

***BERGEN CENTER for CHILD DEVELOPMENT
EMERGENCY HEALTH-RELATED SCHOOL CLOSURE PLAN***

Name of File - "04-8212-Bergen Center for Child Development-6/5/2020

School Code: 001

District Code: 8212

County Code: 004

Date Re-submitted: 6/5/2020



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Approve Private School for Students with Disabilities
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TABLE OF CONTENTS

Table of Contents	Pages 2-3
Preface	Page 3
Staff Directory	Pages 4-5
Communicable Disease Policy	Pages 5-6
Ensuring Lines of Communication	Page 6
Communication Flow Chart	Page 7
<u>COMPONENT 1 (Equitable Access to Instruction)</u>	
Equitable Access to Instructional / Learning Platforms / Technology Access	Page 8
Age Appropriate Instruction / Instructional Time / Class Assignments /	Page 8
Independent Work / Measures of Student Learning	
Assessing Student “Learning Loss” / Regression	Page 9
School Organization Structure	Page 9
Student Demographics	Pages 9-10
<u>COMPONENT 2 (Addressing Special Education Needs)</u>	
Accommodations and Modifications as per Student IEP’s / Monitoring Student Progress	Pages 10-11
Related Service Provisions	Page 11
Virtual IEP Meetings / Methods to Document IEP Implementation and Tracking of Services	Pages 11-12
Communication to Sending District Case Managers	Page 12
<u>COMPONENT 3 (Addressing ELL / Bilingual Needs)</u>	
Addressing the needs of English Language Learners / Translation of Language and Materials	Page 12
<u>COMPONENT 4 (Safe Delivery of Meals)</u>	
Please see brief narrative	Page 12
<u>COMPONENT 5 (Length of Virtual / Remote Instruction)</u>	
Please see brief narrative	Page 13
<u>COMPONENT 6 (Attendance)</u>	
Recording Student Present / Absent / Follow-up with Parents / Student Not Participating	Page 13-14

COMPONENT 7 (Facilities Plan)

Please see brief narrative

Page 14

COMPONENT 8 (Summer Programming)

Provision for Summer Services /Extended School Year (ESY)

Page 14-15

21st Century Programs

Page 15

Assessment of Credit Loss

Page 15

Assessments of Learning Loss

Page 15

Class of 2020 graduation ceremonies

Page 15

COMPONENT 9 (Board Approval)

Please see brief narrative

Page 16

COMPONENT 10 (Website Posting)

Please see brief narrative

Page 16

COMPONENT 11 (Essential Employees)

Please see brief narrative

Page 16

COMPONENT 12 (Plan Sharing)

Please see brief narrative

Page 16

ADDENDUMS

Task Chart / Division of Labor

Page 16-18

COVID-19 ("Coronavirus")

Information and Resources for Schools and School Personnel

Page 18-20

Preface

The purpose of Bergen Center's Emergency Health-Related School Closure Plan is to outline the measures taken to ensure students will continue to receive instruction in the event of long-term school closures as a result of any public health EMERGENCY school closure. The plan outlines the protocols developed to ensure ongoing and open lines of communication. Virtual learning is the main platform to maintain a continuum of instruction, equitable access for all and delivery of related services to successfully implement all aspects of the plan. We have also developed a plan that will ensure the continuum of services for students who lack internet or unable to utilize this format.

Staff Directory

NAME:	POSITION:	EMAIL ADDRESS
1. Jon Sinclair Cell # (862) 432-7716 Home # (973)-948-7143	Executive Director / Principal Available for assistance as needed	jsinclair@bccdschool.com
2. Darsy Rodriguez	Administrative Assistant	drodriguez@bccdschool.com
3. Elaine Brondi	Business Secretary	eshenkman@bccdschool.com
4. Jim Biringer	Bookkeeper / IT	jbiringer@bccdschool.com
5. Lindy Gelber	School Nurse	lgelber@bccdschool.com
6. Sarah Kahn-Erlichman	School Psychologist	skerlichman@bccdschool.com
7. Moshe Katz	BCBA (Behavioral Analyst)	mkatz@bccdschool.com
8. Josue Moraud	SSSA (Student Support Safety Advocate)	jmoraud@bccdschool.com
9. Nicole O'Brien	Classroom Teacher	nobrien@bccdschool.com
10. David Smith	Classroom Teacher	dsmith@bccdschool.com
11. Christine Lee	Classroom Teacher	clee@bccdschool.com
12. Lillian Thomson	Classroom Teacher	lthomson@bccdschool.com
13. Geralyn Keely	Music Teacher	gkeely@bccdschool.com
14. Connor Walsh (Sub)	Adaptive Phys. Ed. Teacher	cwalsh@bccdschool.com
15. Mary Beth Reid	CBI / SLE / Life Skills Teacher	mreid@bccdschool.com
16. Stacy Lieberman	Art Therapist	slieberman@bccdschool.com
17. Krysten Cummings	Speech Language Pathologist	kcummings@bccdschool.com
18. Karen Fink	Occupational Therapist	kfink@bccdschool.com
19. Nicole DeMauro	Physical Therapist	ndemauro@bccdschool.com
20. Maria Marini	Reading Specialist	mmarini@bccdschool.com
Room # 1 Para-Professionals		
21. Madelaine Onello		monelle@bccdschool.com
22. Brianna Ohman-Reilly		breilly@bccdschool.com
23. Maisha Dolon		mdolon@bccdschool.com
24. Dylan Smith		d.smith@bccdschool.com
25. Judy Wojdyla		jwojdyla@bccdschool.com
26. Colleen Altera		caltera@bccdschool.com
Room # 3 Para-Professionals		
27. Robin Miller		rmiller@bccdschool.com

- 28. Susan Chambers
- 29. Ana Santos
- 30. Maurice Richardson
- 31. Ana Faria

Room # 7 Para-Professionals

- 32. Taylor Valdes
- 33. Brian McGoey
- 34. Marina Batista
- 35. Pam Dixon

Room # 8 Para-Professionals

- 36. Sta-nyah Stanley
- 37. Majella Kourelakus

Para-Professionals

- 38. Jennifer Hodge
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Communicable Disease Policy

POLICY # 8006

SECTION: Operations

Bergen Center's Board of Trustees recognizes that control of the spread of communicable disease is essential to the well-being of the school community and to the efficient operation of the schools. The Board shall be bound by the statutes and by rules of the State Board of Education for the exclusion and readmission of pupils who have contracted a communicable disease and of teachers and pupils who have been exposed to a communicable disease and for the instruction of teachers in health and the prevention of disease. The Board shall comply with regulations of the New Jersey Department of Health and the Bergen County Board of Health governing the prevention, control, and reporting of communicable disease.

When there is evidence of departure from normal health of any pupil, the Executive Director / Principal of Bergen Center and by the recommendation of the school physician or school nurse exclude such pupil may be excluded from the school building. Any pupil retained at home or excluded from school by reason of having or being suspected of having a communicable disease shall not be readmitted to his/her classroom until he/she presents written evidence of being free of communicable disease. That evidence may be supplied by the school medical inspector or another qualified physician who has examined the pupil.

The Executive Director / Principal shall develop procedures for the control of communicable disease that include the instruction of teaching staff members in the detection of disease and measures for its prevention and control; the removal from school premises to the care of a responsible

adult for pupils identified and excluded in accordance with this policy; the preparation of standards for the readmission of pupils who have recovered from communicable disease; the provision of appropriate home instruction to excluded pupils in accordance with law; and the filing of reports as required by law.

Legal References:

- N.J.S.A. 18A:40-3; 18A:40-7 et seq.**
N.J.S.A. 26:4-4; 26:4-6
N.J.A.C. 6A:16-1.4
N.J.A.C. 8:57-1.3; 8:57-1.6; 8:57-2.1 et seq.;

Ensuring Lines of Communication

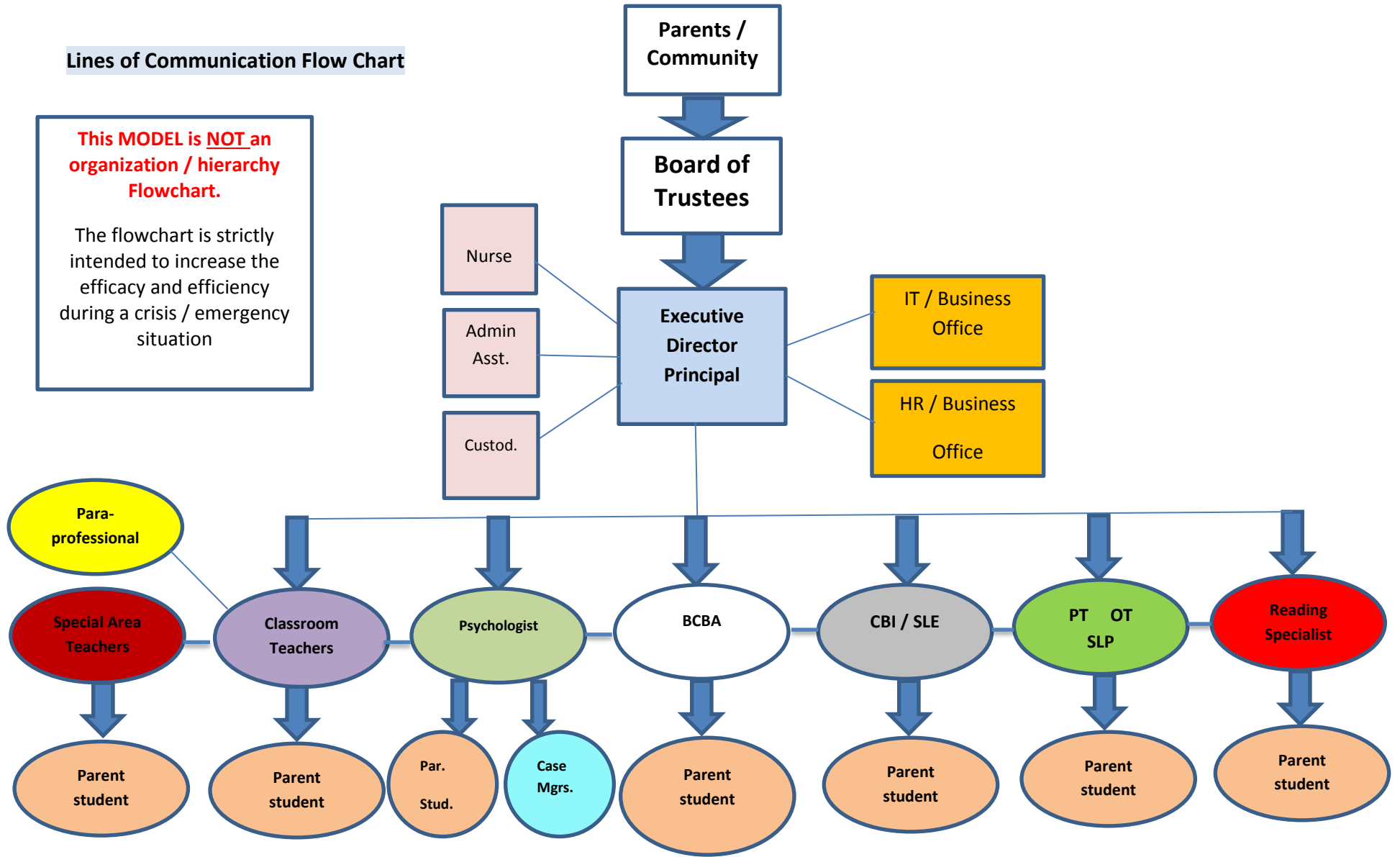
Bergen Center has in place multiple ways to communicate with parents and students. Bergen Center will continue to share pertinent information using the following methods:

- **Community Safe - Instant Alert**
Allows administration to communicate information with all stakeholders using a voice recorded message, email and text
- **Executive Director /Principal's Update via WEBSITE**
Allows the principal to communicate with parents and guardians via email and prepared videos.
- **Email**
All staff are assigned a school email address. Teachers are available via email and will maintain remote access to your child's pertinent information, including their IEP, and other relevant information.
- **Personal Phone Calls** - In addition to the above mentioned communication platforms - The school administrative assistant will call each family once a week or as needed to share any and all updates.
- **Administrative Assistant and School Psychologist**
The aforementioned people will keep in contact with each sending district case managers via email, US mail, telephone and or video chat or posting.

Lines of Communication Flow Chart

This MODEL is NOT an organization / hierarchy Flowchart.

The flowchart is strictly intended to increase the efficacy and efficiency during a crisis / emergency situation



COMPONENT 1 (Equitable Access to Instruction)**Equitable Access to Instructional / Learning Platforms / Technology Access:**

All Students will have access to:

- A personal device for virtual / remote learning
- An [email address](#) to communicate with their teachers and related service providers
- Access to Google hangout
- Access to video and/or audio conferencing via Zoom
- Access to educational websites used in class and aligned to lessons
- Credentials to log in to apps providing supplemental instruction
- **Additional measures taken to ensure equitable access to instruction include:**
- Video conferencing via Zoom in the event of technical difficulties with Google
- Audio conferencing via Zoom for students with limited access to the Internet
- Video tutorials for parents and students
- Access to IT support for parents and students
- Workbooks and other resources prepared for each student
- In the event that students lack access to the Internet. Teachers will have the ability to mail work directly to them.

Age Appropriate Instruction/Instructional Time / Class Assignments / Independent Work / Measures of Student Learning:

- The specific age and need determine the amount of time a student spends on direct instruction. The window of time offered by teacher and related service therapist is between the hours 9:00 am and 3:00 PM. However, the average daily time spent on virtual direct instruction is approximately 60-90 minutes. Times are mutually agreed on with the parent, teacher and therapist. Special circumstance may require a teacher or therapist to meet with the parent and student other than the designated time.
- Class assignments are based on the abilities, skills, grade level and NJ learning standards of each student. Students with significant disabilities complete their assignment during the 60-90 minute time slot with close monitoring, assistance, support and prompting. Whereas, students that have advanced cognitive and independent skills complete their assignments when the on-line session is over. Assignments are reviewed and feedback is provided.
- Bergen Centers employs the use of IXL; one of numerous learning tools offered to the entire student population. IXL is personalized is a learning program that is tailored for each child. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

Assessing Student “Learning Loss” / Regression

- Bergen Center’s Students have significant learning disabilities. Each student requires daily assessments to ensure that learning is retained, thereby mitigating any regression or learning loss. Many forms of assessments are used by teachers and para-professionals on a day-to-day basis. The NWEA (Northwest Evaluation Association) provide a variety of assessments that can be tailored to meet student needs in various disciplines. Upon the re-open of schools, each student will be assessed on the retention of their IEP goals as well as (ADL’s) Activities of Daily Living. If a student demonstrates regression, then re-learning the identified deficiencies will be taught and monitored until the student is proficient.

School Organization:

- Class size: 4-6 students
- 1:1 Support 77% of the student population receive 1:1 support
- Classroom makeup: Ungraded
- # of Classrooms 4
- Age Ranges 9-12 years / 13-15 years / 15-18 years / 18-21 years
- Administrators 1
- Office Staff 3
- Custodial Staff 1
- Food Service Staff 1
- Teacher Staff 9
- Related Services Staff 7
- Para-Professional Staff 20
- Main Building 13,864 sq. ft. - 8 Classrooms / 1 All Purpose Room- Cafeteria / 5 Offices / 1 Café - School Store
6 restrooms / 1 reset room
- Module Building 750 sq. ft. / 3 classrooms
- Property Size 4.06 acres

Student Demographics:

- Student Residence: 20 communities / Bergen, Passaic, Essex, Morris, Hudson and Middlesex Counties.
- Student population: 23 students

- | | |
|-------------------|---|
| Disabilities: | Down Syndrome, ASD (verbal & non-verbal), Cerebral Palsy, ADHD, TBI, Mental Health Challenges
Hearing Impaired, Visually Impaired, Behavioral Disorders , etc. |
| • Ages: | 9 to 20 present (service ages 5-21). |
| • Ethnicity | White = * Black = * Latino/Hispanic = * Asian/ Pacific Islander = *
Native American = * Other = * |
| • Economic Status | 61% of students are on free or reduced lunch - 14 students out of 23 |
| • State Funded | |
| Pre-School | N/A |
| • Homeless | None |
| • Migrant | None |
| • ELL's | * |

COMPONENT 2 Addressing Special Education Needs

Accommodations and Modifications as per Student IEP's / Monitoring Student Progress

Bergen Center teachers, para-professionals and related service personnel have received tutorial instruction on how to use ZOOM, Google Hangout, Skype and Facetime to provide virtual instruction. Each of the aforementioned individuals are extremely familiar with every student's specific needs and learning goals, therefore effective instruction is apparent and highly plausible. Parents, students and group home guardians are also trained in how to access the various virtual platforms employed.

While meeting IEP goals is certainly important during this time, the health of each child is paramount. Teachers and the school nurse will do WELLNESS CHECKS. Monitoring will occur on a daily basis performed by the classroom teacher and/or the school nurse or related service therapist. Many children received food through their local schools, so the Covid-19 closures, coupled with rising unemployment, have increased the needs of students and their families. Recognizing that students cannot learn as well if they are hungry or feel unsafe, doing weekly runs to drop off hygiene items and nonperishable foods for the children will occur if the need arises. It is important the school and parents be on the same page.

Bergen Center will ensure that every parent has a copy of their child's IEP. If they cannot find a copy one will be sent. In addition, a phone call with the parents will take place to re-acclimate to the parent with the child's IEP. The students **PLAFF (present level of academic achievement and functional performance)** will also be discussed to ensure continued progress.

Accommodations will be made to ensure a family has a reliable computer connection and a device with the appropriate capability. Bergen Center will also provide free hot spots, iPad, Chromebooks or augmentative device/s if a student is in need during the Covid-19 crisis. Students that receive ABA support will also be remotely when possible and appropriate

If a technology platform is not the preferred, an alternate method of instruction may be used, i.e. (hard copy materials sent via mail followed up with telephone instruction, pictures, drawings, refreshable braille, switch, alternative communication (AAC) supports and or / simple speech generating devices (SGDs).

While providing special education services, progress reports will continue to be provided to parents/ guardians on the schedule indicated in the IEP, to the extent possible. If progress reporting is unable to be provided as indicated in the IEP, this decision will be documented; a plan will be developed to resolve any concern when school returns to normal operations. As educational services are provided, Bergen Center will collect progress data in order to inform parents and the IEP teams on compensatory service decisions once normal school operations resume.

Related Service Provisions - (Speech Language Therapist SLP - Occupational Therapist OT - Physical Therapist, PT Audiologists and Teacher of the Visually Impaired TVI

The NJDOE and Federal Government determined that related services can be delivered via video conferencing. Bergen Center's staff will be available to deliver services accordingly. Bergen Center has updated this aspect of the emergency preparedness plan and communicated with each ending district.

Additional details regarding delivery of related services are as follows:

- Student-specific work packets to provide mandated sessions targeting IEP goals
- Scheduled time via Google Hangout, facetime or Zoom for additional face-to-face support
- Scheduled time for weekly check-ins with parent via phone and email for increased support

Virtual IEP Meetings / Methods to Document IEP Implementation and Tracking of Services

Scheduled IEP meetings follow the subsequent steps.

- Sending district case managers schedule and notify the parent and school psychologist to schedule a mutual time to meet virtually. If computer access is not available a conference call is scheduled.
- The appropriate stake holders are notified of the meeting.
- Virtual invitations are emailed and confirmed
- Meeting is conducted with the IEP Team

To the **best extent possible** the monitoring and delivery of services will include:

- The classroom teacher will daily record daily the services delivered and the process will be monitored by the principal, school psychologist and BCBA.
- Each service provider will record the frequency and duration of services. Weekly records will be submitted to the principal via Google Docs at the end of each week.
- Each service provider will also maintain and record data on efficacy of accommodations. The records will be submitted to the principal via a Google Doc at the end of each week.
- All documents are stored electronically in a secure file.

Communication to Sending District Case Managers

Bergen Center's school psychologist is responsible to communicate weekly with every case manager via email, telephone or virtually. The communication addresses the progress of each student, any challenges that may occur and to offer support to the parent and student. Case managers will also be provided with an instant alert, recorded video, or letter that is sent to parents and students.

COMPONENT 3 (Addressing ELL / Bilingual Needs)

Students that need ELL services or language interpretation services are provided by a family member that speaks English and the native language. If not feasible, than the school will hire an interpreter to join each virtual learning session. If a deaf or a visually impaired student requires services, Bergen Center will provide (ASL) American Sign Language and / or augmentative devices to service that student/s.

Bergen Center is presently is meeting the needs of 2 students that require sign language instruction or visual impairment instruction.

The method that is presently used to communicate with ELL, immigrants or bilingual student is having a family or staff member assist in translating materials and verbal instruction employing the native language of the students. Moving forward Bergen Center multiple companies have recently designed portable Translation Smart Phone Devices that are reasonable priced. Bergen Center will be purchasing a language translator device that can translate 102 languages with 98% accuracy.

COMPONENT 4 (Safe Delivery of Meals)

The sending school districts of all students who receive free or reduced meals, have been asked to make provisions for their out of district students attending Bergen Center in accordance with whatever plans have been made for their in-district students. Each district was contacted via email or letter requesting the same.

COMPONENT 5 (Length of Virtual / Remote Instruction)

The length of remote instruction, teacher availability, class assignments, independent work, tiered and measured learning were indicated in Component 2. However, comparable expression suggests that the length of instruction time is determined on the daily status of each student. Succinctly stated, students suffering from severe disabilities may be unable to meet academic and behavioral expectations on any given day.

Nevertheless, daily efforts are demonstrated to ensure that services are implemented in accordance with IEPs to the GREATEST EXTENT POSSIBLE. The ultimate goal is to maximize student growth and development.

COMPONENT 6 (Attendance)

Bergen Center utilizes **GRADELINK** as the Student Tracking Information System. This system allows teachers to remotely record the attendance of each student. At the end of each week the report is sent to the business office and forwarded monthly to every sending district

A student is recorded **PRESENT** when he / she reports to their daily virtual learning session, i.e. (Zoom, Google meets, Skype, etc.).The complexity or severity may look different for each student and is based on individual needs and circumstances. Therefore, the general” rule of thumb” or broad application for being marked present is not intended to be absolute for every situation.

When a teacher makes three attempts to contact the parent/student in the course of one day, and that student fails to respond, it is at that time the student is recorded **ABSENT**. An **ABSENCE** may also be ” defined when a family notifies the school that their child is ill or unable to participate for the day due to varied circumstance related to the child’s disability.

When a student demonstrates a pattern (3 or more times) of not attending a virtual or teleconference session, the sending district case manager is contacted with the request to follow-up with the parent / family. In addition, a letter is sent to the parent from the principal indicating the lack of student participation.

As previous indicated; Bergen Center monitors the virtual attendance of each student. Although attendance is essential to the continued growth and progress of a student, however, it is NOT the attendance record that determines whether a student is retained, promoted or graduates during the pandemic. The critical component is the IEP which ultimately determines the aforementioned.

It is understood that school closures are a temporary situation, and APSSD are required to offer special education services to the most appropriate extent possible while students are away from their schools/programs. The IEP teams may need to consider compensatory services and IEPs may need to be adjusted accordingly when school resumes. The IEP team will determine the amount of compensatory related services and the specifics for retention, promotion and graduation. IEP’s will be adjusted accordingly and adjustments will be made on a case-by-case basis, when school resumes.

COMPONENT 7 (Facilities Plan)

The school custodian is an essential employee and will work several days per week to prepare and maintain the sanitization of the school. Prior to the closure on March 13, 2020, Bergen Center hired a professional cleaning service to disinfect the entire school to ensure the preparedness of the school facilities. Upon schools reopening, Bergen Center will again hire a professional cleaning service to sanitize the entire building.

COMPONENT 8 (Summer Programming)

Provision for Summer Services / Extended School Year (ESY)

Bergen Center is prepared to continue providing virtual instruction if the “Stay at Home Order” is extended through the summer months. If

schools re-open Bergen Center has a program planned. However, the necessary safety protocols related to COVID 19 have yet to be established. However, a 'SAFETY COMMITTEE' has been formed. The protocols and the purchase of the necessary PPE is a work in progress.

Whether an "In-person ESY Program" or a Virtual Program occurs the follows dates will apply:

Start Date: July 1 & 2
 Holiday July 3 - 5
 Resume July 6 - August 12

Time of Instruction:

"In- person ESY" Program 8:00 AM - 2:30 PM Monday through Friday

"Remote ESY" Program Similar to the present hours Monday through Friday

In Person ESY Program (ALL Social Distance protocols / practices will be enforced)

8:00 - 9:00 AM - Morning Opening Exercises / Personal Hygiene / Breakfast
 9:05 - 10:35 AM - Morning rotation of classes or services (academics, special area subjects, DLA or life skills, related services, etc.)
 10:40 - 11:10 AM - Morning break
 11:15 AM-12:00 PM - Resume rotation of classes or services (academics, special area subjects, DLA or life skills, related services, etc.)
 12:05 - 12:40 PM - Lunch
 12:45 - 2:05 PM - Afternoon rotation of classes or services (academics, special area subjects, DLA or life skills, related services, etc.)
 2:10 - 2:20 PM - Preparation for dismissal
 2:20 - 2:30 PM - Busses arrival

Remote ESY Program

Available time: - 9:00 AM - 3:00 PM
 Monday - Academics, special area subjects, DLA or life skills, related services
 Tuesday - Virtual field trip) / related services
 Wednesday - Remote cooking class & DLA or Life Skills / related services
 Thursday - Remote mindfulness, yoga or Zumba / related services
 Friday - (Academics, Fun Friday Remote Party / related services

21st Century Programs

Bergen Center Students receive virtual instruction of the NJ Learning Standards listed below. The primary instruction is provide by the CBI-SLE teacher, however many of the other standards are presented and integrated by other teachers and related service personnel.

The 12 Career Ready Practices
 9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

Assessment of Credit Loss

Bergen Center has no graduates therefore credit loss is not a concern

Assessments of Learning (previously stated)

Bergen Center's Students have significant learning disabilities. Each student requires daily assessments to ensure that learning is retained, thereby mitigating any regression or learning loss. Many forms of assessments are used by teachers and para-professionals on a day-to-day basis. The NWEA (Northwest Evaluation Association) provide a variety of assessments that can be tailored to meet student needs in various disciplines. Upon the re-open of schools, each student will be assessed on the retention of their IEP goals as well as (ADL's) Activities of Daily Living. If a student demonstrates regression, then re-learning the identified deficient skills will be taught and monitored until the student is proficient.

Class of 2020 Graduation Ceremonies

Bergen Center has no graduates for the 2019-2020 school year.

COMPONENT 9 (Board of Trustees Approval)

Bergen Center's next Board of Trustees meeting is not scheduled until the week of June 15th. The Board has received the plan via email and intends to approve it at that meeting.

COMPONENT 10 (Website Posting)

In accordance with NJ DOE requirement's Bergen Center's **REVISED Health-Related Emergency School Closure Plan** will be posted and update on the school website on Friday, June 5,2020 **WEBSITE:** www.bergencenter.com

COMPONENT 11 (Essential Employees)

The following staff members of Bergen Center are considered essential for the continuation of operations during the COVID-19 crisis while we have transitioned to online instruction. They may be required to pick up files, mail, or deliveries and may be requested to work on site for short durations of time depending on extenuating circumstances.

<i>Jon Sinclair</i>	<i>Executive Director / Principal</i>
<i>Elaine Brondi</i>	<i>Business Secretary</i>
<i>Jim Biringner</i>	<i>Bookkeeper/ Accounts payable / Attendance</i>
<i>Darsy Rodriguez</i>	<i>Administrative Assistant</i>
<i>Jack Calligaro</i>	<i>Maintenance / Custodian</i>

COMPONENT 12 (Plan Sharing)

The initial plan was shared with sending districts. However, this revised plan has yet to be sent. Also, when the Board of Trustees approves this document it will be sent shortly thereafter to all the appropriate entities

ADDENDUMS**Task Chart / Division of Labor**

TASK TO BE COMPLETED	DIVISION of LABOR RESPONSIBLE ENTITY/ PERSON/S	NECESSARY RESOURCES	ESTIMATED EXPENSE	TIME LINE TO BE COMPLETED	TASK STATUS COMPLETE / NOT COMPLETED	NOTES:
1. Inform the BD of Trustees	Exec. Dir. / Principal	Contact information	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
2. Inform and conduct staff meeting	Exec. Dir. / Principal	N/A	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
3. Conduct strategic plan meeting with staff : Instruction and related services delivery plan	Exec. Dir. / Principal Instructional Staff Related Services staff or contractor	Release Time	N/A	3-5 days prior to closure		Immediate ACTION if necessary
4. Inform the local DOH	Nurse	DOH Tel. #	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
5. Inform the local Police	Admin Assist.	Police Tel. #	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
6. Inform the County NJ DOE	Exec. Dir. / Principal	DOE Tel. #	N/A	3-5 days prior to closure		Immediate notification to entity if necessary

7. Inform County EOP	Nurse	EOC Tel.#	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
8. Inform parents via detailed letter	Exec. Dir. / Principal	Office materials	N/A	3-5 days prior to closure	UPDATE WHEN NECESSARY	Immediate notification to entity if necessary
9. Inform School Attorney	Exec. Dir. / Principal	Contact information	Hourly Rate of \$200.00	3-5 days prior to closure		Immediate notification to entity if necessary
10. Contract Professional Cleaning Service / Sanitize & Disinfect the School Building	Business Secretary	Obtain Quotes	\$3,000.00 13, sq. ft.	Day after school closure		Inspect Building & Evaluation Services after job is completed
Inform Food Service BERGEN CENTER IS NOT REQUIRED TO PROVIDE STUDENT MEALS / IT IS THE SENDING DISTRICTS RESPONSIBILITY	Business Secretary	Contact information	N/A	3-5 days prior to closure		Immediate notification to entity if necessary
Teacher Collaboration Planning Virtual Instruction Plans / face time instruction / hard copy learning packets	All instructional staff	Parent Contact information	Purchase any tech devices or other materials needed	3-5 days prior to closure		
Provide Daily Instruction to Students / Speak to Parents Daily (answer questions, etc.)	All instructional staff	Parent Contact information		ON GOING		Inform Exec. Dir. Principal every 3 rd day of student progress / parent satisfaction
Deliver Related Services	OT, PT, SLP, BCBA, Psychologist	Parent Contact information	N/A	ON GOING		Inform Exec. Dir. Principal every 3 rd day of student progress / parent satisfaction
Post on School Website	IT Personnel	N/A	N/A	3-5 days prior to closure	CONTINUALLY UPDATED	Immediate notification to entity if necessary

Communicate with sending districts and parents to ensure that any required augmentative technology device is provided for all special needs students that are in need .	IT Personnel School Psychologist Sending District	The specific technology stipulated in the students' IEP	Whatever the cost to meet the need.	3-5 days prior to closure		
Principal Check-in to Every Family	Exec. Dir. / Principal	Contact Information	N/A	Every 3 rd day		
Wellness Check-in from the School Nurse	Nurse	Contact Information	N/A	Every 3 rd day		Inform Exec. Dir. Principal every 3 rd day of student progress / parent satisfaction
Log and Journal ALL Communication / Services, etc.	Exec. Dir. / Principal Nurse Instructional Staff Support Staff Related Services staff	Journal Logs for All Staff / Utilize school template	\$100.00	Daily		Inform Exec. Dir. Principal every 3 rd day of student progress / parent satisfaction / or PROBLEMS
Check and Read any NJDOE or U.S. DOE Broadcasts / Memos	Exec. Dir. / Principal	Email Access Contact Information	N/A	Daily	CONTINUOUSLY	Seek advice and guidance from NJDOE or other resourceful entities
Letters to Sending district case managers to inform them the method/s of how the students will be receiving their instruct	Exec. Dir. / Principal	Contact Information	POSTAGE	After instruction begins		
Inform Transportation Providers	Business Secretary	Contact information	N/A	3-5 days prior to closure		

COVID-19 ("Coronavirus")

Information and Resources for Schools and School Personnel

United States Department of Education

Health officials are currently taking steps to prevent the introduction and spread of COVID-19 ("Coronavirus") into communities across the United States. Schools can play an important role in this effort.

Through collaboration and coordination with State and local health departments, State and local educational agencies, other education officials, and elected officials, schools can disseminate critical information about the disease and its potential transmission to students, families, staff, and community. Schools can prepare to take additional steps to prevent the spread of COVID-19, should State and local health officials identify such a need.

The Centers for Disease Control and Prevention (CDC) offers the most up-to-date information on [COVID-19](#) along with their [Guidance for School Settings](#).

Additional Resources for Elementary and Secondary Schools:

- [Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students \[PDF, 385KB\] \(March 16, 2020\)](#)
- [OCR Short Webinar on Online Education and Website Accessibility Webinar \(Length: 00:07:08\) \(March 16, 2020\)](#)
- [CDC guidance on Considerations for School Closures \(March 13, 2020\)](#)
- [Protecting Student Privacy: FERPA and the Coronavirus \(March 12, 2020\)](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak \(March 12, 2020\)](#)
- [Fact Sheet: Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act \(March 12, 2020\)](#)
- [CDC Interim Guidance for Administrators of US K-12 Schools and Childcare Programs: Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\) \(updated March 12, 2020\)](#)
Other Languages: [Española](#) | [中文](#)
- [The Readiness Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center website, \[https://rem.ed.gov/Resources_Hazards_Threats_Biological_Hazards.aspx\]\(https://rem.ed.gov/Resources_Hazards_Threats_Biological_Hazards.aspx\), has useful information, resources, trainings, and tools for addressing infectious diseases, related topics, and protecting the school community.](#)
- [The USDA released new information on flexibilities that will allow students to access meal service during school closures.](#)
- [The Office for Civil Rights issued a Letter to Education Leaders on Preventing and Addressing potential discrimination associated with COVID-19.](#)
- [Environmental Cleaning and Disinfection Recommendations: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease](#)

Additional Resources for Higher Education Institutions:

- *The Office of Postsecondary Education issued Information for Accrediting Agencies Regarding Temporary Flexibilities Provided to Coronavirus Impacted Institutions or Accrediting Agencies (March 17, 2020)*
- *U.S. Immigration and Customs Enforcement (ICE) issued guidance on Coronavirus Disease 2019 (COVID-19) and Potential Procedural Adaptations for F and M Nonimmigrant Students (March 9, 2020)*
- *The CDC issued Interim Guidance for Administrators of US Institutions of Higher Education (IHE) to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) (March 2, 2020)*
- *The Office of Postsecondary Education issued Guidance for interruptions of study related to Coronavirus (COVID-19).*
- *Federal Student Aid issued Coronavirus Information for Students, Borrowers, and Parents.*

Schools should continue promoting everyday disease prevention strategies:

- If you are sick, stay home from school.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.
- Consult this web page for further guidance from the U.S. Department of Education.

Schools can share relevant CDC fact sheets to help students, families, and staff understand COVID-19 along with steps they can take to protect themselves:

- ***What you need to know about coronavirus disease 2019 (COVID-19)***
- ***What to do if you are sick***
- ***Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19***