiation necessary to effectively implement the students IEP as written.

Using the individual student's IEP as the basis for all teaching, the special education teacher and specific student assigned 1:1 aide will plan the accommodations, modifications and supports for individual IEP goals and objectives.

To the greatest extent possible, the special education teachers will plan with the specific student assigned 1:1 aide to implement remote IEP accommodations and modifications that reflect classroom accommodations and modifications.

Using intimate knowledge of individual student needs, the specific student assigned 1:1 aide may assist the classroom teacher in formulating specific accommodations, modifications and supports necessary to permit the student to successfully participate in virtual learning and practice the IEP goal and objectives.

Individual specific student assigned 1:1 aides will provide behavior interventions, as indicated in individual Positive Behavior Support Plans, and/or according to student IEP Strategies and Supports, such as delivering positive reinforcement according to specified schedules, providing redirection, etc.

Individual specific student assigned 1:1 aides will be available to support students by answering questions, clarifying information, and offering additional instructional practice, when appropriate.

Individual specific student assigned 1:1 aides will collect student data on IEP goals and objectives and student behavior data, as directed by the teacher.

Individual specific student assigned 1:1 aides will assist the teacher with daily and weekly email communication with parent(s); or participate in telephone conferencing or video conferencing with parents, under the direction of the teacher.

Individual specific student assigned 1:1 aides will assist the **teacher** during virtual group instruction by providing their assigned student with prompts and reinforcement throughout the lesson as stated in the IEP and/or PBSP. The prompting and reinforcement strategies are guided by the teacher or BCBA and discussed prior to the lesson. The team may discuss the group lesson afterward to analyze the data. As a result, a decision will be made at that time if anything needs to be changed or developed.

Individual specific student assigned 1:1 aides will assist the **related service providers** during virtual group instruction by providing their assigned student with prompts and reinforcement throughout the lesson as stated in the IEP and/or PBSP. The prompting and reinforcement strategies are guided by the **therapist or BCBA** and discussed prior to the lesson. The team may discuss the group lesson afterward

to analyze the data. As a result, a decision will be made at that time if anything needs to be changed or developed.

Individual specific student assigned 1:1 aides will participate in Behavior Analysis and other related training as directed by the school administration, when not participating in activities related to their individual student assignments.

Individual specific student assigned 1:1 aides will maintain a remote learning log to record their activities duties during the remote workday, such as associated student and classroom activities, RBT training activities, and professional development activities coordinated by the school nurse. This log will be submitted to lead behavior analyst weekly.

Teacher aides

Teacher aides will work with the special education teacher to plan and implement the supports necessary to effectively address specific individualized IEP Goals and Objectives.

Teachers will work remotely with teacher assistants whom will support student remote instruction by contributing materials, developing materials, and participating in remote classroom team meetings under the supervision of the classroom teacher.

Using the individual student's IEP as the basis for all remote teaching, the special education teacher and teacher aides will plan the accommodations, modifications and supports for individual IEP goals and objectives.

To the greatest extents possible, the special education teachers will plan with the teacher assistants to implement **remote** IEP accommodations and modifications that reflect **classroom** accommodations and modifications.

Using their more familiar knowledge of individual student needs, the teacher aides may assist the classroom teacher in formulating specific accommodations, modifications and supports necessary to permit the students to successfully participate in virtual learning and practice the IEP goals and objectives.

Teacher aides will provide behavior interventions, as indicated in individual Positive Behavior Support Plans, and/or according to student IEP Strategies and Supports, such as delivering positive reinforcement according to specified schedules, providing redirection, etc.

Teacher aides will be available to support students by answering questions, clarifying information, and offering additional instructional practice, when appropriate.

Teacher aides will collect student data on IEP goals and objectives, as directed by the teacher.

Teacher aides will assist the teacher with daily and weekly email communication with parent(s); or participate in telephone conferencing or video conferencing with parents, under the direction of the teacher.

Teacher aides will participate in Behavior Analysis and other related training as directed by the school administration, when not participating in activities related to their individual student assignments.

Teacher aides will maintain a remote learning log to record their activities duties during the remote workday, such as associated student and classroom activities, RBT training activities, and professional development activities coordinated by the school nurse. This log will be submitted to lead behavior analyst weekly.

Related Services (Occupational Therapy, Speech Therapy)

Based on recent NJDOE guidance, related services will be provided during remote instruction; tele-therapy will continue to play an important role in the remote instruction of IEP goals and objectives.

Related service providers will collaborate with teachers, school administrators, other related service providers and paraprofessionals to ensure the accommodations, modifications and supports necessary to effectively implement individual students IEP is maintained during remote instruction.

Related services will develop, prepare and provide instruction, using individual and group formats, according to frequency and duration indicated in individual student IEP's.

Related services will address IEP goals and objectives using internet-based teleconferencing; and use emails and telephone contacts to coordinate times with parents, where appropriate.

When necessary, related service providers will coordinate with parents designated times to provide individual and group IEP instruction, then develop, prepare and provide lessons and activities using paraprofessionals and specific student assigned 1:1 aides to support students, as appropriate.

Related service providers will maintain individual and group student contact logs (including SEMI information) to record student and parent contacts, form of student/parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Related service providers will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Related service providers will communicate with school administration, other related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in accessing and implementing their IEP goals and objectives. If IEP modifications are required, related service providers will make recommendations, and case managers will be notified of the need for IEP modifications.

Physical Education

Physical Education will continue to play an important role in the remote instruction of IEP goals and objectives.

The physical education teacher will collaborate with teachers, school administrators, other related service providers and paraprofessionals to ensure the accommodations, modifications and supports necessary to effectively implement individual students IEP related to physical education is maintained during remote instruction.

The physical education teacher will develop, prepare and provide instruction, using individual and group formats, according to frequency and duration indicated in individual student IEP's.

The physical education teacher will address IEP goals and objectives using internet-based teleconferencing; and use emails and telephone contacts to coordinate times with parents, where appropriate.

The physical education teacher will develop, prepare and provide lessons and activities using paraprofessionals and specific student assigned 1:1 aides to support students, as appropriate. The physical education teacher will ensure paraprofessionals and specific student assigned 1:1 aides are trained to monitor students in various areas, such as record student attendance and performance data, and providing student assistance, prompting and feedback, as appropriate for remote instruction.

The physical education teacher will maintain individual and group student contact logs to record student and parent contacts, form of student/parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

The physical education teacher will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

The physical education teacher will communicate with school administration, other related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in accessing and implementing their IEP goals and objectives. If IEP modifications are required, related service providers will make recommendations, and case managers will be notified of the need for IEP modifications.

Behavior Analysts

SEARCH Day Program Behavior Department is participating in individual and direct consultations with parents and caregivers remotely using email and internet video (zoom), as needed. They are using email to provide regular "check-in" with parent approximately 1 x per week. The behavior analysts are maintaining a log of their contacts, discussion points and date(s) of contact.

SEARCH Day Program Behavior Department is coordinating with classroom teachers to support professional development activities for teacher assistants and specific student assigned 1:1 aides to supplement their classroom and student responsibilities during remote instruction.

When not completing duties related to individual students and classroom assignments, teacher assistants and specific student assigned 1:1 aides will participate in remote Registered Behavior Technician (RBT) training modules developed by Autism Partnership Foundation. This will consist of 40 hours of remote internet-based instruction, and the addition of supplemental remote learning activities developed by the SEARCH Day Program Behavior Department that will be packaged and available in google classroom.

Behavior Analysts will maintain individual student contact logs to record parent contacts, form of parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Behavior Analysts will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Consultation and phone conference for instruction when necessary can be scheduled with teachers, related service providers and behavior analysts.

School Principal and Supervisor

The building level administrators will continue to provide the essential school supervision and leadership functions to assure students and instructional faculty are participating in all the ongoing instructional opportunities being provided.

The building level administrators will continually review daily staff and student interactions via email notifications between 8am and 4pm.

The building level administrators will communicate with families via emails, telephone contacts, Zoom teleconferencing, as needed.

The building level administrators will respond to parent inquiries, emails, and any correspondence in supporting the education, behavioral and social/emotional aspects of all students.

The building level administrators will review scope of work and responsibilities for all instructional faculty; and identify additional remote curriculum and instructional resources to continually improve instructional operations.

The building level administrators will continue to conduct faculty meeting to address school-wide issues and smaller group, classroom level or department meetings, as needed.

The building level administrators will continue to work on addressing student scheduling, classroom transitions and student placements effective for the 2020-2021 school year.

The building level administrators will monitor teacher lessons, student participation in remote learning, and scheduling to identify any deficiencies, and develop a plan of action.

The building level administrators will continue to implement annual supervision and evaluations for certified faculty.

The building level administrators will continue to conduct school supply and equipment orders to ensure all student instructional needs are fulfilled for 2020-2021 school year.

21st Century Learning Standards, Community Based Instruction (CBI) and Structured Learning Experiences (SLE)

The Health-Related School Closure and implementation of remote learning has temporality suspended on-campus and off-campus instruction related to CBI's and SLE's, the school store, simulated apartment where skills that address the critical 21st Century Learning Standards are often taught. However many goals and objectives addressed as 21st Century Learning Standards in individual IEP's may continue. Using the IEP as a basis for all instruction, teachers and related service providers are preparing instructional lessons and activities with the broad range of skills all students will need to actively and meaningfully participate in home, community and career life. For 21st Century Learning, lessons that address IEP objectives related to daily living skills (such as hygiene, laundering, using household appliances, simple snack/meal preparation, etc.), financial literacy (such as balancing checking account, money skills, weekly and daily budgeting, etc.) and career readiness (such as conducting on-line job

searches, completing work applications, identifying work preferences, etc.) are being planned, as appropriate.

IEP Documentation and Measures of Student Learning

The implementation and provision of all instruction and IEP services, as well as accommodations and modifications, will be tracked using all the teachers, related service providers, behavior analysts, using the available lessons and remote consultation notes, and other available logs (online platforms such as IXL Learning, specifically student assigned 1:1 aides), etc.). Progress reports will continue to be measures of student performance on IEP goals and objectives via teacher generated data collection tools and assessments of student learning and growth. Among the methods that are available to be used are:

Teacher (teacher aide or specific student assigned 1:1 aide) collected trial-by-trial data on student performance in **individual** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected trial-by-trial data on student performance in **group** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected prompt/prompt-fading data on student performance in **individual** teleconference lessons

Teacher (teacher aide or specific student assigned 1:1 aide) collected prompt/prompt-fading on student performance in **group** teleconference lessons

Anecdotal teacher/therapist notes of student performance from **individual** lessons

Anecdotal teacher/therapist notes of student performance from **group** lessons

Teacher recorded parent anecdotal notes of student performance during parent-directed learning activities using IEP accommodations, modifications and supports.

Parent collected trial-by-trial data collected

Videotaped recordings submitted from parents

Photographs submitted from parents with narrative description

Samples of student written work

IEP Meetings, Evaluations and Other School District Requests

In coordination with sending school districts, all IEP meetings will continue as scheduled. SEARCH Day Program may use teleconferencing, Zoom teleconferencing, etc. to conduct such meetings. Districts that choose to conduct evaluations, or other meetings, will coordinate such with the appropriate SEARCH Day Program administrative team members by contacting the school office at 732- 531- 0454, as customary procedure.

District representatives, such as case managers, may request the records pertaining to the remote services provided, or conduct follow up with families, to ensure services are implemented in accordance with IEP's to the greatest extent possible. Such requests can be arranged by contacting the school

principal, Mike Carpino, mcarpino@searchdayprogram.com or supervisor, Lori Evans, levans@searchdayprogram.com.

Virtual Support

SEARCH Day Program school principal, supervisor of education, and other faculty are available to support students, parents and staff members to use the various platforms associated with the remote learning plan every school day.

Equitable Access, Addressing Technology Concerns and Remote Learning Information

The school has sufficient number of internet-ready laptop computers, Chromebooks and iPads to maintain a nearly 1:1 student/computer ratio. While these devices do not normally leave the campus, there is a process in place for parents to borrow a device from the school in the event of a Health-Related School Closure. Based on the results of a Home Technology Survey conducted in March 11, 2020, the school identified students and parents that would benefit from this program and distributed the technology as needed. All laptops have web-filtering software installed by Paradigm Pioneers and parents were instructed that they are only to be used for educational purposes.

Parents were advised that these devices would require an internet connection. In the event there was no internet in the home, parents were given information regarding how to purchase low-cost internet service. In the event, parents would need additional support to acquire internet service; the school will notify the sending school district until resolved. In the meantime, the teacher and related service providers would send home individually prepared lesson and schoolwork packets and provide telephone consultation with parents.

Technology will continue to be available to faculty and students. Any faculty member who needs assistance with technology may use the Paradigm Pioneers work order form and complete a request for service. Otherwise, they may contact Karen in the main office or their immediate supervisor.

As technology issues arise for students or parents, they may contact the school principal or school supervisor for assistance in resolving their technology concerns. All efforts will be made to resolve technology issues efficiently, including delivering devices, resolving software concerns, repairing school devices, and obtaining internet services. When necessary, the school administration will contact the student's sending school district and case manager to assist in resolving technology issue

Regarding technology needs, please email Mike Carpino, mcarpino@searchdayprogram.com, or Lori Evans, levans@searchdayprogram.com.

NOTE: Remote learning started for SDP students and parents on Thursday, March 19, 2020 at 9 am; Remote learning started for SDP-M students on Tuesday, March 17, 2020 at 9am.

Student Expectations for Remote Learning School Days

Based on individual student needs, students will work independently as possible, and with assistance from parents, to complete daily and weekly lessons that are prepared and assigned by classroom teachers and related service providers.

Due to the significant instructional needs of most students, teachers and related service providers will be expecting to work remotely with parents and caregivers each school day to design individual instruction plans to implement remote instruction.

When circumstances do not permit students to complete their remote lessons, classroom teachers, related service providers and members of the behavior department will be available to assist in resolving barriers to instruction. When appropriate, decisions to modify expectations will be made on a case-by-case basis (ex. Ill family member, student resides in a group home).

Teacher and Related Service Provider Expectations for Remote Learning

Teachers and related services providers will maintain regular contact with students and families using the various resources available to them. When needing assistance, teachers and related services providers may seek the assistance of school administrators to resolve questions or concerns that may arise during remote learning. In the event teachers, or related services providers, cannot implement any portion of student IEP's, such concerns should be brought to the attention of school administration to permit resolution of the matter.

Student Support during Remote Learning

All professionals are available to support students, staff and families; however the delivery of support may be different from what typically happens when our school and campus is open. This support network includes, teachers, school administrators and school nurse. Communication may take place via telephone, videoconferencing, and email. When necessary, appropriate referrals may be made to assist persons seeking assistance.

Translated Materials for Parents

The school will provide written translation services for parents to require daily updates, such as lesson plans, materials, using Google Translate; and human translation for parent consultations to assist their child participate in remote and virtual learning. For example, if needed, Spanish speaking parents and caregivers will have a translator for teacher and related service providers using video conferencing to conduct lessons to enable parents to participate and understand how to assist their child use lessons in the home. If teachers or related service providers are experiencing difficulty maintaining communication with students and parents due to a suspected language barrier, or due to the need for additional translation services, they should immediately contact the school supervisor, Lori Evans, levans@searhdayprogram.com or principal, Mike Carpino, mcarpino@searchdayprogram.com, for resolution of the matter. In these cases, arrangements can be made for translation services or we will contact to the sending school district for further assistance.

Student Attendance

Student attendance will be monitored each day and recorded by teachers, related service therapists and designated attendance aides each day students are logged into scheduled remote and virtual instruction. Attendance includes completing assignments for the day, participation in individual and small group virtual lessons using internet-based videoconferencing (such as Zoom), parent recordings, parent data collection and notes, if appropriate. In addition, student participation using online platforms, such as IXL Learning and Education.com, will be recorded and monitored by classroom

teachers. Student attendance will be sent to the SDP attendance officer for recording in the school register.

On March 13, 2020, The NJDOE noted that “ any day on which all students impacted by a public health-related school closure have access to home instruction service will count as a day towards the 180-day requirement in accordance with N.J.S.A. 18A:7F-9. Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures”.

For the student population served at SEARCH Day Program, student attendance is not a factor in decisions regarding student retention, promotion, graduation, discipline, etc.

Most of the students served in the school do not possess the requisite skills necessary to independently plan, organize and operate technology and access the internet. Because of this, the students served by the school most often require parental guidance for student participation in remote and virtual lessons and instruction. As a result, when there is an absence of communication by a student, or parent, that extends more than 5 school days, it will be reported to the school administration for follow-up. Follow-up may include telephone contact with parents to assist in resolving, or providing support to alleviate circumstances that may be preventing the child, and or their parents from participating in remote and virtual instruction. A record will be kept of these communications; when needed, sending school district assistance will be sought to resolve such matters.

Facilities and Operations

At the onset of the Public Health-Related School Closure, all classrooms, school offices and common areas (such as break rooms, fitness center, school store, and locker rooms) were thoroughly cleaned and sanitized according to current CDC guidelines. In addition, professional services estimates were acquired from sanitizing companies in the event of a direct virus exposure. Subsequently, grounds and facilities maintenance personnel have taken appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices which include (but are not limited to) on a daily basis:

- Filing soap and hand sanitizer dispensers
- Ensuring all paper towel dispensers are filled and functioning at all times
- Sweeping and wet mopping floors
- Vacuuming rugs and carpets
- Cleaning and sanitizing all hard surfaces including fountains, door knobs, locker knobs, work areas, computer keyboards, desks, tables, chairs, counter tops, railings, stairs and writing tools in classrooms, offices and common areas (such as the school store, fitness center, locker room and break room)

Finally, an additional full-time janitor was hired and trained to implement all appropriate measures and practices to minimize the spread of virus, and maintain the school facilities throughout the school year.

Food Delivery Program

The school does not maintain a school-based food service program during the regular on-site school day. Parents, caregivers and group homes prepare all student's meals at home and send students to school with lunch for students. Any arrangements for free and reduced lunches are made through the responsible sending school district.

School Nursing

The school nurse is a key school health professional to collect and share school data in compliance with state and federal confidentiality regulations. School nurse will collaborate with state school nurse consultant and local/regional/state departments of health to collect and share accurate data following state reportable disease guidelines. Once on site instruction begins there will be daily tracking of attendance and monitoring for trends. The school nurse will provide trauma informed education practice to address behavioral health needs of students. The school administration will be guided by the school nurse to establish protocols for assessment of students with symptoms of COVID-19 and establish protocols for disposition of students/staff demonstrating COVID-19 symptoms.

The school nurse will be continuously available during remote school instruction period using email and video conferencing. As needed, the school nurse is in regular contact with parents of students with seizure action plans and other healthcare needs. The school nurse updates student Individualized Health Plans (IHP) for IEP's conducted during remote instruction. The school nurse will distribute pertinent information to school community regarding health, safety and welfare of students, parents, and communities, as appropriate. The school nurse will be available to answer and make appropriate health-related referrals and answer questions from the school community, as needed. The school nurse maintains frequent contact with local health department, NJ Department of Health, and NJ School Nurses Association to keep updated on recent developments regarding guidance specific to school settings. The school nurse will educate custodian staff on the proper use of PPE and disinfecting methods and provide mental counseling and support for the faculty and families and offer appropriate resources and referrals.

Create a school environment that supports social distancing.

Consider:

- a. Staggered start times or alternate days or weeks
- b. Staggered academic days (half students in am/half in PM)
- c. Limit activities when large groups (no more than 10) of students are in close proximity
 - i. Work with specialists for PE, OT, and Speech
 - ii. Revise to small group and outdoor activities
 - iii. No sharing of personal/class objects
 - iv. Limited use of playground equipment (or assign specific classes such as elementary)
 - v. Meals in classroom

- vi. Hallway passing
- d. Establish a safer school environment
 - i. Review and modify emergency plans, shelter in place, evacuation, etc.
 - ii. Implement intensified handwashing protocols/hand sanitizer protocols
 - 1. When staff and students arrive and dismiss
 - 2. At regular intervals during the day
 - a. Minimum of before meals, after toileting, after recess
 - 3. Remind the staff via front-office intercoms (Hersh and Ivy) to follow handwashing protocol
 - e. Assign bathrooms
 - f. Establish isolation area to address students and staff with COVID19 symptoms occurring during school hours.
- iii. Develop screening protocols for staff and students entering school buildings if indicated
 - 1. CDC Guidance (pending)

Evaluate whether there are students or staff who are at increased risk of severe illness and develop plans for them to continue to work or receive educational services if there is moderate or substantial levels of COVID-19 transmission or impact.

School Calendar

As may be expected, during the campus closure all Community-Based Instruction and Structured Learning Experiences are cancelled. The SEARCH Day Program is exploring honoring students who graduate via alternative ceremonial activities. The last school day for the 2019-20 school year is scheduled to be Monday, June 15.

Standardized Testing

The State of New Jersey has cancelled all statewide student assessments for the spring 2020 testing window. This includes Dynamic Learning Maps (DLM).

Graduation Plans for 2020 Graduates

Plans are underway to conduct a virtual Graduation ceremony including the students participating remotely, families, and faculty members. It is scheduled for June 11 at 10am.

Addressing Potential Learning Loss

Because of the extended school closure, teachers and therapists will implement a procedure to conduct a re-baseline of all current IEP target within the first 10-days for each student who returns to school on-campus. The students IEP Goals and Objectives are written in a SMART (Specific.Measurable.Attainable.Relevant.Time-based) format. For each IEP objective there is a corresponding teaching procedure, mastery criteria, and appropriate measure of rate of student

performance over time that is located in each student's individual program book that is maintained in each student's classroom. Using this information, teachers and therapists can efficiently determine a beginning point for each IEP objective, and gather additional information as needed.

Preliminary Outline-Extended School Year-

All students at the SEARCH Day Program (including SDP-Marlboro) participate in an 8 week, 5 days per-week, full-school day extended school year (ESY) program. In essence, the ESY addresses all IEP goals and objectives in a manner that permits the student to sufficiently retain skills and reduce the need for excessive instructional time and recoupment of lost skills in the subsequent school year. Any decision regarding the reopening of schools will be done after the NJDOE permits schools to return to on-site in-person instruction, otherwise the remote learning plan will continue for the Extended School Year as written, with modifications as necessary to meet any additional mandates or requirements. Below are two preliminary plans (Plan A, Plan B) which are potential campus re-opening plans and subject to change or modification based on NJDOE guidance, CDC guidance or governors executive orders, etc.

Plan A

50% of students on campus with early dismissal (8:45-12:45) and 50% of students continue to participate in virtual and remote instruction.

100% of faculty on campus to learn social distancing practices; provide on-site and remote instruction; receive additional in servicing on school practices regarding social distancing, virus protection and prevention, etc.

Continuation of SDP home behavior consultation program as indicated in student IEP to provide direct **in-home** supports. This would primarily be a means to reduce challenges to remote instruction for individual students. Using the principles associated with social distancing, effective virus reduction, and under the guidance of the school nurse, school principal and supervisor, this program would provide support to students and parents to effectively use remote instruction while in the home; to effectively provide behavioral support; and provide effective communication systems for students who require it.

The school has acquired sufficient Personal Protective Equipment (PPE) and medical supplies, such as facemasks and face shields, hand sanitizer and hand soaps, thermometers, plastic gloves, and specially formulated disinfectants to conduct operations on-site

Ensure students arrive into classrooms/halls/sidewalks clear prior to having bus line-ups proceed for student arrival and departure.

When classes and students pass in hallway, prompt students to walk along the walls.

Classroom transitions limited to 1-2 per day

Re-design of classrooms to maintain 6 foot spacing of student desks and all facing same direction.

Prepare designated individual student materials rather than shared materials in classrooms and common areas (life skills materials, pre-vocational materials, etc.

Physical education considerations: space equipment in fitness center at least six feet apart; all equipment facing same direction; plan outdoors activities.

Occupational and Speech Therapy conducted in classroom to the greatest extent possible to avoid unnecessary transitions and focus on classroom related skills for students.

Maintain a supply of hand sanitizer, wipes for all offices and school classrooms.

Minimize rotation and movement of faculty across classrooms for coverage.

Close swimming pool operation for season.

Consider addition bicycle riding time for students (with cleansing period)

All common areas, such as school store, fitness center, self-management rooms, locker room, and media center will be sanitized between classes, and individual uses per CDC guideline regarding sanitation products.

Teaching programs in place to encourage students to wear face coverings and masks during school day.

Nursing and health office plan in place for ensuring school employees and students are health and symptom-free, such as temperature checks, questionnaires, separate virus area, hand washing protocols, etc.

Revised school student illness and dismissal policy will be in place to clarify school health office expectations when a student is ill

Revised School Visitor plan will be in place

Parent drop-off and pick-up to be arranged from school visitor parking.

Contingency plan in place in the event of a direct exposure

Teachers will prepare "Remote Instruction Go-Kits" to include instructional materials, such as prepared materials and supplies, sufficient to efficiently return remote instruction in the event of a subsequent Health-Related School Closure.

Plan B

Continuation of SDP home behavior consultation program as indicated in student IEP to provide direct **in-home** supports. This would primarily be a means to reduce challenges to remote instruction for individual students. Using the principles associated with social distancing, effective virus reduction, and under the guidance of the school nurse, school principal and supervisor, this program would provide support to students and parents to effectively use remote instruction while in the home; to effectively provide behavioral support; and provide effective communication systems for students who require it.

Central and School Business Office

Our central and school business office has and will continue to remain open during school hours.

Karen Rauch-Office Manager -krauch@searchdayprogram.com. (732) 531-0454 ext. 101

Monique Bonnier-Business Manager- mbonnier@searchdayprogram.com. (732) 531-0454 ext. 103

If you need additional detailed information or have any questions, please do not hesitate to contact Kathy Solana, ksolana@searchdayprogram.com or Michael Carpino at mcarpino@searchdayprogram.com.

Kathy Solana
Executive Director
SEARCH Day Program

ADDENDUM 1

Sample Remote School Day Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Breakfast / Down time				
9:00-9:15	Index Cards				
9:15-9:30	Manding Training/ Attention: Food	Manding Training/ Attention: Activities	Manding Training/ Attention: Food	Manding Training/ Attention: Preferred items	Manding Training/ Attention: Food
9:30-9:45	Index Cards				
9:45-10:00	Responds to name- eye contact				
10:00-10:15	Index Cards				
10:15-10:30	Responds to “come here”				
10:30-10:45	Index Cards				
10:45-11:00	Manding Training/ Attention: Food	Manding Training/ Attention: Activities	Manding Training/ Attention: Food	Manding Training/ Attention: Preferred items	Manding Training/ Attention: Food
11:00-11:45	Lunch *Gross motor movements *responds to name- eye contact *worksheets				
11:45-12:00	Index Cards				
12:00-12:15	Plays with a toy correctly				
12:15-12:30	Index Cards				
12:30-12:45	Respond to hi/bye using device				
12:45-1:00	Index Cards				

1:00-1:15	Responds to commands appropriately				
1:15-1:30	Index Cards				
1:30-1:45	Waiting	Waiting	Waiting	Waiting	Waiting
1:45-2:00	Index Cards				
2:00-2:15	Plays with a toy correctly				
2:15-2:30	Index Cards				
2:30-2:45	Interruption/ Transitions				
2:45-3:00	Index Cards				

ADDENDUM 2

List of Essential Employees by Job Title

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category	Hours per Day	Remote	Onsite
Administration	Executive Director	Manages all aspects of the school. This includes responsibility for program planning and implementation, budget development and implementation, maintenance, capital projects, personnel, insurance and legal matters and policy development and implementation. Participates in various webinars and literature regarding new state and federal mandates associated with COVID-19. Has	1	8		x

		daily contact with admin., faculty nurse directors of special services and DOE.				
	Business Manager	Set up all funds as separate companies each year. Maintain accrual General Ledger. Prepare annual 990 tax return. Prepare all quarterly financial reports. Prepare annual audit. Prepare employee contracts. Enter cash receipts and disbursements in compliance with DOE. Prepare annual budgets. Establish and maintain subsidiary receivable and payable ledgers. Participates in all updates from medical insurance regarding COVID-19 changes, legal mandates that effect school and personnel.	1	8		x

	Principal	Develops and administers the supervision and operation of the school. Evaluates and recommends curriculum and materials. Develops curriculum. Provides guidance and support to faculty. Designs PD for faculty. Oversees student assessments. Supervises school health/safety plan. Anti-bullying coordinator. During the closure, our Principal is remote meeting with faculty, parents and case managers and carrying out his regular duties, including IEP's. Our principal has been in contact with Monmouth County Regional Health Commission for updates on COVID-19 and he continues to share this information with staff and families.	1	8	x	
	Supervisor	Supervises all faculty. Runs daily remote meetings with faculty, including IEP's. Responds to parents and faculty via phone, email, zoom. The Supervisor serves as the Intake Coordinator. Develops professional development. Develops curriculum.	1	8	x	

		Provides family and staff with up to date COVID-19 information. Provides support to families and faculty.				
Office Staff	Office Manager/Secretaries	Supports faculty. Schedules IEP's. Records student & staff attendance. Maintains files and records. Troubleshoots tech issues. Typing, setting up forms for new school year. Completes DOE reports and student contracts. Orders supplies. Opens, records and distributes mail. Creates income sheet for accounts receivable. Participates in admin. meeting updates regarding COVID-19. Provides on-line support to faculty and admin.	3	7.5	x	x
Bookkeeper	Bookkeeper	Distributes payroll. Voucher accounts payable. Enter payroll. Pays bills. Make bank deposits.	1	7.5	x	x
Maintenance	N/A	N/A	N/A			

Custodial	Maintain buildings and property	Clean and disinfect school buildings. Receives deliveries. Coordinates annual inspections. Makes recommendations to director regarding needed repairs. Lead testing, as required. With COVID-19, has worked closely with nurse and Department of Health to ensure all cleaning products are sufficient.	2	8		x
Technology	Paradigm Pioneers	Contracted Service	1	on call		
Food Service Personnel	N/A	N/A	N/A			
Teacher	Classroom Teacher/Phys Ed. Teacher	All teachers are sending home daily and weekly lessons using email, IXL Learning, etc. For some students, instructional materials were sent home to supplement lessons and activities. Teachers are making daily contact with parents via email and/or teleconferencing. They are working 8-3 remotely and the remainder of their time is devoted to prep and team meetings. They are continuing with IEP meetings via Zoom. They are remote meeting with 1:1 and regular aides to ensure all supports, research,	14	7.5	x	

		documentation and materials are provided to the teacher and to keep all aides up to date on student.				
Teacher Assistants and 1:1 Aides	Teacher Aide	All teacher assistants and 1:1 aides are working remotely to assist teachers in supporting student and parents during remote instruction. They help to identify and guide individual student activities under guidance from the teacher. Due to the needs of our students, a high volume of teacher-made and classroom-made materials are used by students and parents during remote instruction. In addition, all teaching assistants are participating in remote RBT training and remote classroom meetings. Our 1:1 aides are assisting teachers with specific students assigned while also working with regular	46	7.5	x	

		teacher aides in gathering materials and providing to teachers and families.				
Nurse	Nurse	Our nurse is continuing to work with our families and faculty in answering their questions, especially related to COVID-19 and developing remote learning modules. The modules address mandated and other school related health professional development activities. She continues to prepare IHP's for students as remote IEP's are conducted. Our nurse has been in contact with the Monmouth County Regional Health Commission on a continuing basis. She provides all faculty and parents with the most up to date information and	1	7.5	x	

		guidance regarding COVID-19. Our nurse has been instrumental in working with admin in coordinating all questions with local health officials and CDC info.				
Related Services	Speech/OT	Providers are making contact with parents and students via email, phone and/or teleconferencing, according to individual student IEP requirements. They are expected to work each school day with assigned caseload and our students to design individual instruction plans to implement remote instruction. They are participating in remote IEP's via Zoom. They are providing documentation as mandated by SEARCH Day and DOE.	6	7.5	x	

BCBA	Behavioral Support	<p>BCBA's are coordinating with teachers to support professional development activities for teacher aides and 1:1 aides to supplement their classroom and student responsibilities during remote instruction. They are participating in individual consultations and IEP's with parents and caregivers remotely using email and Zoom. The behavior analysts are maintain a log of their contacts, discussion points and date(s) of contact. They have proven to be a great asset to all faculty, admin., parents and children that we serve and support.</p>	3	7.5	x	
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