



## HEALTH-RELATED SCHOOL CLOSURE PLANS

In the event of a public health-related school closure, HollyDELL School will implement the following health related closure plan, in accordance with the NJ Department of Education and the NJ Department of Health guidance and guided by N.J.A.C. 6A:16-10.1. The safety and health of our students is a primary concern as our students have significant medical challenges. During a Health-Related Closure, the agency will request guidance from the Gloucester County Department of Health to assist us with decisions related to the complex medical conditions and physical needs of our students.

HollyDELL will provide, to the best of our capabilities, equitable access to instruction for all students. The platforms for remote learning will vary based on each student's situation with special attention given to maximizing student growth and learning. Given the varying levels of support our students require and may or may not have access to in a home-based setting, we will provide them, to the best of our ability, the school instructional related items, technology, assistive devices, sensory tools, positioning equipment, etc. to attain progress toward their individual goals and objectives. HollyDELL staff will work diligently with each family to maximize learning for their child in a new environment and different routine.

Communication and collaboration among staff disciplines is essential in treating the whole child. Department and inter-department meetings are held weekly or bi-weekly via virtual platforms.

### DEMOGRAPHIC PROFILE

HollyDELL provides special educational and related services to 56 students with severe developmental disabilities. The majority of students have multiple disabilities with a high concentration of individuals with chronic medical and physical conditions. HollyDELL serves students from 27 sending school districts from Gloucester, Camden, Salem, Cumberland, and Atlantic counties.

Our current demographics are:

- 7 students classified as preschool
- 47 students classified as multiply disabled,
- currently no homeless students
- 15 students from a low socioeconomic
- None of our students are English Language Learners

HollyDELL's average class size is eight students. The range is 5 - 10 students.

### SPECIAL EDUCATION: DELIVERY OF INSTRUCTION - REMOTE LEARNING

Interventions will be consistent with the goals and objectives identified in each student's IEP. New methodologies in the world of remote learning are evolving daily. HollyDELL will utilize the most appropriate learning approaches for each individual student. It is a fluid plan making upgrades and enhancements when warranted.

Areas of concern:

- enrollment predictions; budget implications
- parental declination regarding school participation
- district decisions; contracts sent to districts to determine District participation
- the use of one to one assistance and classroom assistance will be discussed
- changes in tuition rates as a result of staffing changes

### TEN-MONTH PROGRAM

#### Teacher Responsibilities – Remote Learning

- All students will receive instruction appropriate to each child's grade level and IEP goals and objectives, making adaptations, accommodations and adjustments on an ongoing basis to maximize learning.
- Teachers will conduct an array of instructional interventions including 1:1, small group and large group.
- Binder(s) of instructional materials (worksheets, activities, etc.) specific to the individual needs and abilities will be provided as outlined in each student's IEP.
  - Instructional materials will focus on academic content areas for a specified amount of time based on the circumstances.
  - This would include the main subject areas of English Language Arts, Mathematics, Social Studies, and Science lessons and at times other activities of relevance such as music, art, media, etc.
  - Create live and recorded lessons on a web-based platform, appropriate for each student.
- **Attendance:** Teachers/Assistants will do daily check-ins with students and families via email, phone, text, etc. Method of contact will depend on availability of resources within each student's home, and parent/guardian preference. Teachers and related service providers will receive a current list of parent emails and phone numbers for reference.
  - Daily check-ins will count toward documentation of student attendance.
- Teacher will include classroom assistants/paraprofessionals in virtual lessons, as warranted.
- Teachers will maintain data toward each student's IEP goals and objectives that are targeted.
- Teachers will inform administration if a student is unavailable for learning for more than 3 consecutive days without cause. District case managers are provided written notice by the nurse if a student is not available for remote learning for a span of 5 consecutive days.
- Maintain a daily log of tasks completed.

## Therapist Responsibilities – Remote Learning

- Teletherapy will be provided via web-based platforms by the Physical, Occupational and Speech/Language Therapists. One to One assistants may be included in teletherapy sessions. Sessions will be one on one with a parent or guardian present.
- Therapists may provide exercise plans, sensory protocols, activity worksheets/suggestions, etc. in student binders.
- Therapists will maintain data toward each students' IEP goals and objectives that are targeted.
- **Attendance:** Check-ins will occur with families weekly, based on the frequency of mandated services within each student's IEP. This can take place via email, phone, text, etc., and will count toward documentation of student attendance.
- Related service providers will receive a current list of parent emails and phone numbers for reference.
- Consultation with equipment vendors.
- Completion of SEMI logs.
- Maintain a daily log of tasks completed.

## EVIDENCE OF PARTICIPATION/PROGRESS

HollyDELL staff realizes this is a collaborative effort between the staff and the family, recognizing the challenges a family faces during a health crisis. The staff will be cognizant and tolerant of mitigating issues that may impact a family's involvement.

Completion of assignments/activities:

- Parents will be requested to acknowledge (initial and date) student completion of activities. This will also count toward documenting student attendance.
- Teachers and Assistants will record daily contacts.
- Teachers and Assistants will track progress on objectives through observation
- Staff will optimize, through communicative platforms, progress observed by parents/guardians.
- Explore new learning avenues and virtual educational platforms.
- Ongoing discussions with parents regarding the effectiveness of the virtual intervention strategies.

## COLLABORATION WITH SENDING SCHOOL DISTRICTS

- Maintain regular communication via email, telephone, texts and mail regarding student needs/concerns/issues.
- Response to case manager inquiries will be done in a timely manner within 48 hours during the work week.
- Communication will be initiated with school districts regarding important issues such as attendance, medical concerns, family issues
- Five-day absence letters will be reported to the district case manager.

## ADMINISTRATIVE RESPONSIBILITIES

HollyDELL administrators will be working from home during the health-related school closure however, their responsibility will continue and will include but not limited to the following:

- Administrators will check-in with teachers/related service providers daily for student/family updates and to address issues, as needed.
- Administrators will also provide additional contact information, as it is available, for parents/families to address questions/needs/concerns.
- District case managers are provided written notice by the nurse if a student is not available for remote learning for a span of 5 consecutive school days.
- Technology is essential in HollyDELL's learning environments. On a regular basis, AAC devices, physical therapy equipment, internet access, iPads, computer adaptations, access switches will be assessed, and items provided when feasible and applicable.
- Interpreters will be provided as mandated by the student's IEP.

## DIGITAL DIVIDE

In March, the families were surveyed via phone regarding their access to technology, internet capabilities, and technology needs in the home to be used for remote/virtual learning. As a result of the survey, equipment and technological devices were sent home. Items were purchased where necessary. The needs in the home are regularly monitored and new items are made available when warranted. Most of our students are unable or struggle with paper/pencil tasks making access to computer-based platforms a necessity whether learning is site-based or remote. As a result, many of our families had access and platform availability prior to the pandemic.

Most HollyDELL students rely on an array of technology for their communicative and mobility needs. The majority of our students use a form of mechanical mobility including specialized walkers, manual and power mobility combined with an advanced form of augmentative communication. All of our students have access to technology whether the devices, such as an iPad and TobiiDynavox come from the sending district or from HollyDELL. Our students require additional access technology such as switches, eye gaze systems, mounting devices, positioning equipment, etc. In addition, we assist families in helping the students acquire augmentative devices to function in their environment including automatic pourers, remote light switches, electric scissors, etc. During remote learning each student is assessed for their technological needs and items as well software are provided in the home to assist with the learning process and access to the environment. If a family does not have internet access, our Social Worker works with the family to find ways to have internet connections in the home. Most of the time this is successful.

## EXTENDED SCHOOL YEAR

HollyDELL staff will work closely with each sending district and the Gloucester County Department of Health to determine the safe level of ESY participation. HollyDELL will adequately and appropriately provide educational and therapeutic interventions through remote learning following the same plan as our remote learning Ten-Month program. HollyDELL's ESY will continue addressing each student's IEP to assist each child to grow and learn in a manner that provides growth in targeted IEP areas.

## **HYBRID LEARNING** (facility-based and remote learning)

This approach would include traditional classroom-based instruction concurrent with the remote learning plan. Virtual lessons may be joined live or sent home to be done at a time convenient for the family. This approach causes significant challenges and concerns. This is the most cumbersome approach to implement with success and requires collaboration with each of our sending districts.

Challenges with this form of instruction include:

- district transportation
- staffing needs
- numbers of students attending
- possibility of half-day or split sessions
- budget implications
- family impact

## **ESL AND ELL**

Currently, HollyDELL does not have any students who require ESL or ELL services.

## **FACILITIES**

HollyDELL's buildings will be maintained and overseen by the maintenance staff in coordination with the Executive Director and/or designee. Staff entering the building during a health-related closure will require prior approval from administration and physical oversight by one of the maintenance staff. All facilities will be thoroughly cleaned, with guidance from the Gloucester County Department of Health.

HollyDELL School will continue to be in communication with NJ Department of Education and the Gloucester County Department of Health throughout the span of the health-related closure process. A "comfort room" will be provided in each building for ill individuals who need to be separated from others until they can go home.

## **OPENING OF BUILDINGS FOR LEARNING**

HollyDELL is working on a reopening of its physical facilities. Health and safety are a large concern and include the following:

- preparation of all physical space
- continued use of universal precautions
- securing personal protective equipment
- separate area for sick individuals including proper room ventilation
- social distancing
- staff screening and testing
- volunteers, visitors, contractors
- feeding protocols
- parental and staff surveys
- building cleanliness and sanitation
- technology for students and staff including multi users
- community based outings
- in class and therapy room-based instruction
- arrival and dismissal procedure
- emergency evacuations and shelter in place
- working from home

## **CONTACT INFORMATION**

### **Superintendent/Executive Director**

Gracanne Ryan 856-582-5151, ext. 308  
Mobile 856-981-9567  
gracanne@hollydell.org

### **Director of Special Education**

Kailyn Bonner 856-582-5151  
kailyn@hollydell.org

### **Supervisor of Special Education**

Maria Renzi 856-582-5151  
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## **MEALS**

HollyDELL does not provide delivery of meals during the Ten Month or ESY program due to the extreme feeding needs or NPO orders of many of our students.

## **GRADUATION**

Due to the severe medical fragility of our students, Graduation Commencement ceremonies will be held via a virtual platform or delayed until a later date that is deemed safe if virtual graduation is not permitted. Various forms of media will be utilized to highlight their accomplishments including but not limited to social media, printed material, posters, billboards etc.

## **WEBSITE**

On May 20, 2020 the Board of Directors approved HollyDELL's Health Related Closure Plans which is posted on the agency's website: [www.hollydell.org](http://www.hollydell.org)

HollyDELL's Health-Related closure plan will be shared with each current LEA and the Gloucester County Department of Health.

## HOLLYDELL ESSENTIAL STAFF AND DUTIES

TITLE	# of STAFF	DUTIES
EXECUTIVE DIRECTOR	1	COORDINATE WITH PRINCIPAL AND SUPERVISOR OF EDUC CONDUCT VIRTUAL IEP MEETINGS WHEN NECESSARY COMMUNICATION WITH PARENTS COMMUNICATION WITH DOH AND DOE OVERSEE THERAPISTS COORDINATE USE OF REMOTE LEARNING WITH IT COMMUNICATE WITH CASE MANAGERS COORDINATE WITH BUSINESS MGR BUDGETARY ISSUES CONDUCT REGULAR DEPARTMENT MEETINGS (VIRTUAL); COMMUNICATE, DISCUSS AND SHARE INFO WITH OTHER DIRECTORS
PRINCIPAL	1	OVERSEE HOME INSTRUCTION PLANS CONDUCT VIRTUAL IEP MEETINGS REVIEW IEP GOALS AND OBJECTIVES FOR 20-21 REVIEW PRESENT LEVELS OF PERFORMANCE TCHRS AND THERAPISTS COMMUNICATE WITH STAFF DAILY; PARENTS WHEN WARRANTED COMMUNICATE WITH DISTRICT CASE MANAGERS RESPOND TO CONCERNS OF STAFF AND PARENTS PARTICIPATE IN PRINCIPAL MEETINGS ATTEND RELEVANT WEBINARS PROCESS REFERRALS
SUPERVISOR OF ED	1	COORDINATE WITH TEACHERS' USE OF UNIQUE LEARNING (COMPUTER) OVERSEE TEACHERS COORDINATE NEEDS FOR LESSON PLANS REVIEW PRESENT LEVELS AND IEP GOALS AND OBJECTIVES CONDUCT AND PARTICIPATE IN IEP AND DEPT MEETINGS PARENT COMMUNICATION VIA TEXT, VOICE CALLS, EMAIL COMMUNICATE WITH CASE MANAGERS OVERSEE HOME INSTRUCTION PLANS
TEACHERS	7	IMPLEMENT DAILY LESSONS VIA UNIQUE LEARNING AND HOME PACKETS COMMUNICATE DAILY WITH PARENTS WRITE PROPOSED IEP GOALS AND OBJECTIVES WRITE PRESENT LEVEL OF PERFORMANCE MAINTAIN A DAILY ATTENDANCE RECORD REPORT 5 DAYS OF NO COMMUNICATION TO NURSE PARTICIPATE IN VIRTUAL IEP MEETINGS REPORT CONCERNS TO ADMINISTRATION WORK WITH ASSISTANTS FOR MATERIALS AND VIRTUAL LESSONS WORK WITH 1:1 ASSISTANTS FOR 1:1 STUDENTS IN COORDINATION WITH FAMILIES AND NURSES
THERAPISTS (ST, PT, OT)	ST - 4 PT - 5 OT - 4	IMPLEMENT DAILY LESSON PLANS VIA VIRTUAL INTERACTION AND DELIVERY OF HOME PACKETS AND/OR EQUIPMENT COMMUNICATE WITH PARENTS ACCORDING TO SERVICE DELIVERY SCHEDULE WRITE PROPOSED IEP GOALS AND OBJECTIVES WRITE PRESENT LEVEL OF PERFORMANCE MAINTAIN DAILY LOG OF TASKS COMPLETED COMPLETE SEMI LOGS PARTICIPATE IN VIRTUAL IEP AND DEPARTMENT MEETINGS REPORT CONCERNS TO ADMINISTRATION

SCHOOL NURSE	1	REPORT ABSENCES TO DISTRICT IF FIVE OR MORE DAYS COMMUNICATE WITH PARENTS KEEP STAFF INFORMED ON HEALTH ISSUES DISCUSS MEDICAL NEEDS WITH PARENTS
ASSISTANTS INC 1:1 UNDER TCHR GUIDANCE	26	MAKE MATERIALS FOR STUDENTS VIDEO COMMUNICATION WITH PARENTS, PERIODIC ADAPTING EQUIPMENT WHEN NECESSARY DELIVERY OF MATERIALS AND TECHNOLOGY
MAINTENANCE	2	OVERSIGHT OF FACILITIES AND GROUNDS PERFORM NECESSARY MAINTENANCE AND PROJECTS OVERSEE CLEANING CREW ORDER SUPPLIES
BUSINESS MANAGER	1	OVERSIGHT OF SPENDING PREPARE DOE BUDGET PAYROLL OVERSIGHT OF 401K
HR/ACCTS PAYABLE	1	COLLECT MAIL PROCESS PAYMENTS DEPOSIT CHECKS COMMUNICATE WITH STAFF FOR EMPLOYEE ISSUES
EXECUTIVE ASSISTANT	1	ASSISTS EXECUTIVE DIRECTOR ASSISTS BUSINESS MANAGER WITH PAYROLL LIAISON WITH IT VENDOR
SOCIAL WORKER	1	ASSISTING PARENTS WITH TRANSITION PLANNING ASSISTING PARENTS WITH VARIETY OF NEEDS DURING PANDEMIC COMMUNICATING WITH ADMINISTRATORS