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1st Cerebral Palsy of NJ: School Health-Related Closure Plan

Updated May 22, 2020

Contact Information

County: Essex

Name of APSSD: 1st Cerebral Palsy of New Jersey

Chief School Administrator/APSSD Lead: Pat Colligan, Executive Director; Keith Rygiel, Principal

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Equitable Access to Instruction Plan Component 1

1st Cerebral Palsy of NJ is an APSSD with 70 multiply disabled students ranging in age from 3-21. Prior to creating the plan for distance learning, a schoolwide demographic assessment was conducted including a technology assessment survey with our families. The current plan provides our students/families with individualized and differentiated educational and therapeutic instruction using a variety of materials. Although the initial plan included predominantly printed materials provided in individualized student packets, there has been an increase in virtual instruction and tele therapy. Through ongoing communication between key stakeholders including staff, students/families, and sending districts we have been able to provide all students with resources, devices, and access to instruction as needed.

Addressing Special Education Needs Plan Component 2

All students of 1st Cerebral Palsy of NJ have Individualized Education Plans developed in collaboration with our staff and sending districts. The remote/virtual instruction plan continues to implement the provisions of these IEPs to the greatest extent possible. Staff has been documenting all instruction and correspondences in student logs. In addition, families were provided with daily attendance forms to be submitted at the end of remote instruction. Case managers continue to work with school staff in following up with families to ensure services are being implemented. Targeted support is being provided to those families that have expressed a need for additional assistance. Virtual IEP meetings, team meetings, evaluations/reevaluations and, other staff meetings continue to be held remotely. Staff is working with students/families to document student progress and/or regression for all progress and annual reports.

Classroom Instruction: Biweekly students have been sent individualized packets of grade appropriate materials to complete at home. The daily activities cover all core subjects and include concepts such as: ELA, Vocabulary Acquisition, Word Study Skills, Writing, Math, Science, Social Studies, Health & P.E., Fine Motor and Craft Activities. Teachers are also providing virtual instruction through online platforms such as Zoom and Google Hangout.

Related Services: Included in each student's initial packet was an individualized home therapy program created by that student's therapy team. Items may include: Sensory Diets, Home Exercise & Activity Programs, Feeding Exercises & Strategies, Self Help Checklists, Speech & Language Games, and Functional Academic & Fine Motor Ideas. Therapists have been sending additional materials and updates as needed. Therapists are also offering tele therapy through online platforms such as Zoom and Google Hangouts

Upon return from an extended closure, we will work closely with our families and district staff to determine whether a student needs compensatory services to make up for any skills or services that may have been lost during the school's closure.

Addressing ELL and Bilingual Needs Plan Component 3

The plan does address the needs of our bilingual students/families. School translators are available to provide assistance with written and verbal communications including any virtual sessions or student meetings.

Safe Delivery of Meals Plan Component 4

All families and case managers were notified that the sending school district would be responsible for providing meals to those students that qualify. A resource sheet is posted on the school's website.

Length of Virtual or Remote Instructions Day Plan Component 5

Staff continues to work with our students/families to gather feedback to provide meaningful engagement through a variety of platforms. All instructional and therapeutic activities are modified and accommodated to meet the individual student/family needs including instructional time and assignments. Progress and/or regression is monitored and the remote learning plan is modified to maximize learning to the greatest extent possible.

Attendance Plan Component 6

Staff has been documenting all instruction and correspondences in student logs. In addition, families were provided with daily attendance forms to be submitted at the end of remote instruction. Attendance reports are submitted to sending districts monthly. SEMI logs are being provided to sending districts by request.

Facilities Plan Component 7

Throughout the extended period of closure the school maintenance staff continues to maintain the cleanliness and upkeep of the building. Since 1st Cerebral Palsy of NJ serves a variety of students with multiple disabilities including the medically fragile, the building already has appropriate guidelines such as a schedule for increased, routine cleaning and disinfection. This includes: Cleaning and disinfecting frequently touched surfaces (e.g., playground equipment, door handles, sink handles) within the school at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) is limited when possible, or cleaned between use.

Summer Programming Plan Component 8

In anticipation that in-person instruction may not resume until September, a preliminary plan has been developed to provide Extended School Year (ESY) for our students. ESY is scheduled for 7/6/20 – 8/14/20. Remote instruction will continue with minimal changes to our student/staff makeup to ensure continuity of services. If during ESY a return to in-person instruction is permitted we will safely roll out a return to school providing a blended combination of remote and in-person instruction as needed.

1st Cerebral Palsy of NJ will continue to follow all state health and safety laws, rules, and regulations. We will follow all school guidelines designed to help protect students, teachers, administrators, and staff and slow the spread of COVID-19. We will determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation will be guided by what is feasible, practical, acceptable, and tailored to the needs of our school.

The 3 graduating students/families have been notified that a ceremony honoring their achievements will take place when appropriate.

Board Approval Component 9

The plan was submitted to the Executive Director for Board approval 5/22/20

Posted on Website Component 10

The plan is posted on the school website (www.cerebralpalsycenter.org/covid)

Posted on Website Component 11

A list of all essential employees by job title can be found on the school website (www.cerebralpalsycenter.org/covid) as Addendum 1: Essential Employees List

APSSD Applicable Only: Sharing Plans Component 12

The plan was shared with the case managers for all sending districts.