



## SUMMIT SPEECH SCHOOL

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### Summit Speech School 2022-2023 Remote Instructional Program

This plan covers the policies and procedures for our preschool students and staff for the 2022-2023 school year should the need arise to provide remote instruction. This plan should be implemented during a school closure lasting more than three consecutive school days due to a declared state of emergency or a directive from the Union County Health Department. This plan can also be used for students who are absent due to Covid-19. This plan was approved by the Summit Speech School board of trustees on 9/20/2022.

Summit Speech School preschool currently consists of four self-contained classrooms taught by Teachers of the Deaf and our paraprofessionals. Our preschool also has four speech therapists assigned to each of the classrooms as well as OT and PT services. All staff will be available to answer questions and provide assistance to families Monday-Friday from 8:15-2:45. 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 breakdown from the providers. Many of the activities can be completed during the best time for each family except for live tele-therapy sessions.

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	Teacher of the Deaf	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 tips, health lessons)	Teachers of the Deaf, Teacher Assistant videos	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 will ensure that our students and families have equitable access to instruction. All families will be surveyed in September as to access to internet, computers, email, and best phone number to call. At this time, all 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. 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 will work with each family to establish a family member or guardian to help our preschoolers log on to their computers and join zoom, DoJo or YouTube activities. For students who are only able to attend for a brief time, we will supply materials and activities to be completed without the use of technology. For families needing equipment or stable internet, we will work with our sending districts to pool our resources to ensure each child has access to remote instruction.

## **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 to take attendance. Attendance is tracked daily and documented by the office staff. Class Dojo messages can be viewed in either English or Spanish. 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 contact 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. Directions for these packets are provided in English or in Spanish. Our remote program also includes video recorded or live classroom activities (reading books, conducting "circle time", specific directions for snacks and other language-based 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 remote sessions or individual remote 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 via remote (one-to-one in a coaching model with parents) or through electronic communications. 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 teachers of the deaf use the HighScope curriculum which focuses on pre-academic skills for all our students enrolled at Summit Speech School. They will differentiate instruction by dividing all activities into three levels and suggest to parents the appropriate activities for their child. Some lessons may be prerecorded, emailed weekly to parents and packets will be sent home for children who are home for an extended period. Our preschool teachers may also suggest 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 sessions for families to implement to the extent possible. Suggested activities are also emailed when appropriate.

Our teachers and related service therapists will document attendance, contacts with families, take tele-session notes and will archive emails and videos sent to each family.

Paraprofessionals will actively participate each week via prerecorded videos and live class times. They will supplement instruction by providing learning experiences weekly through science experiments, crafts, show and tell and tips for parents. They will also assist 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.

### **IEPs**

IEP reviews, eligibility meetings and reevaluation meetings will continue to be scheduled and held remotely with our staff and sending districts. Progress reports will be sent out to case managers and families three times during the school year.

### **Assessments**

Our therapists have been trained to administer a few formal assessment tools which have been approved for remote conditions. Students will also be assessed informally. Our teachers and therapists use the Cottage Acquisition Scales for Listening Language & Speech (CASLLS) to measure and document our students' progress in listening and spoken language. When possible, our teachers and therapists will take language samples during tele-therapy sessions and virtual snack times and obtain language samples from parents. During individual sessions, our therapists will 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 will be monitored by our 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.

### **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. Roughly 20% of our preschool students come from homes where the primary language is Spanish. 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.

### **Ensuring Student Emotional Well-Being**

Surveys will go out to all parents with questionnaires regarding any changes in students' behaviors and to access students' current emotional status. SSS also provides Parent to Parent meetings in the evenings. This year we have scheduled an evening presentation from North Jersey Center for Anxiety and Stress Management in Summit, NJ for our parents and guardians to attend free of charge. We are also partnering with CUMAC, an organization that provides trainings to parents regarding Adverse Childhood Experiences, (ACEs). In addition, all staff are currently completing a series of training webinars on Conscious Discipline. Our teachers, therapists, and principal stay in close contact with our district case managers. If there is a child exhibiting signs of stress or anxiety, we will inform the sending district and request help from their psychologist or social worker.

### **Ensuring Staff Emotional Well-Being**

A morning workshop featuring Dr. DeMarco, from the NJ Center for Anxiety and Stress Management, has been planned for the 2022-2023 to provide tools and resources for staff members dealing with stress and anxiety. In addition, personnel from Cumac will be working with our staff this year to help them identify issues and concerns related to ACEs as well as validating their current model of behavior management with their students.

### **Meals**

Meals are not provided by Summit Speech School. However, if all schools are mandated to go remote, our students' sending districts offer meals for our students at their local school.

### **Building Management**

Our building manager and tech support will be on site to check on the building and to ensure key office staff are able to connect to their computers remotely.

### **Essential Employees**

Mary Baumont, Executive Director [mbaumont@summitspeech.org](mailto:mbaumont@summitspeech.org)

Jennifer Spence, Principal [jspence@summitspeech.org](mailto:jspence@summitspeech.org)

John Caffrey, Building Maintenance [jcaffrey@summitspeech.org](mailto:jcaffrey@summitspeech.org)

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