

## **REED Academy - Closure Plan**

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 exposure to educational material 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.

### **Equitable Access to Instruction**

- Demographic profile: All 40 students currently enrolled at REED Academy have an autism diagnosis and are sent 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 components of this plan are individualized based on student/family needs.
- All families are known to speak/read English.
- All families are known to have access to computing technology which includes internet access.
  - All families already had or have created Google accounts and have provided this information to the staff at REED.
  - A separate and secure shared drive has been created in Google "Alternate Education" and files are shared on a file-by-file basis with family members as appropriate.
  - Any difficulties with access will be addressed on an individualized need by the school's Director of Curriculum & Technology.

### **Addressing Special Education Needs**

#### **Implementation of Educational Programming**

- Goals and objectives in the students' IEPs are implemented to the maximum extent possible given the remote learning environment.
  - Supports for families 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 (Areas such as: *Expressive/Receptive Language, Math, Reading, Leisure & Play, Self-Care, Social Studies, Social Skills, Health & Safety, etc.*)
  - List of mastered targets
  - Suggestions for mastered independent leisure activities

- For annual review meetings held during this time of remote instruction, the following procedures will be used to develop new goals and objectives:
  - 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.

### **Progress Monitoring**

- 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 Catalyst, REED's electronic data collection system, is provided which contains detailed information regarding current programming and operational definitions for behaviors targeted for reduction.
- Staff complete daily logs of interactions with students/families.
- Related service providers document services provided to students.
- Students' case managers are provided with a progress report at the end of the marking period.

### **Remote Meetings**

- 30-day reviews, annual reviews, re-evaluation planning meetings, and eligibility meetings are to 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 Director of Curriculum & Technology.

### **Implementation of Educational Services**

- Daily video-based interaction via Google Meet is offered to all students between the hours of 9:00am and 2:45pm.
- 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 us to consider for their child's alternative education.
- In addition to these services, parents continue to receive consultative services in the form of daily emails and calls/video conferencing as appropriate.
- Responding to communication by REED staff is a requirement of participating in alternative education services through REED.

### Direct Instruction

- In order to participate in direct instruction sessions, the typical requirement will be the student being 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.
- The student's instructor leads the session.
- Instructors are trained in various procedures to ensure attending and increase correct responding. Therefore, the instructor will 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.
  - The instructor may also request that parents assist in this matter (e.g., provide the child with a brief break).
  - 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 based sessions (e.g., Applied Behavior Analysis, Reinforcement, Prompting, etc.)
- As appropriate, the child's classroom consultant and/or SLP 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 Catalyst
  - Support for transition back into school setting, when appropriate

### **Attendance**

- Attendance is completed via a Google Form daily by parents to indicate that students are present. Present is defined as working on tasks, interacting with school staff, receiving training, or engaging with consultative supports.
- 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 2019-2020 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.

### **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.
- A continuation of the action plan implemented during the school year in terms of implementation of educational programming across all relevant skills areas (including academics, self-care, and vocational) and format will be executed.
- 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.
- Remote learning will be provided during the scheduled 30-day ESY according to the school calendar.
  - Dates: 7/6/2020 - 8/14/2020
  - 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. Currently, REED Academy has one student that is aging out after the 2019-2020 school year. We have discussed a postponed ceremony for this student for the Fall.

**Essential Employees**

- Jill Nadison - Executive Director
- Leah Farinola - Principal
- Kelli Fowler - Director
- Joseph Novak - Director/SLP
- Seema Taylor - School Nurse
- 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