



To ensure that Kingsway students continue to receive high quality instruction, Kingsway Learning Center will implement the following plan, in accordance with NJ Department of Education and NJ Department of Health guidance and guided by N.J.A.C. 6A:16-10.1. In addition to the plan outlined below, this may include direct services, online instruction, services provided through contract, or any other means to meet the needs of our students.

*\*We will continue to prepare guidelines for appropriate instruction during this public health-related school closure to the best of our ability, though given the varying levels of support our students require and may or may not have access to in a home-based setting, we cannot guarantee that all students will be able to follow this plan in its entirety.\**

**STUDENT DEMOGRAPHIC PROFILE (Total population)**

Preschool: 18%	Students with Disabilities: 100%	Low Socioeconomic: 23%
Homeless: 0%	English Language Learners: 4%	

***ESY PROGRAM - 6 weeks; 4 days a week (Monday - Thursday, July 6, 2020 - August 13, 2020)***

**DELIVERY OF VIRTUAL & REMOTE INSTRUCTION:**

***Access to Technology***

During the first two weeks of our remote instruction plan (March 17-March 27) instructional staff communicated with families via email and phone to survey student access to devices and the internet. We will ensure that all students are served via technology in an age-appropriate and individualized manner, taking account of their specific needs.

For those families who continue to have difficulty with and/or prefer alternative methods to instruction than through the use of technology, teachers will:

- Create a binder(s) of instructional materials (worksheets, etc.) specific to the individual student needs and abilities as outlined in the IEP.
  - Binder will include copy of student schedule to help guide pace of instruction
  - Materials will focus on academic content areas (functional math, reading, etc.) and functional living skills
  - At least two (2) weeks

***Roles & Responsibilities for all Staff:***

**Teacher Responsibilities (To the best of their ability...)**

Remote instruction via Google Classroom launched during the week of April 6, 2020. Families received login information personalized to their student(s) on Friday, April 3, 2020, as well as an outreach from their teacher/s with specific expectations and plans for using the technology platform to support instruction.

- Make contact with students/families via email, phone call, and/or Google Classroom platform
  - Method will depend on availability of resources within each student's home.
  - Daily check-in will count towards documenting student attendance
  - Teacher will maintain records of all communication attempts and track working hours



- Teacher will monitor delivery of instruction through a weekly meeting with the service delivery team.
- Develop regular, optional opportunities for virtual interaction and engagement as appropriate using Google Classroom, Google Meet, and other appropriate virtual tools (being “piloted” March 30-April 10, and used more widely following spring break if needed).
  - Lesson plans for this instruction must be completed weekly
- Meet defined deadlines for IEP planning and submit reports as outlined in schedule
  - Make edits and revisions to IEP documents
  - Planning conferences with student team will occur prior to the scheduled IEP meeting
  - IEP meetings will occur via conference call - will include parents and districts

#### Art, Music and APE Teachers

- Expected to collaborate with each program and provide resources to families to promote engagement in regards to art, music and APE. Information can be in print or infused via technology.
- Maintain documentation of all communication with families and log working hours
- Complete weekly lessons for instruction provided via Google Classroom
- Participate in IEP planning as appropriate
- Complete professional development and track

#### Related Services (OT; PT; ST, AT)

- Therapists will include exercise plans, sensory protocols, activity worksheets, etc. in the student binders
- Check-in will occur with families based on the frequency of mandated services within each student’s IEP. This can take place via email, phone, FaceTime, Google Classroom etc.
  - All communication will be documented and working hours logged
- Submit weekly lesson/therapy plans
- Complete SEMI logs for the month
- Consult with vendors, etc. as appropriate
- Meet defined deadlines for IEP planning and submit reports as outlined in schedule
  - Make edits and revisions to IEP documents
  - Planning conferences with student team will occur prior to the scheduled IEP meeting
  - IEP meetings will occur via conference call - will include parents and districts
- Develop regular, optional opportunities for virtual interaction and engagement as appropriate
  - \*As of April 1, 2020, the NJ State Board of Education approved a temporary rule change, permitting the delivery of all related services via “electronic communications” during this emergency remote learning period. Given this new directive, “electronic communications” may be delivered in the form of online activities, videos, and/or live sessions via Google Meet. The appropriate format(s) for students will be recommended by the related service providers based on students’ needs and functional levels. Kingsway will make every effort to provide these services in a manner consistent with students’ IEPs, to the greatest extent possible, given the circumstances.

#### Paraprofessional Staff (Includes 1:1 Aides)

- Teacher will include paraprofessional on daily check-in with parents via Google Classroom



- Starting the week of April 6, paraprofessionals will join regular Google Classroom events coordinated by their student's teacher, with additional participation to support their student's progress based on teacher direction
- Participate in lessons with teacher via Google Classroom
- Responsible for following teacher direction as it relates to appropriate follow up based on individual student needs.
- Paraprofessional staff will also complete daily professional development activities, documenting their progress both daily and weekly.
- Communicate with administration as needed
- Participate in regular team and classroom meetings
- Check email for updates and information daily

### ***Program Specific Instruction***

#### **Elementary**

Preschool continues to work on color and shape identification. A new movement is introduced each week, with the most recent being crawling. A variety of books are also explored including *The Mixed Up Chameleon*. To the best of our ability, students will continue to receive virtual support from their related services providers based on their IEP mandates. Integrated support from related services providers, as well as APE, art, and music, will be provided on a weekly basis.

Our MOVE Program is working on making smoothies, reading books such as *The Very Hungry Caterpillar* and *Grow Flower Grow*. They will also be talking about seeing people wearing masks and preparing students for what they might see when they go out in their community. To the best of our ability, students will continue to receive virtual support from their related services providers based on their IEP mandates. Integrated support from related services providers, as well as APE, art, and music, will be provided on a weekly basis.

During remote instruction, classes in the lower/upper elementary program will continue to run their planned weekly themes, which will incorporate daily language-based activities and individual student activities which address skills specific to the child's IEP. Students will continue to receive virtual support from their related services providers based on their IEP mandates. Integrated support from related services providers, as well as APE, art, and music, will be provided on a weekly basis.

Our Junior High Program continues to work on creating an environment which creates as many opportunities for independence as possible. Classroom live sessions continue to encourage appropriate engagements with peers. There are several situations where, due to the needs of the child, individual remote sessions are scheduled on a daily basis. The activities are designed to be highly engaging to maintain the students' attention during this remote time. Caterpillars to butterfly life cycle/tadpoles to frogs are examples of the remote session instructional topics, and prompt the students to attend sessions to track the growth cycle. There is a continuation of the functional academic component of the program with a focus on community helpers. To the best of our ability, students will continue to receive virtual support from their related services providers based on their IEP mandates. Integrated support from related services providers, as well as APE, art, and music, will be provided on a weekly basis.



## **Secondary**

The students of Kingsway Learning Center's School Based Instruction program are working on maintaining prevocational skills, daily living skills and social skills sets that are essential for everyday life both in the home and community. Students are engaging in functional academics and hands on daily living skills via detailed and methodical task analysis, video modeling and verbal prompting. Social skills are practiced via remote learning within the virtual classroom and tele-therapies, dependent upon individual student needs. Students are receiving instruction via posted activities within Google Classroom and Remote Learning Live Format as follows: remote whole-group live instruction, remote small-group live instruction and, in some cases, individual 1:1 live direct instruction with the support of student's paraprofessional aide and classroom teacher.

The Community Based Instruction program has been working collaboratively with both teachers and related services to continue working on different points in our scope and sequences such as focusing on community, domestic, vocational and recreation and leisure activities. A variety of activities are included within the Google Classroom such as interactive Google Slides and pre-recorded videos that the students can do. Mini lessons both as a whole group or individualized, depending on the needs of the student, have also taken place. We continue to communicate with our families daily and weekly to help support their needs and address any concerns that may come up during this new way of learning.

## **ELL Students**

In the cases of our ELL students, Kingsway is continuing to implement these students' IEPs to the greatest extent possible during this time. Communications and instructional materials are being translated and interpreted as needed to support ongoing student learning and family engagement.

## ***Communication***

Kingsway Administration and Team Leaders have been and will continue to be in regular contact with District Case Managers. Communication will happen via email and phone calls as necessary. Student specific information as well as Kingsway specific planning information will continue to be shared as it becomes available.

## **ATTENDANCE**

Completion of assignment/activities included in binders and Google Classroom

- Expectation is for parents to initial, date and provide a brief comment/question regarding student performance within each activity

Kingsway will maintain student attendance records for the duration of our remote instruction period. All students will be recorded as present unless we have knowledge of and can document that a student did not participate. Once school is reopened, this will be evaluated on a case-by-case basis with sending districts' attendance policies as appropriate.

## **SAFE DELIVERY OF MEALS**

Kingsway does not have an active federal school lunch program at this time. As such, families who qualify for free or



reduced price lunch should access this support through their sending districts. Kingsway has communicated with these sending districts to identify students and families in need of assistance.

### **FACILITIES**

Our Voorhees Campus will continue to be maintained and monitored by the building owner, Needleman Management Company. Weekly/bi-weekly building and ground walk throughs will continue to take place. Our contracted janitorial staff will maintain their schedule ensuring that the building is clean and sanitized in preparation for the return of students and staff. Our contracted landscaping service continues to provide its regular service.

### **CLASS OF 2020 GRADUATION PLANS**

Three Phase process to acknowledge our 2020 Graduates while maintaining appropriate social distance

#### **Phase 1 - Lawn Signs**

We have been fortunate enough to have a very generous family purchase and donate celebratory lawn signs in honor of our KLC graduates, these will be dropped off to families via contactless methods.

#### **Phase 2 - KLC Graduate Package Delivered**

Each graduate will receive a KLC graduate package which will consist of the following items: KLC tote bag, KLC Class of 2020 t-shirt, green/white graduation cap & tassel, pin and Certificate of Completion. *(Please note, diplomas will be provided by sending districts, most likely via mail.)* Parents will be collaborating with KLC staff to coordinate drop off of the package, in accordance with social distancing guidelines.

#### **Phase 3 - Graduation - Drive-by Acknowledgement**

Since we are unable to have an in-person ceremony due to social distancing guidelines, small groups of Kingsway staff will conduct a contactless “visit” (a.k.a. driving by and cheering/waving) to graduates’ homes during the last week of school to acknowledge this special milestone.

Keeping with tradition, we will also be sharing a video created for the graduates, as well as sharing the students’ portfolio via USB drive in the mail following the end of the school year.

### **IN-PERSON PROGRAMMING**

At present, Kingsway Learning Center is planning for a virtual ESY scenario. After many discussions with key staff, we opted not to prepare for in-person or hybrid models for ESY, as we don't believe this is in the best interest of our students at the present time, given that we do have a substantial population of medically fragile students. Since most typically-developing peers will be home for the summer (i.e., most camps, etc. are closed) we don't feel it's wise to subject our students to the potential risk of in-person exposure at this time. This also allows our team more time over the summer planning for the possibility of re-entry to school in September (acquiring appropriate PPE, determining schedules, modifying procedures for lunches and other large-group activities, training staff on new procedures, etc.).

