



04 – 8342 - ECLC-HoHoKus - 06-15-20 (amended)

ECLC of NJ - School Closure Contingency Plan¹
(as amended June 15, 2020)

Communication Protocol Concerning Contingency Plan:

1) Inform families of the nature of the public health crisis, applicable governmental recommendations and directives, and provide periodic updates on the health crisis from the NJDOE, NJDOH, and the CDC via newsletter, letter, website links, text and/or telephone blast. Provide links to links to resources available to assist families on website.

2) Conduct a family technology survey to determine accessibility of remote virtual classroom instruction and other distance learning technologies. Where needed, provide access to technology devices (such as iPads, Chromebooks, smartphones, etc.) to meet technology needs.

3) Arrange for staff with technical expertise to be available to assist families in utilizing technology for remote virtual classroom instruction or other distance learning. Identify families with language barrier issues and arrange for technological assistance to these families in their native language.

4) Inform districts of contingency plan via email to all Directors of Special Education. Confirm that we will provide home instruction via remote virtual classroom instruction or, if medically safe to do so, via home instruction at the student's home. Advise districts that 1:1 staffing will be maintained to assist assigned student with related services during remote instruction to avoid disruption upon return.

5) This Contingency Plan will also be posted on the ECLC website and updated, as necessary.

¹ DISCLAIMER: This contingency plan may be revised as needed to identify changes in our plan or supplemented as required by the Commissioner of Education.

Determining Scope of Public Health Crisis and Necessity for Distance Learning:

6) For a limited public health crisis that does not directly impact our school location, ECLC will undertake all efforts to remain open to receive students even if the event requires the closing of one or more schools in a particular sending district.

7) ECLC will request a sending district experiencing a public health incident to advise us promptly of any exposure incidents that may affect a student in our school (by exposure to siblings, etc.). In the event a sending district closes one or more of its schools, we will determine on a case-by-case basis if any student or staff has a sibling or child with exposure requiring quarantine. We will arrange for live feed instruction for any individual student(s) subject to quarantine.

Communicating a School Closure Event:

8) Should a public health crisis result in a school closure, immediately notify families, bus drivers, teachers and sending districts via text, website, email and telephone blast and post on our website.

9) School staff will communicate with families via telephone and email to ensure families are aware of the school closure and to keep families informed of the status of school operations during the school closure.

Provision of Educational Services in the Event of a School Closure of ECLC:

10) Teachers, specialists and related services providers will prepare student work materials for their students. Instruction/work materials will be designed to provide a minimum of 2 hours of educational instruction per day for each school day closed. The instructional materials will be prepared regularly to provide assignment materials sufficient until school reopens or the school term concludes.

11) Teachers, specialists and related services providers will conduct formalized instruction via video conferencing. Paraprofessionals will assist in the delivery of educational instruction and related services. To the extent necessary, video transmission will originate from the school; otherwise, staff will originate from their homes. Lessons may be recorded for later access by parents. Lessons for core education subjects will last a minimum of 2 hours. Additional instruction and related services will be provided.

12) The content of instructions provided by ECLC will be determined by each student's IEP. The method and manner of delivery of educational instruction and related services will be consistent with the student's IEP to the fullest extent practicable consistent with the restrictions imposed by the public health crisis.

13) Work materials will be distributed and returned online via scanning, emailing, photo text, through video conferencing and through the compiling of portfolios.

14) Individual student needs will be met with additional support via telephone, text and video conferencing with teachers, paraprofessionals, specialists and related service providers.

Equitable Access to Instruction (Component 1):

15) ECLC will provide access to instruction for all students. All ECLC classes are self-contained and ungraded. Course instruction is determined by student needs in accordance with their individual IEP. Within each classroom, students shall receive differentiated instruction in methods and strategies to deliver all areas of instruction in the ECLC curriculum. In addition to remote virtual instruction, teachers may utilize recorded sessions and print materials.

16) ECLC will loan laptops and tablets to families in need of technological equipment, and provide technical support for their use and operation to ensure access to remote instruction.

17) The student demographics for the HoHoKus campus of ECLC includes 92 students in total, each of whom have been classified to receive individualized instruction through the development of an IEP, and placed with ECLC-HoHoKus by the Child Study Teams of their local educational agency. The sending districts are listed on Exhibit B.

Evaluation of Students (Component 2):

18) The implementation of a student IEP's will be followed and tracked virtually by certified staff in the same manner as in-school learning. Teachers will meet with classrooms weekly to provide feedback on student performance.

19) Individual parent conferences will be scheduled on a regular basis upon request, and shall also take place more frequently whenever necessary.

20) Evaluation of student progress will be measured in accordance with the goals set forth, and reported in the manner established by, each student's IEP. Periodic progress reports will be completed not less than three times per academic year and provided to case managers and parents.

21) Annual reviews shall be conducted to review a student's IEP, evaluate a student's progress towards stated goals and achievements, and make any necessary adjustments to a student's educational program. ECLC will make available resources for the conduct of virtual IEP meetings of a student's Child Study Team, and for non-formal meetings to discuss a student's performance and educational progress.

ELL and Bilingual Needs (Component 3):

22) ECLC does not offer specific ESL and bilingual instruction. Individual student language and learning needs are provided as set forth in the student's individual IEP.

23) Although English is the designated language of instruction, staff members are able to provide support in many other languages, including Spanish, Korean and American Sign Language.

24) When necessary, language support is also provided to parents and guardians of our students, including for periods of remote instruction or to provide support for the utilization of technology.

25) Translators are made available to families for IEP meetings, remote lesson implementation and for technology support.

26) For communication regarding non-serious matters, ECLC will utilize Google Translate.

Virtual or Remote Instruction Day Plan (Component 5):

27) In advance of remote lessons, packets of work shall be prepared and sent home. These packets will be updated periodically. The materials will include various levels of instruction, tailored to the instructional requirements for each student. They will include reading and math workbooks, as well as worksheets and online resources. Independent work will be provided for students who are able to work on their own with minimal supports.

28) ECLC will provide not less than two hours of remote instruction for core academic subjects. Ancillary courses such as art, music and physical education shall be provided through supplemental remote virtual instruction.

29) During class time, students will have the ability to work in remote break out rooms with supported activities specific to the student's ability levels.

30) Remote instruction will be provided in group class sessions differentiated by age and class "fit" based upon their class assignment prior to the health closure. Independent work assignments and work study opportunities to ensure maximum learning shall be provided to students in the work packets prepared by the teachers and sent home to each student. All instructional plans are designed to foster student growth and to maximize learning.

31) Teachers and therapists will maintain contact with students who are not able to participate online during remote class sessions.

Attendance (Component 6):

32) Attendance for each class lesson or related service session conducted remotely shall be taken daily by or at the direction of the class teacher or related service provider on the basis of actual student participation during the remote classroom session.

33) In the event a student is unable to participate in a live session, teachers and therapists will maintain contact with families to ensure that such students have appropriate access to recorded sessions and written materials. Parents will be requested to notify the classroom teacher and advise whether the student has later viewed a recorded lesson and/or completed the work assignments for the day included in the instructional packet sent home.

34) Staff will work with the student unable to participate in a live session with respect to that day's lesson at the request of the parent(s). In such circumstances, the student will be marked as having attended the class lesson even though not present for the live instruction.

35) The health office will track student attendance and communicate with parents if the student is not participating in the remote day programming and ECLC has not otherwise heard from the parents.

36) Students who do not participate in a live session, and neither view a recorded session, complete materials in the work packet sent home, nor receive supplemental instruction by ECLC school staff, will be marked as absent for that class lesson. ECLC will communicate with the student's parents to determine why the student did not participate.

37) If a student is deemed absent for 5 consecutive days, a notice will be sent to the district.

38) As ECLC has an ungraded program, the impact of student absences upon placement decisions, discipline or any other matter affecting the student will be determined by the student's Child Study Team.

Maintenance of Building During Closure (Component 7):

39) In the event of a school closure due to the risk of a public health crisis involving a communicable disease, ECLC will immediately arrange for the cleaning and sanitizing of the school. ECLC will also arrange for periodic cleaning and sanitizing of the school building based upon the scope, frequency and level of activities continued at the school during the public health crisis.

Summer Programming/ESY (Component 8):

40) ECLC operates an extended school year program during a four-week commencing in July. The July 2020 ESY program will begin July 6 and conclude on July 31. The program is made available to all students of ECLC, with the concurrence of a student's Child Study Team from the local school district.

41) In the event of a school closure, the ESY program will be conducted remotely in the same manner as remote virtual instruction is provided during a closure in a regular school year.

42) Although the State of New Jersey has lifted the ban on on-site instruction commencing July 6, 2020, ECLC will continue to provide instruction and therapies virtually in the same manner provided during the 2019-2020 school year. This determination was made in view of the continuing requirement for strict social distancing measures during for any in-person summer school session pursuant to state guidelines, difficulties in arranging transportation by the sending districts, shortages in necessary PPE and equipment necessary for an on-site reopening of the school, and the abbreviated lead time since the reopening announcement for addressing the logistical the hurdles associated with a safe reopening.

43) The ESY program is designed to provide reinforcement of a student's academic skills and to maintain a student's connection to the routines and social expectations associated with their school program.

44) The educational program for each student will be governed by the student's IEP to the greatest extent possible, with appropriate modification for distance learning utilizing the same protocols for the regular school year. The schedule for classes and therapy sessions will be the same as virtual instruction provided during the regular school year.

45) As an ungraded program, the issue of credit loss does not apply to the ECLC program. Any adjustments to address a student's specific needs will be made pursuant to a student's Child Study Team during a review of the IEP.

Miscellaneous:

46) All teachers, paraprofessionals, specialists and related service providers will utilize any time not directly devoted to the preparation of course lessons or providing support to students for professional development activities as determined by their supervisor.

47) ECLC does not have a qualifying meal program; hence, it will not arrange for the delivery of meals during a school closure.

48) In the event a public health crisis prevents in-person graduating services from taking place, arrangements will be made for a graduation ceremony to be conducted virtually

utilizing remote access technology. A post-graduation ceremony or celebration may be offered if feasible and there will be adequate student and parent participation.

49) Essential school personnel necessary to appear on-site to facilitate the uninterrupted operations of the school are identified on Exhibit A.

50) Student demographic details are identified on Exhibit B.

Exhibit A
(Essential School Personnel)

Business Office:

<i>Position:</i>	<i>#:</i>	<i>Function:</i>
Executive Director	1	Overall administrative responsibility for schools.
Chief Financial Officer	1	Responsibility for financial operations of school.
Business Manager	1	Administer financial operations of school.
Accounts Payable Clerk	1	Process payment of invoices.
Accounts Receivables Clerk	1	Process receipt of tuition payments and other receipts.
Human Resource Clerks	2	Maintain human resource records.
Custodian	1	Clean and sanitize office.

HoHoKus Campus:

Principal	1	Responsibility for school and educational program.
Assistant Principal	1	Responsibility for school and educational program.
Secretary	1	Assist administrator job functions.
Nurse	1	Assist administration and respond to health inquiries.
Custodian	1	Clean and sanitize school during closure.

Exhibit B
(Student Demographics)

ECLC of New Jersey, HoHoKus campus, is an approved private school for students with disabilities servicing 92 students classified to receive special education services through an individualized educational program. No local school district provides ten or more students. The local school districts sending students for instruction include the following:

Allendale	Kearny	Ramsey
Bayonne	Kinnelon	Ridgewood
Bloomfield	Leonia	Ringwood
Bloomington	Lyndhurst	River Edge
Clifton	Mahwah	River Vale
Dover	Maywood	Saddle Brook
Elmwood Park	Midland Park	Tenafly
Emerson	Montvale	Union City
Englewood Cliffs	Moonachie	Waldwick
Franklin Lakes	North Bergen	Washington
Garfield	North Haledon	Wayne
Glen Rock	Oakland	West Milford
Hackensack	Oradell	West New York
Haskell	Palisades Park	Westwood
Hawthorne	Park Ridge	Woodcliff Lakes
Hillsdale	Passaic	Woodland Park
HoHoKus	Pompton Lakes	Wyckoff
Jersey City		