

Windsor Bergen Academy (04-8319)
56 Passaic Street, Ridgewood, N.J. 07450
Public Health-Related School Closure Plan
5.20.2020; Revised 6.8.2020

Rationale: To ensure that students continue to receive high quality, standards- based instruction through the end of the school year, each school has been directed to update their current school health-related closure preparedness plan.

Target Group: All students in grades PK-8 who attend Windsor Bergen Academy which is a school for students with disabilities.

Plan Goal: To continue to educate and support our students with disabilities with resources, accessibility and specialized distance learning options to meet their individual needs. The home instruction and distance learning modality shall be consistent with the student's individualized plan (IEP) to the extent appropriate and possible to meet the New Jersey Student Learning Standards.

Equitable Access to Instruction Plan Component 1

Demographic Profile: All 82 students currently enrolled at Windsor Bergen Academy are students with disabilities and are sent as out of district placements. There are no students designated English Language Learners.

This plan will address all our students ages 3-14 with varying levels of needs.

- Instructional time: 8:50am -2:20pm
- All components of the plan are individualized based on the student's IEP and their individual family needs.
- Program includes special education services, related services; speech, occupational therapy, counseling, academic support, and a behavior modification system.
- Sessions are based on student's academic levels as well as individual behavioral, social, emotional needs in order to implement each student's IEP to the maximum extent possible.
- Remote learning sessions are aligned with the student's daily schedule while in the school setting with modified times to accommodate the direct instruction.
- Academic activities, assignments, exercises are monitored through Microsoft Teams in the classroom page or each student(s) individually assigned channel.
- A record of the student(s) participation, including dates and assignments is on Microsoft Teams and in Realtime Gradebook.

- Lessons are provided by special education teachers. Weekly specials include art, music, physical education, technology, STEAM and instrumental music.
- Staff nurse makes biweekly phone contacts and is available each day for parent/caregivers or student concerns.
- Paraprofessionals and personal aides are involved in all aspects of the learning environment; taking data, development and integration of online learning implementation, and provide other supports as designated by their teacher. (view job responsibilities page)
- Each student or group of students is assigned a staff support team.
- Personal aides maintain direct contact with their assigned student for the duration of sessions.
- Individual Zoom meetings are scheduled weekly in consult with home and student to provide flexibility in scheduling to coordinate with other services.
- Group Zoom meetings are scheduled multiple times weekly to accommodate the related service schedules and the needs of our families.
- All student schedules are posted daily on each classroom page as well as in each individual student channel on Microsoft Teams.
- Related services and counseling sessions were scheduled with parents/caregivers by direct contact and communication to determine time and methodology.

Weekly Schedule	
Subject	Periods per week
English Language Arts	10
Math	10
Science	3
Social Studies	2
Social Skills	1
Health	1
Physical Education	5
Art	1
Music	1
STEAM	1 (Alternating Schedule)
Instrumental Music	1 (Select Students)
Technology	1

Plan ensures that all students with their varied and age appropriate needs are addressed:

Instructional Process Plan: Goals and objectives in the student's IEP's are implemented to the maximum extent possible given the remote learning environment. Alternative learning experiences are implemented during this remote learning.

Preplanning steps in place to prepare for school closing:

1. Staff created online learning components for each class on Wednesday, March 11, 2020 and Thursday, March 12, 2020. Students had an early dismissal to allow staff to prepare assignments prior to closing.
 - a. Interactive activities to supplement lessons.
 - b. Worksheets online or provide printed copies.
 - c. Print copies for students without home internet access.
2. Each student received a form with their name, learning web site addresses, usernames and passwords.
3. On Friday, March 13, 2020 the students had a trial day to start the e-learning (emergency learning) process in school so students, teachers and families were prepared for distance learning.
4. Instructional flow was uninterrupted during this anticipated break by preplanning access to resources through distance learning options or print resources.
5. Management system was developed through our technology coordinator and team.
 - a. Microsoft Teams, a communication platform application was created for each teacher and every class from grades PK-8 to facilitate communication between the administrators, teachers, therapists, nurse, paraprofessionals and home.
 - b. Microsoft Teams guidelines, instructions and passwords were provided to all families.
 - c. Families or students log in to Microsoft Teams daily and communicate directly with the teacher and paraprofessionals.
 - d. Assignments and guidance are posted daily on Teams for each student.
 - e. Teachers and therapists have the capability to differentiate and modify learning through this portal or other distance learning opportunities.
 - f. Activities are updated daily on this site to provide access to optional online resources across all subject areas.
 - g. Links to address multiple learning styles and levels are individualized and provided on this site.
 - h. Multiple resources and internet- based links are also posted in each teacher's classroom.
 - i. Central platform allows us to monitor our daily attendance and provide additional support should a student not log on.
6. Each student is assigned a paraprofessional to support their instructional needs and individualized instruction.
7. Personal paraprofessionals will communicate daily with their student to provide academic support.

8. Related services will continue to provide appropriate services through distance learning and instruction aligned with the goals in the student's IEP.
9. Students will stay on their usual weekly schedule with specials (PE, Music, Art, Technology, STEAM) with specialists providing links and activities.

Technology Integration

Plan accounts for measuring and addressing any ongoing digital divide, whether it be network or lack of sufficient access to devices.

- Families were surveyed for home internet or device access to determine appropriate means to deliver instruction prior to closure.
 - Group 1- those with device and internet access.
 - Group 2- those with access to internet but no device (computer, iPad) will be provided with a device from the school.
 - Group 3- those with no access to internet. Will receive printed copies of all assignments.
- All students without laptops were provided devices prior to closure.
- Information was disseminated to families of internet providers offering free access in response to COVID-19.
- Ongoing communication with staff helps us to consistently identify students who are sharing laptops with other family members; creating inadequate access to instruction.
 - Distribute laptops to this new population of students.
 - Supervisor of Instruction contacts the family.
 - Tech support uploads programs on the laptops.
 - Pick up time is arranged at school or laptops are delivered to the home.
 - Although offered, currently only one student in our school has rejected the device and is provided alternate instruction virtually and/or provided resource materials.

Addressing Special Education Needs Plan Component 2

Home Instruction and remote learning services shall be consistent with the student's Individualized Educational Plan to the most appropriate extent possible. We will communicate with the districts and families to ensure that the students with disabilities have the necessary supports, including medical supports, in place during the closure. Special education services will be offered to the most appropriate extent possible.

- Focus will be placed on the maintenance and reinforcement of learned skills, as opposed to significant acquisition of new skills. While new skills may be presented, consideration will be given to:
 - Student ability to independently acquire new skills

- Students need for multisensory presentation of concepts
- Availability for adult support and guidance

Accommodations and Modifications

- Student instruction is differentiated each day through Microsoft Teams. Each student's participation is tracked on Microsoft Teams. Assignments are posted daily in each student's individual channel.
- Instruction is aligned with the Goals and objectives in the IEP. Individual sessions and/or group sessions are scheduled based on the IEP.
- Accommodations and modifications are implemented and reflected in Realtime lesson planner.
- Assignments on Microsoft Teams and student progress is tracked in Realtime Gradebook by assignment, date and completion.
- Related providers log all their services, frequency and methodology in the Service Provider Log on Realtime. Parent consult and student notes are entered in the Comment tab in Realtime.
- All our materials are adaptive to meet the student needs.
- Communication on a daily basis with all students and families.
- IEP reviews, eligibility meetings and reevaluation meetings will be scheduled in coordination with the sending districts.
- Contact will be made by the school nurse or social workers for all students who are medically fragile.
- Pacing will be set up by the teacher either through Microsoft Teams or another educational site.
- Assignments will be checked daily by teachers and modified as needed.
- Interactive learning sites may include but not limited to the following: Houghton Mifflin Harcourt, Education.com, IXL, ABCya.com, RazKids, SeeSaw, Scholastic print or online edition and other individualized sites to appeal to the individual interest of each student.
- Subject areas will include English Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, Technology, Art, STEAM, Music and Academic Support.
- Curriculum is based on individual needs of each student through individualized and group instruction with assignments posted daily on Microsoft Teams in student's individual learning channel.
- Zoom meetings are individualized or in groups based on individual needs of each student.
- Each teacher provides Zoom sessions based on levels and needs of students; individual or groups.
- Teachers set realistic time frames for task completions being mindful of extended time accommodations.

- Teachers provide alternate options for virtual class discussions and other online platforms.
- Teachers can record their instruction for re-teaching and clarification purposes through Microsoft Teams.
- Microsoft Teams serves as a communication tool between home and school for question and answer interactions.
- Video modeling through Zoom to demonstrate the assignment expectations.
- Use of audio recordings and read aloud books as an alternate strategy.
- Independent activities are assigned as an individualized assignment as deemed appropriate in the IEP.
- Support staff is assigned to students with a designated 1:1 paraprofessional per their IEP.
- Each student is assigned a paraprofessional to assist throughout the instructional time.
- Virtual and remote learning is assigned in grade bands as well as academic levels on Microsoft Teams.
- Teachers follow the schedule of all academics which are aligned with the in- school schedule reflecting goals and objective in the IEP.
- Individualized grading is based on modifications and skill competencies in the IEP.
- Grading and monitoring of student progress will focus on the continuation of learning and connectedness to the altered learning environment and needs of each student and family.
- Grading scales during the school closure will be modified and reflective of the remote learning environment. Students will be graded as follows: Complete, Incomplete, Missing, Excused.
- Students will have a timeframe to complete work designated as missing or incomplete.
- Optional work, engagement activities and enrichment opportunities will be provided as supplemental instruction and not impact the student's grades.
- Attendance is linked to participation in instruction and documented on Realtime.
- Modifications in the IEP are provided as deemed most appropriate and to the greatest extent applicable for each student.

Tracking of Services

- Parents and/or guardians were notified of the day and time each related service will be provided to their child.
- Service providers take attendance and maintain a log of skills and IEP goals and objectives addressed in each session and entered on Realtime.

- Service providers remotely provide the requisite instruction and related services as specified in the IEP.
- Methodology of delivery of services and frequency is entered in Realtime.
- Communication with parent/guardian is recorded in Comments tab on Realtime.
- Services are provided through Zoom, direct service through phone contact, Microsoft Teams, virtual participation and/or resource packets.
- A “Remote Related Service Participation Form” is completed for students not responding to services. This form is submitted to the administration.
- The sending district is notified of continuous staff attempts to provide services with no response from the students.
- Plan describes how case managers will follow up with families to ensure services are implemented in accordance with IEP’s to the greatest extent possible.
 - We are a receiving school for students with special needs.
 - We follow up with the families to ensure services are implemented through the Remote Related Service Form.
 - We remain in contact with the district case managers.
- The plan addresses procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and or reevaluate students with disabilities.
 - We are the receiving school for students with special needs.
 - IEP meetings are held virtually and scheduled in consult with the sending district case manager.
 - Our staff attends these meetings virtually.

Essential Personnel and Job Responsibilities

- Classroom Teacher- (11) Teachers will assign lessons in alignment with daily schedule by 9:00AM. Assignments should be checked daily and lessons modified and differentiated as needed. Communicate daily with all paraprofessionals assigned to their classroom to review assignments and student progress. Teachers will be available for students from 8:30AM-2:30PM through Microsoft Teams or other distance instruction platforms.
- Social Workers- (4) Social workers will follow daily schedule. They will provide services for students consistent with their IEP. Services can be provided through electronic communication, virtual, remote, and/or other online platforms. They will be available for students between 8:30AM-2:30PM. All sessions are documented in Realtime.
- Speech Therapists- (2) Speech therapists will follow their daily schedule. They will assign activities and check-in with each student and/or parents on their scheduled day. Services will be provided consistent with each student’s IEP and can be delivered via electronic communication, virtual, remote, and/or other online platforms. Speech

therapists will be available for students between 8:30AM-2:30PM. All sessions are documented in Realtime.

- Occupational Therapists- (3) Occupational therapists will provide services for students consistent with their IEP. They will follow their daily schedule. Services can be provided through electronic communication, virtual, remote, and/or other online platforms. Staff will be available for students between 8:30AM-2:30PM. All sessions are documented in Realtime.
- Instructional Paraprofessional-(32) Instructional paraprofessionals will provide academic support to assigned students on a daily basis through Microsoft Teams or other distance instruction platforms. They will be available for students between 8:45AM-1:30PM. Communicate daily with teacher to review assignments and student progress. Completion of 15 professional development courses every pay period.
- BCBA- (1) BCBA will provide behavioral support to students and families through electronic communication, virtual, remote, and/or other online platforms. Maintain communication with staff in reference to any concerns regarding the students. Provide services that are consistent with the frequency designated in the IEP.
- Nurse-(1) Nurse will call each student once a week to check in and provide support. She will maintain communication with the Psychiatrist in reference to individual student's needs and maintain contact with all students. Nurse will be available to staff and students between 8:30am-2:30pm. Nurse is ensuring that the school has adequate medical supplies.
- Technician-(1) Technician will develop, implement, and maintain the district's Microsoft Teams platform. He will be the central contact person for the technological use of the platform.
- Secretary-(1) Secretary will be the central contact person between districts and the school. She will receive communications through emails and phone calls and forward to the appropriate staff. She will maintain her current job responsibilities and continue to work collaboratively with administration.
- Non-Instructional Paraprofessional-(2) They will assist with the implementation of the technology plan, learning activities and the online learning program. They will provide support for technology and the instructional plan for all staff. In addition, they will assist administrators on various tasks including, the development of virtual school community activities and events.
- Administrators-(4) Oversee and develop the public health-related school closure plan and distance learning plans. They communicate with all staff, sending districts, parent and students. Administrators also ensure special education compliance is maintained and curriculum and services are aligned with the IEP.

Addressing ELL and Bilingual Needs Plan Component 3

We are a private receiving school. The sending district addresses ELL and bilingual needs for their students. We do not have any students who receive services for ESL or ELL.

We have approximately three parent/caregivers of students with limited English. We communicate with these families who do not speak English through a certified staff member who acts as an interpreter for the staff and translates materials and directions.

Safe Delivery of Meals Plan Component 4

We are a private school and the receiving district. The sending district develops this plan.

- All our students receive free meals and are still entitled to this service. As a “receiving school”, we have students from many different districts.
- During the time of closure, we provided our families a letter with information to contact their home districts or designated community sites.

Length of Virtual or Remote Instructions Day Plan Component 5

- Instructional learning is provided to students from 8:50am-2:20pm.
- Differentiated instructional times are considered when providing instruction.
 - IEP considerations
 - Differentiated groups based on academic levels.
 - Individualized and group lesson considerations to maximize instruction
 - Individual assignments are posted on Microsoft Teams daily in each student’s channel
 - Group assignments are posted on Teams
 - Daily and weekly Zoom meetings are scheduled on Microsoft Teams.
 - Optional times are posted to accommodate the learning environment are taken into consideration to maximize student engagement.

Curriculum Areas

Students will be engaged in a variety of learning activities both online and offline. Students will access digital textbooks, instructional videos, teacher created content, and additional digital instructional materials.

Implementation of English Language Arts, Mathematics, Science, Social Studies, Health

- Teachers are expected to communicate with their students from 8:30am – 2:30pm during the school days. Prior to the start of the day, teachers will chat through Microsoft Teams or Zoom with the paraprofessionals assigned to their students and classroom to discuss

the day's lessons and individualized programs for the students. Virtual meetings with support staff will occur on Tuesdays and Thursdays.

- Classroom teachers will develop, modify and differentiate learning for their academic subject areas.
- Visual and interactive learning will be provided to meet the needs of our diverse learning styles.
- Teachers and staff check-in throughout the day through Microsoft Teams or email or direct contact with their assigned student or family.
- All assignments will be posted on Microsoft Teams or directly assigned to students. Students without laptops received packets in advance and will be mailed every two weeks until the end of the school closure.
- A shared link to Learning Resources will be updated on Microsoft Teams for our students and families.
- Assignments of each subject area will be aligned with the regular schedule.
- All assignments will be aligned with the goals in all student IEP's.
- Attendance will be taken daily and entered on Realtime.
- If there is no contact with the student or family for two consecutive school days, there should be direct communication with the principal or designee to follow up to ascertain the safety of our students and families.

Implementation of Visual and Performing Arts

- The Art and Music teachers will follow their daily schedules and create curriculum assignments and interactive activities through online learning and printed materials.
- Visual and interactive learning will be provided to meet the needs of our diverse learning styles.
- Teachers will be available through Microsoft Teams or direct contact to facilitate communication between the teacher and home.

Implementation of Physical Education

- The Physical Education teacher will follow his daily schedule and provide students with a checklist of physical activities which encourage endurance and stamina.
- Create a journal of physical activity.
- Visual and interactive learning will be provided to meet the needs of our diverse learning styles.
- Teacher and paraprofessional will be available through Microsoft Teams or direct contact to facilitate communication between teacher and home.

Implementation of Technology

- The Technology teacher will follow her daily schedule.

- All students in grades PK-5 will have access to the interactive program, Keyboarding and Handwriting without Tears.
- Students in grades 6-8 will be assigned project -based activities integrated across all curricula areas.
- Teacher will be available through Microsoft Teams or direct contact to facilitate communication between teacher and home.

Provision of Related Services

- Occupational Therapy
 - Follow daily schedule and provide online learning activities to support individual goals for students who currently receive services.
 - Goals may include but not limited to visual motor, fine motor, gross motor and sensory regulation activities.
 - Therapists will be available daily through Microsoft Teams or direct contact to facilitate communication between therapist and home.
- Social Emotional Learning
 - Follow daily schedule and provide online social emotional learning activities based on individual goals to students who currently receive services through interactive links and various resources.
 - Provide an informational letter to parents which includes community resources and links to websites to assist them and support students' emotional needs.
 - Social workers will be available daily through Microsoft Teams or direct contact to facilitate communication between social worker and home.
- Speech Therapy
 - Follow daily schedule and provide online learning activities to support individual goals for students who currently receive services.
 - Goals may include but are not limited to articulation, vocabulary enrichment, critical thinking skills, or functional social skills.
 - Therapists will be available daily through Microsoft Teams or direct contact to facilitate communication between therapists and home.

Attendance Plan Component 6

As Windsor Bergen Academy is a receiving school; promotion, retention, graduation, and discipline are at the discretion of the sending school district and its policies. We consult and remain in communication with these districts. Discipline, attendance and other decisions that may affect the student may necessitate an IEP meeting.

Attendance Procedures and Plan

- Letter was sent home on March 23, 2020 notifying families of the attendance procedure.

- Letter was provided to staff on March 22, 2020 with the guidelines to determine if a student is present or absent.
- Student attendance will be marked on Realtime for each day of student participation.
- If a student does not make direct contact for instructional sessions for two consecutive days, the teacher will submit a Participation Form to administration indicating the attempts to contact the student.
- An administrator will attempt to make contact with the family at the end of Day 2 and notify the social worker and the nurse.
- On Day 3 if all attempts were unsuccessful, the sending district will be notified.
- In the event of five or more cumulative absences, an Attendance Action Plan will be developed in consult with the nurse, teacher, social worker and parent/guardian.
- Attendance Action Plan will be shared with sending district and/or appropriate resource.
- Attendance Action Plan will be reviewed at the end of each week and a Zoom meeting scheduled with the designated staff members.

Facilities Plan Component 7

The plan contains an outline of how the building will be maintained throughout this extended period of time.

- The entire building was sanitized and disinfected by the school's custodial staff.
- The entire building was subsequently electrostatically disinfected by an outside vendor.
- The custodial staff is assigned individual daily work schedules. The schedules are prepared in half hour increments that list areas of the building to be cleaned and sanitized. These schedules include all school building offices, classrooms, bathrooms, gymnasiums, kitchen, hallways and stairwells.
- The custodial staff's responsibilities also include regularly disinfecting doorknobs, handrails, desks, tabletops, light switches, sink and urinal handles.

Summer Programming Plan Component 8

Extended School Year (ESY) Programming Plan

As directed by the NJDOE, Windsor Bergen Academy has planned for the following possible scenarios for our ESY program.

Our ESY program is a 30 day program to assist students in retaining academic knowledge, and the behavioral, social and emotional gains made during the school year. We have consulted with our sending districts and our families to determine their intent to attend the ESY program

either remotely or in person. IEP team meetings were held for any change in the current IEP provisions of ESY. The 30 day ESY program will be in accordance with the school calendar.

Remote ESY Programing

- Dates: July 1- August 12, 2020
- Hours: 8:50am-2:20pm
- As school closures may be in effect during ESY, services will continue to be delivered through remote learning to ensure continuation of the existing educational services and programs. Thereby, minimizing any disruptions to the existing remote learning process already implemented.
- Our distance learning program may be hybrid in nature as we will offer both paper copies of lesson materials and online resources.
- Families will again be surveyed to determine their at home technology resources. Any students without internet/computer access will be accommodated via laptop or print resources.
- Microsoft Teams and utilization of online subscription-based resources already implemented will be included in the program.
- Maintenance of skills will be assessed to determine the extent to which a learning loss may have occurred, and instruction and programming will be modified as necessary.
- Zoom will continue to be used as a platform for Video instruction and lessons. Lessons may be stored, and students/families can download for Home Instruction purposes at their convenience.
- Related services and methodology of services will continue to be provided to the extent possible and aligned with each student's IEP and in consult with family. All services will continue to be logged on Realtime.
- Attendance for students will be maintained in the same manner according to the guidance dated, March 3, 2020, "Non- Participation Guidelines", "Attendance Action Plan." Procedural attendance compliance and expectations will follow the attendance policy already implemented for the current remote learning.

In Person ESY Programming

- Dates: July 1- August 12, 2020
- Hours: 8:50am-2:20pm
- Programming will include 21st Century curriculum initiatives as described below.
- 3D manipulatives
- Education of students in:
 - Handwashing
 - Proper hygiene
 - How to avoid the spread of diseases
- Support Services

- In person related services will continue as per IEP. Services in the IEP may reflect modified frequencies during ESY.
- Consideration of the impact of the health crisis may be addressed in counseling sessions.
- Follow the same academic schedule and program services as offered during the school year, modified by the IEP provisions of ESY.

Curriculum Integrated with 21st Century programming for Remote Learning and In Person Learning

- Learning by doing approach to develop critical thinking, problem solving, adaptability, and creativity through communication and collaboration.
- Incorporate Virtual Road Trips with Google Arts and Culture
- Thematic Approach with biweekly school wide themes
- STEAM activities
- Project based learning instruction will take into consideration the home learning environment and/or the in-person school setting.

When assessing for learning regression for students with disabilities, the following factors will be considered.

- Present levels of academic performance
- Individualized students' needs in accordance with the IEP
- IEP Goals and Objectives
- Accommodations/modifications/services that are presently provided
- Level of support in the remote learning environment
- Social-emotional response to the COVID-19 crisis
- Accessibility to needed resources to participate in learning
- Student's past level of performance
- Current grades
- Assessment Tools include but not limited to:
 - Curriculum Benchmark Assessments
 - DRA2
 - GMADE
 - Foundations Intervention Placement Inventory
 - IXL

This data will be compared to information from previous skill and baseline evaluations that were administered during the 2019-2020 school year prior to the school closure.

Essential Staff for ESY

- Administrators
- Special Education Teachers
- Instructional Paraprofessionals
- Central Office Staff
- Non-Instructional Paraprofessionals
- Social Workers
- Occupational Therapist
- Speech Therapists
- Technician
- Custodians
- Nurse

Graduation Ceremonies for Windsor Bergen Academy

Since we are the receiving district, our students may also have the opportunity to participate in graduation ceremonies with the sending districts.

- Prior to ceremony, mail home 2020 graduation tassels
- Virtual Ceremony via Zoom for eight student graduates
- June 16, 2020. Time 12:00pm
- Audience will consist of families of the graduates, school administrators, and school staff
- Delivery of speeches by school administrators
- Slideshow of the grade eight students
- Personal inspiring messages about each student by grade eight teacher
- Distribute diplomas virtually
- Mail the diplomas to the home

Board Approval Component 9

Board approval resolution dated May 20, 2020 attached.

Posted on Website Component 10

This revised plan is posted on the Windsor Bergen Academy homepage on June 9, 2020.

Posted on Website Component 11

The plan contains a list of essential employees by job title and included within the context of the plan.

APSSD Sharing Plans Component 12

The original plan was shared with all sending districts on May 21, 2020. Revisions were sent on June 9, 2020.

Disclaimer: This is a working document and will be revised as needed. This plan was submitted to the County and the State on the dates indicated and assumed acceptable unless we hear from you.

Respectfully submitted,

Barbara Chichele

Supervisor of Curriculum and Instruction

Original transmission: 3.12.20 BC

Revisions: 3.24.20 BC; 5.20.20 BC, 6.8.20 BC