



at the F.M. Kirby Center

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Summit Speech School Health-Related School Closure Preparedness Plan

It is the mission of Summit Speech School to empower children with hearing loss to become more effective communicators using Listening and Spoken Language. We strive to provide best practices in Listening and Spoken Language within best practices in Audiology and Early Childhood programming. In order to provide predictability and structure for our students, families, and staff, SSS has designed procedures and protocols to guide programming during school closures.

This plan will ensure the continuity of our instructional program during school closures. This plan has been updated and approved by our Board of Trustees on May 15, 2020 and will be submitted to the County Superintendent's office on or before May 22, 2020. Once approved, this revised plan will take effect immediately. Summit Speech School's home instruction plan will continue until the remainder of this school year and will remain in effect for ESY until the Governor determines the reopening of APSSD preschools.

Delivery of Virtual and Remote Instruction

Summit Speech School preschool currently consists of three self-contained classrooms taught by Teachers of the Deaf, a special education preschool teacher and several teacher assistants as well as a school nurse. Our preschool also has three speech therapists assigned to each of the three classrooms as well as OT and PT services. All staff is available to answer questions and provide assistance to families Monday-Friday from 8:30-1:00. The staff is available for phone calls and e-mail communications for family members who are not available during these hours due to work/home conflicts. We are always ready and willing to help the family/students with instruction. The following schedule offers a general break down from the providers. Many of the activities can be completed during the best time for each family with the exception of live tele-therapy sessions and music.

Activity: Type of Service	Provider	Time Expectancy
Activity 1: Language and Auditory development	Teacher of the Deaf	1 hour
Activity 2: Speech, Language, Auditory development	Speech Language Pathologist	30 minutes
Activity 3: Academic Instruction from the High Scope Curriculum	Preschool Teacher	1 hour

Activity 4: Virtual Snack (teletherapy)	Teacher of the Deaf and Speech Language Pathologist	30 minutes
Activity 4: Special Events (show and tell, seasonal craft, science, letter craft, parent tip with Ms. Kathy, health lessons from Nurse Judy)	Teacher Assistant videos, Music Teacher, School Nurse (live music class, health and wellness activities)	30 minutes
Activity 5: "Daily Tips" and Story Time	Teacher of the Deaf and Speech Language Pathologist	30 minutes

Equal Access

The Summit Speech School ensures that our students and families will have equitable access to instruction. All families have been surveyed twice as to access to internet, computers, email and best phone number to call. At this time all of our families report access to the internet, a computer or tablet, email and all are connected to the Class Dojo app. Our Spanish interpreter has surveyed our Spanish speaking families and helped them connect to our online platforms. One family reports several members using a limited number of chrome books. A donated laptop is being offered to this family for this child's use. Our staff will be using each family's preferred means of communication along with Class Dojo, which is already in use, to communicate with families and caregivers. Our students are not able to work independently on devices. We have ensured that a family member is able to help our preschoolers log on to their computers and join zoom , DoJo or you tube activities. For students who are only able to attend for a brief time, we have supplied materials and activities to be completed without the use of technology.

Demographic Profile

All preschool students at Summit Speech School are classified as preschool disabled with the exception of our five year olds who are classified as auditorily impaired. All of our current families speak English in the home with the exception of two families who primarily speak Spanish. The primary language of all of our students is English. Our in house Spanish interpreter is available to translate emails, call families and translate during teletherapy sessions when needed. Our sending districts keep track of all other demographics. Our sending districts are providing continued safe delivery of meals. Our staff has worked closely with our sending district case managers to ensure communication is in place for meal pickups.

Facilities

Our building is open daily from 8:00-2:00 for building maintenance and limited office staff. All other staff members must make an appointment to go into the building during the above hours to make copies, put together packets or retrieve materials. During these hours our maintenance provider will continue to work on projects such as having the playground flooring redone, cleaning all carpets, painting the All

Purpose room and supplying the building with wipes, paper towels and other cleaning supplies. He will oversee the final cleaning and sanitizing of the building before reopening.

Provisions for Special Education Instruction

All classroom Teachers of the Deaf will be focusing on each individual student's IEP goals and objectives in the areas of language and auditory development by providing specific materials, activities and lessons. Our teachers will email all families daily and post on the Class Dojo app in order to take attendance. Attendance is tracked daily and documented by the office staff. For parents who are not responding to the Class Dojo app attendance post, a phone call will be made to check in with the family and confirm the child's attendance. If for any reason the classroom teacher is unable to make contact with the family over five days, the student's case manager from the sending district will be notified. All communication attempts will be documented.

Teacher of the Deaf "classroom services"; includes materials mailed weekly or emailed daily to each of our families, recommended home activities, and on-line resources. Our remote program also includes video recorded classroom activities (reading books, conducting "circle time", specific directions for snacks and other language activities) that are accessible for families to use during the most appropriate times that are functional for them. Teachers will attempt at least two direct contacts per week with each family to support them in carrying over the listening and spoken language techniques needed to be effective. This may include large or small group Zoom sessions or individual Zoom sessions. In cases where families are not available to access these services, phone or extended email exchanges may be used. All activities are geared toward the individual goals and objectives of each child's IEP.

Speech-Language Pathology: The number of minutes specified in the IEP will be fulfilled either live via a DOE approved platform (one-to-one in a coaching model with parents) or through electronic communications, virtual, remote, or other online platforms. Sessions will be individualized and taken from each child's current IEP goals and objectives. Our SLPs and teachers may co-teach when needed to provide coordinated explanations and family support.

Our preschool teacher continues to work on the pre-academic skills for all of our students enrolled at Summit Speech School. She differentiates instruction by dividing all activities into three levels and suggesting to parents the appropriate activities for their child. Her lessons are recorded on the Class Dojo app, emailed weekly to parents and materials are sent home every other week in packets. Our preschool teacher uses materials that are easily found in the home to work on pre-reading, pre-math and science skills.

PT and OT will be provided via recorded sessions and/or live one-on-one support for families to carry through on IEP specified services to the extent possible. Suggested activities are also emailed when appropriate.

Our teachers and related service therapists are documenting attendance, contacts with families, taking tele-session notes and are archiving emails and videos sent to each family.

The school nurse provides bi-weekly health videos for all students. She is also working with the re-entry planning team to develop protocols for the reopening of school.

Paraprofessionals are actively participating each week via prerecorded videos and live class times. They are supplementing instruction by providing learning experiences weekly and through science experiments, crafts, show and tell and tips for parents. They are also assisting teachers in gathering materials for packets to be sent home.

Accommodations/Modifications

Our staff and educational audiologist will continue to work with families and our students' private audiologist to ensure their devices are set correctly and are in good working order. Parents are taught to perform listening checks and our audiologist is available to help with trouble shooting and connectivity to devices at home upon request.

ESY Program

The ESY program is a continuation of our regular program at Summit Speech School. The above procedures and protocols will apply to our ESY program in a remote learning environment with the exception of speech therapy sessions. During ESY, speech therapy sessions will move from five times a week to three times a week unless otherwise noted. This change is indicated on each student's IEP. Meetings will be held with all families to once again discuss best means of contact and instruction for each student over the summer.

Assessments

Formal assessments will not be conducted while we are working remotely. However, students will be assessed informally in several ways. Our teachers and therapists use the Cottage Acquisition Scales for Listening Language & Speech (CASLLS) to measure and document our students' progress in the area of listening and spoken language. When possible, our teachers are taking language samples during tele-therapy sessions and virtual snack times and have requested language samples from parents. During individual sessions, our therapists are able to document in their therapy logs targeted listening and spoken and pragmatic language skills. Upon returning to in person instruction, all targeted areas will be assessed in house.

Pre-academic skills are monitored when possible by our preschool teacher and teacher of the deaf through check-ins with parents and live sessions.

Occupational Therapy and Physical Therapy objectives are monitored during 1:1 tele-therapy sessions.

IEPs

IEP reviews, eligibility meetings and reevaluation meetings will continue to be scheduled and held remotely with our staff and sending districts. Progress reports have been sent out to case managers and families to report on this last quarter of the school year. A progress note will go out at the end of the summer session.

If you should have any questions or concerns, please reach out at any time to either myself at mbaumont@summitspeech.org or our preschool Principal, Sue Raymond, principal@summitspeech.org.

Sincerely,

A handwritten signature in black ink that reads "Mary Baumont". The signature is written in a cursive, flowing style.

Mary Baumont, MA
Executive Director
908-508-0011
mbaumont@summitspeech.org

Addendum

Essential Workers*

Mary Baumont- Executive Director

Pam Ranco- Financial CEO

John Caffrey- facilities manager

Joan Zyla- Assistant to the Director

*These essential workers are not all in the building every day. We try to limit the number of people in the building at any time to two or three.