THE FORUM SCHOOL
Public Health-Related School Closure
Preparedness Plan

Introduction

The purpose of The Forum School Public Health-Related School Closure Preparedness Plan is to outline the measures taken to ensure students will continue to receive instruction in the event of long-term school closures as a result of a public health emergency. The plan outlines protocols developed to ensure student safety, establish ongoing and open lines of communication with students and their caregivers, and ensure continuity of instruction and equitable access to education.

This Public Health-Related School Closure Plan is an addendum to The Forum School's Emergency Management Plan.

Procedures for Closure

- The Director/Principal will summon the Crisis Management Team to develop a schedule for the closing of school.
- The Director/Principal will contact families via the school messenger system or telephone to announce the school closure.
- The Director/Principal will notify the County Office of the closure.
- The Forum School transportation coordinator will notify all busing companies of the closure.
- The Director/Principal and the staff of The Forum School will collaborate to establish an instructional plan for each student during the closure. Instructional plans will reflect and support the goals and objectives outlined in each student’s Individual Educational Plan (IEP).

Continuity of Operations Responsibilities

Director/Principal

- Maintains authority over all school closures and crisis management plans.
- Communicates with the media and the school community.
  - Utilize Community Safe system, email, SMS, District website, and social media to keep the school community informed.
  - Update The Forum School website with information related to the health-related school closure.
- Maintain protocol for personnel polices appropriate for both possible long and short-term duration of student and staff absences.
- Support faculty/staff physical and mental well-being.
- Develop plans for cross-training for "core" and "essential" jobs.
Supervisor – Curriculum and Instruction

- Coordinate plan for continuity of academics and student learning.
- Ensure that instructional materials for each New Jersey Student Learning Standard are available and designed to support remote learning for up to two weeks or longer, if necessary
- Support teaching staff members who will be developing and delivering remote learning instruction and assessments.
- Ensure that hard copies of material are available for students who have limited internet access
- Monitor student engagement in online learning platforms

School Nurse(s)

- Coordinate with the Principal to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Principal, the school physician, and the County and State health officials.
- Monitor both student and staff absences.
- In the case of medically fragile students, the school nurse with work with families and care agencies to facilitate continuity of services
- Assist in altering the preparedness plan as necessary
- Develop new policies and protocols to prepare for safe re-entry into school when allowed

Food Service Staff

- Maintain the food service environment including serving stations, food storage areas, and food preparation areas.
- Cleaning and sanitizing of kitchen and all cafeteria tables
- Continue to correspond with and maintain logs required by Child Nutrition
- Engage in required Child Nutrition professional development opportunities
- Follow CDC recommendations regarding food service when reopening occurs
- Consult with administrative and nursing staff to develop planning for food service delivery upon reopening, including plating and delivery of meals to classrooms
- Research, budget, and place orders for disposable food service items

Custodian(s)

- Take appropriate measures to minimize, to the greatest extent possible, the risk of health related transmission in the school facilities with vigorous cleaning policies and practices which include, but are not limited to, on a daily basis:
  - Filling of soap and hand sanitizers
  - Ensuring all paper towel holders are filled and functioning at all times
- Sweeping and wet mopping of all floors
- Vacuuming of rugs
- Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
- Cleaning and sanitizing of bathrooms — toilets, sinks, walls, floors
- Cleaning and sanitizing of cafeterias — tables, chairs, food lines
- Cleaning of vents
- Wiping down and sanitizing all walls
- Continue to monitor building systems throughout closure
- Schedule and oversee continued regular maintenance of facility systems (HVAC, water treatment, pool, landscaping)
- Complete temperature and maintenance logs for kitchen equipment
- Inform Director/Principal of any building issues requiring attention
- Maintain routine maintenance, as needed
- Engage in periodic sanitization of entire facility during closure

**Continuity in Curriculum and Instruction**

In the event The Forum School receives a recommendation or directive by either NJDOH or the health office of the jurisdiction to institute a public health-related closure or a closure is ordered by the County Superintendent or the Commissioner of Education, The Forum School will provide students with meaningful and relevant home instruction aligned with students’ IEPs and individual functioning levels through multiple methods. All instruction and services will be provided as outlined in the IEP to the greatest extent possible. These methods include, but are not limited to:

- Online instruction via Google Classroom and Zoom
- Blended learning through the IXL instructional platform
- Supplemental online programs
- Collaborative instruction with caregivers
- Services provided through the students’ home districts
- Printed materials sent home
- Telephone conferencing
- Collaboration with case managers in sending districts

To ensure **equitable access** to instruction for all students, including those who may have limited or no availability to the internet, the following additional measures will be taken to support students engaged in remote learning:

- Students/families will be surveyed to ascertain their level of access to technology
- Hard copies of assignments with directions will be available for each student as needed
- Workbooks and other resources will be prepared for each student, go-bags of school supplies prepared and sent home
- Parents/guardians will have the opportunity to collaborate with their child’s teacher during the normal school working hours through phone or email
• Teachers will have the resources to mail work directly to the students (envelopes, postage, mailing addresses)
• Technology needs will be intermittently assessed throughout the closure to determine changing needs
• Devices will be prepared and hand-delivered to students if is determined there is a need
• Teachers will monitor engagement in online learning platforms and reach out to parents to see if there are technology needs if engagement level changes.
• Director/Principal will periodically remind parents to reach out through email or main office if they need a device for student use to assess evolving needs.
• The Forum School’s Technology Coordinator will be available for parent support in accessing online instruction during normal operating hours.

Demographics
• Student population is 100% students with disabilities
• Based on on-going technology needs surveys, we have hand-delivered devices (iPads, Chromebooks, laptops) to approximately 15% of our 71 students (as of 5/22/20)
• We receive students from the following Sending Districts:
  o Bayonne
  o Bloomfield
  o Cliffside Park
  o Clifton
  o Cresskill
  o Englewood
  o Fair Lawn
  o Fort Lee
  o Hackensack
  o Hasbrouck Heights
  o Hawthorne
  o Hoboken
  o Jersey City
  o Leonia
  o Little Ferry
  o Mahwah
  o Maywood
  o Midland Park
  o New York City
  o North Bergen
  o Northern Highlands
  o Nutley
  o Pascack Valley
  o Paterson
  o Pompton Lakes
  o Ramapo Indian Hills
  o Ramsey
  o Ridgefield Park
  o Ridgewood
  o River Dell
Classroom Teachers
- Classroom teachers will post daily assignments in Google Classroom or email to parents on a daily basis.
- Teachers will schedule group “check-ins” and lessons as schedules permit.
- Teachers will assign assistants to work with students in “break-out” sessions for support as needed.
- Specials (art, music, physical education) will send out assignments through classroom teachers.
- Direct instruction will be provided with consultation from parents in terms of modality and scheduling. It will be flexible and adaptable so as not to overwhelm our unique population of learners and/or their caregivers who also may be working from home, managing the household, and assisting other children in the household.
- Record and/or log daily assignments and the approximate amount of time it should take the student to complete activities for all independently performed classwork assignments.

Teaching Assistants
- TAs will initially engage in a period of professional development to build their ability to support our students’ behavioral challenges.
- TAs will support classroom instruction through remote platforms as assigned by the classroom teacher.
- TAs will provide academic, social, and behavioral support during on-line learning activities.
- TAs will support teacher instruction by gathering and creating materials needed to support student learning.
- TAs will deliver supplies to students, as needed, through “no contact” delivery following all safety-protocols, including masks, gloves, and other means of sanitization of materials.

1:1 Teaching Assistants
- 1:1s will continue to support student learning by providing academic, social and behavioral support during on-line learning activities.
- 1:1s will provide their assigned students with support during direct instruction.
- 1:1s will provide their assigned students with pre-recorded videos for review and retention of previously learned concepts under teacher direction.
- 1:1s will provide their assigned students with social-emotional learning support throughout the closure to keep positive momentum with behavioral gains.
**Length of Day**

- Instruction differentiated to meet the unique learning needs and styles of our diverse population of students
- As an “ungraded” program, the remote learning strategies utilized by each class take into account the unique learning challenges of each group of students, adapting the lessons and materials, and expectations, based on the ability of the individual students to engage in this type of learning
- To that end, daily instruction will incorporate the following: printed materials, face-to-face instruction, pre-recorded videos, online learning platforms, hands-on materials and manipulatives, and/or any other methodologies or means necessary to achieve students success within the parameters delineated in the individual student’s IEP
- Instruction will take place between the hours of 9:00-2:30, and will involve face-to-face instruction, independent work, engagement in pre-recorded videos, hands-on activities, 1:1 instruction, small group instruction, and/or whole class instruction dependent on the students ability to engage and the level of support available to the student
- Between the hours of 9:00-2:30 teachers and support staff will be available to the students and their family members for instruction, support, clarification of directions, feedback on assignments, 1:1 assistance, and technical support

**IEP Implementation**

- All instruction is aligned with IEPs
- Teachers and related-service providers document all goals and objectives addressed through assigned activities in daily logs
- Progress measured through various methods, including but not limited to, direct observation, assignments submitted through online platforms, emailed assignments, assignments mailed through SASE provided to parents, student presentations through video, reports generated through online platforms such as IXL, and/or any means the instructor deems appropriate and/or necessary to gauge student success
- Accommodations and modifications are implemented as required based on instructor’s knowledge of the student with adaptations made to account for factors due to distance learning

**Related-Services**

- Individualized work packets sent home to the students for initial 2-weeks, and as needed moving forward
- Phone consultation with students and families
- Online, teletherapy, and telephone activities, as permitted by NJDOE regulations
- All related-service providers will keep logs including dates of service, times, delivery method, and objectives addressed. Therapists will also keep a record of any printed materials assigned to students.
Determination of Compensatory Services

- Upon return from the closure, students will be assessed to see what, if any, level of regression occurred as a direct result of the closure based on the most recently completed assessment of skills to determine if any compensatory services are warranted.
- If it is determined regression has taken place as a result of the closure, a meeting with be held with the IEP team to determine the required compensatory services. If no regression has occurred, it will be determined that compensatory services are not warranted.

Child Nutrition Program

- Provision of free and reduced lunches will be arranged in cooperation with the students’ sending districts.
- Parents of students eligible for free or reduced lunches will be provided with pick-up locations in their Sending District

Social-Emotional Well-Being

- Resources and links will be sent home for online resources for students AND parents
- Weekly check-ins by school counselor, BCBA, social worker and/or nurses
- Mindfulness resources for staff
- Yoga and movement videos posted online and on social media
- Daily message sent out by Principal
- “Chats” with Principal for students and/or parents
- Staff meetings via Zoom

Provisions for Annual Review and IEP Meetings

- All meetings will be scheduled through the Director/Principal who will maintain the “Master calendar”
- Director/Principal will provide teachers, related-service providers, and office manager with all scheduled Annual Review/IEP dates so that Distance Learning schedules can be adjusted accordingly to allow for participation
- Director/Principal shall serve as liaison with Child Study Team case managers and facilitate scheduling, including providing case managers with email addresses for all staff participating in meetings for the purpose of sending evites
- All Forum staff will participate in meetings through each District’s preferred means (i.e. Zoom, Google Meet, telephone)

Attendance

- For students capable of logging in independently:
  - Students will be marked present if they log in to one or more remote platforms on a given day (i.e. Google Classroom, IXL, Zoom)
  - If students do not log in, classroom teacher will contact parent to ascertain if student is engaging in schoolwork and why they have not logged in.
  - If teacher is unable to verify participation, or parent indicates student is not participating, student will be marked “Absent”
- For student unable to log in independently:
Teacher must receive verification from parent that they have received daily assignments for student to be marked “Present”
- If teacher does not receive verification, they will follow-up with parent through repeat email and/or phone call.
- If teacher is unable to verify participation, or parent indicates student is not participating, student will be marked “Absent”
  - Letters will be sent to Districts pursuant to NJAC for all students marked absent 5 consecutive days
  - When a teacher suspects a student is not engaging in daily schoolwork, follow-up calls to parent will be made by Forum support staff and/or administration, including nurses, BCBA, counselor, social worker, Supervisor of Instruction, and/or Director/Principal
  - Director/Principal will contact Sending District case manager assigned to student when repeated failed attempts to engage student in learning are noted or there is a pattern of missed days
  - Students will be expected to adhere to any District attendance policies per their IEPs
  - Attendance issues which impact upon performance will be discussed on a case-by-case basis with the Child Study Team to determine what, if any, impact they will have on decisions affecting the student

Communication with Sending Districts
  - Director/Principal will send out bi-weekly emails to all Directors and/or Supervisors of Special Services in Sending Districts to provide general updates
  - Administrative, instructional, and/or support staff will reach out to individual case managers to bring any issues and/or concerns to their attention, especially regarding participation and/or lack of parent response
  - Distance Learning Plan will be posted on the school’s website www.theforumschool.com
  - Copies of daily “Parent Update” emails and information will be posted on the school’s website www.theforumschool.com
  - Distance Learning Plan emailed to all Directors/Supervisors of Child Study in sending districts on 5/22/2020 and subsequently if there are any changes required at the suggestion of the County Office or due to NJDOE Regulations

Parent Communication
  - Instructional Staff will maintain daily communication with parents through email, phone calls, and/or posting assignments/announcements on Google Classroom
  - Director/Principal will email parents daily through Community Safe messaging system
  - Support services (nurses, social worker, BCBA, counselor) will make weekly “wellness” calls to every family
  - Parents will be invited to have Zoom and/or phone call with the Director/Principal to address any issues that may arise
Extended School Year
The Forum School will offer its ESY Program on the following dates and times:

- July 1 – 30, 2020 (closed July 3)
- Hours 8:45-2:45 Monday – Thursday, 8:45-1:00 Fridays and July 30

In the event school is not allowed to resume on-site classes for the ESY Program:

- The Forum School will continue to follow the previously outlined Distance Learning Plan
- Instructional Staff will log in for instruction and student support from 8:45-2:45 Monday – Thursday, and 8:45-1:00 Fridays and July 30
- Students will engage in courses of study following the goals and objectives outlined in the IEPs to prevent regression and decrease recoupment times
- Classes will engage in a dynamic and fluid instructional day, including specials (art, music, physical education), virtual field trips supporting content area studies, and online platforms
- Related-services will be provided via video platforms for speech, occupational therapy, physical therapy and counseling as outlined in IEPs
- Health-and-wellness checks and social-emotional learning topics will be covered by nursing staff, BCBA, counselor, and social worker
- Teaching Assistants and 1:1s will continue to support on-line learning as defined above

In the event school is allowed to resume on-site classes for the ESY Program:

- Considerations and added precautions will be put into place following CDC Guidelines
- Nursing staff will develop policies and procedures following requirements as issued by the health department
- Lunches will be delivered to individual classrooms to prevent large groups from eating together in the cafeteria
- SLEs will be conducted “in-house” for the ESY Program to limit interactions with the public and prevent exposure
- Specials will be held in “homeroom” classes to prevent the sharing of materials between large groups of students
- Physical education will be held outside to the greatest-extent possible. When indoors, materials will not be shared between classes without disinfecting
- Off-grounds field trips will be prohibited

Graduation
- Six students slated to graduate
- Outdoor ceremony to be held in July to provide closure to students and families
- Immediate family members residing in graduates household only
- Social-Distancing Guidelines to be followed
- Adherence to all DOE and DOH Guidelines, and as allowable by Executive Order
Additional Considerations

The diverse learning styles and communication needs of all of our students will be considered when planning remote learning activities. Students that cannot independently engage with online learning platforms will be provided with hardcopies of assignments and related materials, manipulatives, and hands-on learning activities using common household items.

For students whose primary caregiver’s native language is not English, Google translator will be used to translate daily communications and directions from teachers and will be sent via email to caregivers if a translator is not available.

Prior to closing, the school nurse or designee will contact all parents of students receiving controlled substances in school to see if they want medication sent home.

Classroom teachers will keep a daily log of communications and assignments, including the corresponding standards and the approximate amount of time each activity should take the average student in their class. A record of such should be printed and submitted with the teacher’s daily lesson plans.

Copies of all correspondence sent to parents regarding our response to COVID-19 will be posted on the school’s website www.theforumschool.com.

The Forum School will work with caregivers and Child Study Teams to provide continuity of instruction for those students that are unable to return to school once a re-opening date is established.

A COPY OF THIS PLAN AND ANY ADDITIONS OR MODIFICATIONS WILL BE SENT VIA EMAIL TO THE BERGEN COUNTY OFFICE OF EDUCATION, AS WELL AS POSTED ON THE SCHOOL’S WEBSITE www.theforumschool.com

END OF PLAN