

Burlington County Special Services School District
Dr. Christopher Nagy, Superintendent
UPDATED BCSSSD COVID-19 Master Preparation Plan

Due to the constantly evolving situation related to COVID-19 in the district, we may transition to remote learning at any given time during the school year when necessary, and in consultation with the Burlington County Department of Health and our Board of Education. The following plan will be put into place during remote learning periods. This document will address how we are responding to the following concerns:

Equitable Access to Instruction:

The BCSSSD remote learning plan is comprehensive and addresses the social, emotional, and intellectual needs of all learners. All students and families were surveyed prior to the closure and throughout the year to determine the internet and computer access needs across the district. The BCSSSD administration regularly monitors the use of technology through evidence presented by our faculty and staff who are managing online learning platforms to ensure that learning goals, state standards, and student growth are measured within the level of modifications and guidelines set forth by the NJDOE during the COVID-19 closure. Students were given Chromebook computers, access points, or other devices upon requested need. Students were provided information on free internet connectivity, the information of which was placed on the district website. Technology support has been available since the start of the closure two days a week. The BCSSSD staff are available during normal school hours (varies by campus). Staff regularly respond to students and families after hours to ensure they are providing them with the educational and emotional support needed. Additional support from teachers, teacher assistants, related service, consultants, etc. are available. Students have been participating in lessons via Google Meet, Google Chat, FaceTime, Zoom, and voice calls. Students who lack technology skills, experience extensive behavioral issues, experience technological issues, or require more hands-on materials to support instruction were provided work packets or mini work stations. Ongoing survey of parents pertaining to student academic progress and family needs will continue throughout the shutdown, Extended School Year (ESY), and school year. Since the initial closure of schools to move to 100% remote learning, the administration has developed a Virtual Platform Protocol by which they follow to assure that all students have access to, and are engaged in, the learning process.

Special Education Needs:

BCSSSD faculty, staff, and administrators continue to work to serve our special needs populations in compliance with the laws, mandates, and special education regulations required at the local, state, and national level. The team at BCSSSD works in tandem with the Director of CST/Related Services while continuing to address the needs of all learners, and continuing to monitor student progress as it pertains to the goals and objectives of the IEP, as well as the social/emotional needs of the students and their families. We understand how parents/custodians need to feel supported and connected to schools while addressing the needs of student exceptionalities. Throughout the school closure, the child study team (CST), school counselors, and related services providers continue to monitor both the academic progress and need for enhanced services for all special needs students attending school remotely during the school closure. IEP review meetings, summary of performances, and senior summaries are being scheduled and completed virtually with parent and staff participation. Parents/guardians received electronic or hard copies of finalized IEPs. Student report cards and progress reports are uploaded in the Genesis Parent Portal. Hard copies are mailed home to families without access to technology. Students with CST & Related Services are delivered teleservices via Google Hangouts Meet, Zoom, and/or phone calls. Currently, therapists are scheduling and facilitating teletherapy sessions to mirror the student's IEP as closely as possible. All communication is documented in Genesis and IEP Direct. BCSSSD case managers are in regular contact with sending school district case managers regarding their students. Service providers are maintaining services logs and recording the date and time of the sessions. Parents and students are contacted daily to maintain a school to home contact with students experiencing academic and emotional difficulties. A good faith effort has been made to ensure that all students are receiving appropriate services according to each student's IEP to the extent possible. The need for compensatory services will be determined in collaboration with the sending school district through informal and/or formal assessments and progress reports. Special education and related services are being delivered as prescribed by the student's individual education plan (IEP). Adjustments and accommodations are being made during the remote learning process. Child Study Team and Related Services continue to bill accordingly in the SEMI system for directors. We plan to provide ongoing surveys to assess technology support, level of communication, and remote learning experience to solicit parental/guardian feedback from our community stakeholders.

As a service provider, the Educational Services Unit (ESU) will follow the remote service plans of the districts in which ESU is contracted. Each of the staff members will have a different plan to follow, but will provide whatever support staff may need to fulfill the requirements. ESU will continue to fulfill its supportive role during ESY and the school year. The

ESU is currently working with our public and nonpublic schools to provide remote learning options to our nonpublic schools. Should a student not receive all of their services outlined in their Service Plan (nonpublic IEP equivalent) then we will use a checklist to determine if compensatory services are warranted in collaboration with the public school district.

ELL/Bilingual Needs:

BCSSSD makes every effort to accommodate ELL and bilingual needs through the following resources: Google translate, ClassDojo translate, and group phone calls to parents using our own staff as translators. The District website has also been upgraded to allow parents to access content in various languages to accommodate communication and connectivity.

Using translation technology, teachers will make modifications to assignments in the primary language and will communicate with the parents through the translation technology or with an interpreter. We provide assistive technology with related services and PEC boards. In addition, students have access to AAC and Augmentative and Alternative communication in accordance with their IEPs. Challenges encountered are the training of parents on tutorials to utilize the technology and the conveyance of its importance. Students know how to use it, but at home, parents are not aware of how to use this technology. Parents or guardians have also been provided training on the virtual classroom supports, ie. Google Classroom. The students, when on campus, are used to a routine. Now that they are working from home virtually, they are dependent upon the parents or guardians to play an active role in the online instruction process, which many times is dependent upon work schedules of parents or guardians or family obligations and responsibilities.

School Nutrition & Safe Delivery of Meals:

Our food service company Sodexo has been in contact with the BCSSSD administration regarding the number of students who are eligible for free and reduced breakfast/lunch in addition to any other BCSSSD family that is in need of meals. Meals may be picked up at the BCSSSD Westampton Campus or at the BCIT Medford Campus on Mondays and Thursdays between 9-11am. Student parents/guardians will be contacted at BCSSSD to ascertain which parents will be going to the pick-up points to obtain the meals, i.e. bagged lunch and dry breakfast. Sodexo will also plan accordingly based on which districts are open as to the preparation of meals. For parents who may not be able to travel outside of a certain perimeter, they are directed to a pick-up area of schools located in their municipality. They are encouraged to

contact the local school district in their area for a meal distribution schedule. All meals will meet student nutritional and dietary special needs.

The Director of Transportation, in collaboration with the Director of Security, has instituted a system to provide regular delivery of meals to students in need. The component of meal delivery has been encompassed in the BCSSSD Meal Grab N Go system which provides approximately up to 2000 meals, two times a week, to the students and families of surrounding counties.

The administrators first surveyed families who may have a need and then arranged for the appropriate pick up or delivery of meals based on each family's situation. There are two options for meal delivery: Students and families receive meal delivery facilitated by BCSSSD or may elect to pick-up meals twice a week with multiple days of meals provided. Families are made aware of meal pick ups via the district website, emails, texts, and robo calls. The location of pick up at the BCSSSD Westampton Campus and at the BCIT Medford Campus. Staff and administration are in contact with any families that need accommodations related to meal pick up or delivery. Based on ongoing guidance from the DOE Office of Emergency Preparedness, the Grab N Go stations have been re-evaluated for efficiency and safety of all involved as more and more is learned as the closure period is extended. Added tables and procedures to enhance social distancing awareness during pick-up have been updated and have allowed us to streamline the number of district staff to be available during pick-up times. Our meal distribution plan is based on recommendations from the New Jersey Department of Education Emergency Preparedness Office. We will continue to deliver meals and have meals picked up at our two designated locations with distancing recommendations and sanitizing areas (tables). Staff will continue to wear PPE during the distribution of meals and maintain social distance. Until notified by the Governor or local authorities, we will continue to provide meals on the designated days.

The following are the specifics related to the plan:

SFA Name: Burlington County Special Services School District

Agreement #: 00500605

Date Meal Distribution will begin: March 16, 2020

Date Meal Distribution will end: Ongoing until Governor or NJDOE indicate otherwise

Schools/Site where distribution of meals will take place: BCSSSD Westampton Campus, 20 Pioneer Boulevard, Westampton and BCIT Medford Campus, 10 Hawkin Road, Medford, NJ.

Meals to be claimed for reimbursement per day: Planning on 150 students (1 breakfast & 1 lunch) at BCSSSD West and 50 (1 breakfast & 1 lunch) at BCIT Medford.

Distribution will be on Mondays (3 days worth of meals consisting of 1 breakfast & 1 lunch per student for each day) and Thursdays (4 days worth of meals consisting of 1 breakfast & 1 lunch per student for each day) from 9:00 a.m. to 11:00 a.m.

All items are cold-hold items that will be refrigerated until pick up by the parent/guardian. Will follow daily HACCP procedures to make sure Food Safety requirements are met. For students with specific dietary needs, the chef will be present to individualize the meal to daily specifications.

Length of Virtual or Remote Learning Instructions:

The BCSSSD remote learning plan is a robust foundation for learning, which places a high priority on serving a diverse population of learners with exceptionalities across our four campuses. The principals and Assistant Superintendent of Curriculum and Instruction work collaboratively to implement continuous updates and innovative best practices to infuse multiple strategies, methods, and resources to drive student-centered learning in the virtual classroom environment. Students have 2.5 hours of instruction each day; 1.5 hours of support activities and projects, and an additional hour each day for specials such as Art, Music, Spanish, Physical Education and CTE exploratory instruction. Tools such as those encompassed in the Google Suite, as well as those delivered via the use of programs such as IXL, GoMath, Science Fusion, Stafall, Ed Helper, Jacob's lessons, and OneDer are just a few of the teacher-student friendly resources actively engaged in the BCSSSD learning community. Staff have been provided professional development in the use of Google Suite and other remote resources. The IT department is also an active partner to support student and teacher engagement through technology and accessibility.

Since the initial closure of schools to move to 100% remote learning, the administration has developed a Virtual Platform Protocol by which they follow to assure that all students have access to, and are engaged in, the learning process.

Instructions and expectations have been communicated to students at the onset of remote learning or school closures and continue to be reinforced during instruction based on individual and family situations. Learning is conducted in synchronous and asynchronous formats with an emphasis on maximizing student growth, learning, physical activity, therapeutic, and transitional skills to the greatest extent possible. We remain in constant contact with sending districts providing them with ongoing updates of their students' progress. The district supports a robust collection of data to inform instruction and student progress.

The BCSSSD staff are available during normal school hours (varies by campus). Staff regularly respond to students and families after hours to ensure they are providing them with the educational and emotional support needed. Additional support from teachers, teacher assistants, related service, consultants, etc. are available.

Attendance:

The BCSSSD learning community attendance policies remain in place, as approved by the BOE for the 2020-2021 school year. Students and/or parents must engage during the day via email, text, phone call, or evidence of logging into an online platform in order to be marked present for the day. The attendance policy guidelines have been sent to parents and students. Student attendance is monitored and parents/guardians are notified of attendance violations in accordance with the policies and procedures set forth by the BOE. A system is in place for contacting parents/custodians of students who are not completing work. This system involves calls from administrative assistants, counselors, administrators, and sending school district case managers. The BCSSSD Fourth Marking Period Grading Policy was modified to create a fair and equitable playing field for district compliance, as well as student success during the COVID-19 school closure. The administration has taken proactive steps to address students who are falling behind and monitoring needs at home as it pertains to the impact on student learning and engagement.

Facilities:

The Director of Facilities works to schedule and maintain each campus location during school closures or move to 100% remote learning. The details of the steps taken by facilities personnel may be found in the [Restart and Recovery Opening Plan Appendix G](#). In addition to the normal routines and procedures in place for cleaning and disinfecting campus

locations, the director and assistant director regularly work with their staff who are assigned on staggered schedules to assure safety and social distancing protocols to communicate the plans, schedule and train for effective and efficient cleaning and disinfecting best practices, as well as be provided constant reminders as to how to keep themselves safe and well. All staff are provided the appropriate PPE. In addition to the added layers of cleaning and disinfection embedded into the everyday, established routines, regular building maintenance and upkeep continue to remain a high priority at all campus locations.

The Director of Facilities has worked to analyze, assess need and obtain equipment and deploy resources needed to adequately assure that stock levels of appropriate cleaning and disinfectant supplies are available, as well as the use of a disinfectant application sprayer to apply the proper levels of products in the classrooms, and throughout the campus common areas in each building. A process is also in place when a staff member must enter the building to retrieve instructional materials that includes appropriate disinfecting of areas visited.

Also, the director attended a virtual COVID-19 training webinar to enhance knowledge on protocols and procedures to follow while receiving the most current updated best practices for BCSSSD cleaning and disinfecting during these unprecedented times. During the webinar, the director was made aware of an innovative piece of technology that is a futuristic way to evaluate the cleanliness of buildings to ensure the highest level of student safety. BCSSSD is exploring the need and ability to purchase this equipment if available and if funding supports the purchase. Other technologies are also being considered by the technology department to support a multi-layer approach to maintain the highest safety and building sanitizing techniques to assure the safety and wellbeing of all staff and students.

Essential Personnel

During any period of time when there is a need to have schools go to 100% remote learning for students, in addition to teachers, child study team, related services, and educational support staff, there have been key essential personnel who have been needed for the ongoing operations of the school district. Essential personnel include technology, custodial/maintenance, and district and building administration and select non-aligned or non-union secretaries or personnel who are on staggered schedules and on an as needed basis to allow for social distancing and to effectively support learning, complete the ongoing sanitization of buildings, assure ongoing administration of the district, preparation

of food for needy families and assist with bus runs for the delivery of prepared food for those families in the District who are in need and do not have transportation.

Custodians and Technology personnel will work daily from 7:00am until 3:30pm on staggered and alternating days to allow for social distancing unless otherwise specified to continue the process of sanitizing the buildings or providing the technology support for teachers and students during the building closures. There will be no other shifts. Food service personnel and security work needed hours for the orderly preparation and distribution of meals to families. Non-aligned secretaries and administration work on campus or district offices on Mondays and Thursdays from 8am-4pm and work remotely all other days and where applicable, work entirely from home to honor personal situations. All essential personnel are in place to perform necessary and timely work. In any given area, there will be less than 10 individuals and social distancing protocols followed and appropriate PPE worn. Staff who have personal needs under Covid-19 social distancing parameters, accommodations will be made to have staff members work entirely from home remotely.

Re-entry Protocols & PPE:

The district has taken proactive steps to arrange a plan for safe re-entry of staff and students as well as a plan to support ongoing operations under the Covid-19 environment.

The district has currently implemented no-touch technology to monitor temperatures of everyone who enters the building as part of this re-entry plan. All visitors will be approved for entry into the building - maximum capacity will be adjusted to accommodate social distancing requirements. All staff and students will be required to wear face masks and gloves or have access to hand sanitizers. The District provided PPE to appropriate staff and continues to monitor needs. Everyone who enters the building (staff, students, visitors) will be asked to complete a Covid-19 screening form which identifies travel alerts and reviews the presence of any of the following list of symptoms and which will trigger a denial of entrance if any are present:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills

- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Pandemic Response Teams at Each Building:

BCSSSD is committed to exploring every avenue to provide a safe school environment and to put into place and evaluate every aspect of the Restart and Recovery Plan for the District established for the 2020-2021 school year based on the Covid-19 pandemic and school closures in March 2020. As a result and as per the [Restart and Recovery Opening Plan Appendix M](#), BCSSSD sought to centralize, expedite and implement COVID-19 related decision making based on the Master Re-opening Plans, action plans and contingency plans, each school shall have a cross sectional committee of administrators, teachers, staff and parents of various gender and race to support all planning, management and decision making as it relates to the COVID-19 response actions upon the start of the school year whether in person, hybrid or virtual. Each Building Pandemic Response Team is comprised of the following positions: school principal or assistant principal, teachers representing various grades or CTE areas, Child Study Team member, school counselor or mental health expert, subject area supervisor or director, school nurse, school safety personnel, member of the school safety team, director of buildings and grounds and/or custodian and parents.

The Building Pandemic Response Teams have the following responsibilities: a) oversight of each school's implementation of the District's Reopening Plan; b) based on oversight, adjust or amend school health and safety protocols; c) provide needed training and support to staff d) Review ongoing building level data as it pertains to health, wellbeing and safety of students and staff under the COVID-19 environment; e) oversight and implementation of procedures to support, nurture and maintain safe and supportive school climates under COVID-19 environment; f) provide ongoing and necessary communication with school community and District administration; g) maintain avenues to capture the voice of the community, families and students to inform the decision-making process of the building pandemic response teams
RESTART & RECOVERY PLAN.

The Building Pandemic Response Teams are critical to the operationalization of District Reopening Plans. They will meet a few times a month and provide the community with timely updates as well as changes to protocols. Each community is different and it is important to respect how communities evolve under the COVID-19 environment. It is important to listen to the community, families and student concerns on an ongoing basis to inform the decision-making process. The nature of schools under COVID-19 must be fluid and the committees play an important role to address concerns or contingencies as they arise. The actions of the committee must be timely, accurate and transparent within the school community.

Website Posting:

The BCSSSD Emergency Preparedness Plan is posted on the main BCSSSD webpage.