



Elizabeth C. Giacobbe, Ed.D.
Superintendent

School Health-Related Closure Plan

County: Burlington

District: Beverly City School District

Chief School Administrator: Elizabeth C. Giacobbe, Ed.D.

Phone Number of Contact: 609-387-2200

In the event that the DOH and/or CDC mandates a school *closure*, the Beverly City School will cancel school beginning by using the three (3) unused “snow” days already built into the calendar. In the event that we need to close longer than the three (3) days we have built in, staff will develop and deliver daily learning opportunities for their students that align to the New Jersey Department of Education academic standards and the varied needs of their students. Teachers will prepare multiple means of delivery to their students, communicating activities in a clear format and devising a plan for how students will submit their completed work. Teachers will provide meaningful feedback to students throughout the designated time.

PLAN COMPONENT #1 - Equitable Access of Instruction for All Students - Pre-K - 8th Grade:

The Beverly City School District has approximately 315 students currently enrolled with 65% designated as economically disadvantaged, 22% designated as students with disabilities, and 3.9% as English Language Learners. Our state funded pre-school currently has 46 students enrolled. Because of the unique make-up of our Title I school, packets were the most equitable way to establish strong instruction. That being said, while many families do not have devices in their homes, or WiFi, many parents have established e-mail addresses and correspond with teachers from smartphones. Information regarding this is below.

In the event that the DOH *dismisses* students, faculty will report to school, to continue to create plans, make copies, etc. Students and families can report to school to get their Chromebook (we have a 1:1 program), charger, assigned work, and food. For students who do not have internet access at home, hard copies will be made available. Students will sign out the items, submit assignments on-line, and bring in completed assignments upon the re-



Elizabeth C. Giacobbe, Ed.D.
Superintendent

opening of school. Teachers made take-home packets for every student, in every subject for Pre-K through 8th grade, as on-line capabilities are not available to all students thus making it equitable for all. Teachers are available virtually, *daily*, through email, Class Dojo, various Google platforms (classroom, chat, hang-out), etc. When possible, teachers will implement on-line assignments and assessments using Google classroom/hangout and other programs including:

Math- enVision and Course 2 and 3 online resources through Pearson math, IXL, Reflex, Freckle, Prodigy, Moby Max, Xtra Math, edConnect, Khan Academy

Reading/Writing-Vocabulary Workshop online resources, Common Lit, Raz Kids, readworks.com, Star Renaissance-Accelerated Reader, Learning Ally, Newsela, edConnect

Social Studies- Online HMH resources for 5-8, Sheppard Software (K-4), Scholastic News online resources, Newsela, Discovery Education, edConnect

Science-National Geographic, Discovery Education, Mystery Science, edConnect

Art, Music, Library, PE- all assignments in edConnect

Art- Google classroom with “WOW” assignments

Music-Noteflight, Google classroom

Library-Google classroom

PE- edConnect

In an effort to provide equitable access to all students, 100% of Beverly City School District selected standards-based packets to drive at-home instruction, with supplemental instruction available through the sites listed above.

As a Pre-K through eighth grade district, it was important to note that all teachers worked diligently within their own grade level and developed plans that met the needs of the current students in their class, based on age and ability. Using data, teachers were able to provide



Elizabeth C. Giacobbe, Ed.D.
Superintendent

a myriad of learning opportunities that will help students grow in all subject areas. Our related arts teachers were able to do the same, and kept in mind the nuances of each age group. In addition, our ESL teacher reviewed the packets that would be going home to our ELL students to make sure the directions were clear and accommodations were provided. The ESL teacher also established lessons that will meet the needs of the ESL students' current levels. In addition, our Title I teachers provided extension work that was given with clear directions and manipulatives for students' use. The district is hopeful that these will assist students. Also, these teachers provided scaffolded instruction and materials that are within students' Zones of Proximal Development. Our Gifted and Talented teacher also provided educational opportunities set by students' learning plans. Lastly, our special education teachers provided materials that met the needs of the learners and supported their IEP goals.

Communication is key for teachers and students during this time. We have required that teachers check in with students daily, whether it be by telephone, e-mail, or a myriad of classroom communication sites (DOJO, Google classroom, remind.com, etc.)

A survey completed schoolwide during the week of March 8, 2020, suggested that a majority of students did not have computers in the home, nor did they have access to wifi. That being said, a majority of families did explain that they had SMARTphones, but not consistent service for these phones. A majority of families did say that they have access to their e-mail, either on their own device, or on a partner or friend's device, and would be comfortable checking if school was not in session.

PLAN COMPONENT #2 - Provision of Appropriate Special Education and Related Services for Students with Disabilities:

Beverly City School District has provided instructional materials for each special education student that aligns to the goals and objectives within their IEP's. These materials were specifically designed and created by each special education teacher.



Elizabeth C. Giacobbe, Ed.D.
Superintendent

IEP meetings are being conducted virtually or telephonically while schools are closed. Meeting notices are still being sent via mail and email, and all meetings are being held in compliance with timelines set forth in NJAC 6A:14. Invitations notify parents as to how they can participate in the meetings remotely. The CST secretary maintains detailed notes for every single case and makes a reminder phone call one day prior to the scheduled meeting to again provide instructions for how the parent can participate.

Many Child Study Team assessments are unable to be conducted at this time due to the mandated social distancing. Evaluations will be conducted once school safely reopens. Any evaluations that can ethically be conducted virtually will take place.

Staff will maintain documentation of any phone calls, emails, and any other parental contact or student contact. This will be completed through a contact log. Communication with all families will take place through the school website, email, phone, and/or Google Meets. Beverly City School will utilize Para Plus to assist with communication for families whose native language is not English.

Medically fragile learners will continue to have their nursing plans met through collaboration and communication with their outside providers.

Compensatory related services will also be provided on an individual basis as determined by the IEP team during the summer, running simultaneously to our ESY program, whether in person or virtually. Compensatory related services will take place Monday through Thursday from 12:30 -3:30 as needed, or between 8:30 - 12:30 if a child does not take part in an ESY program. Home Program packets with exercises/activities that can be done at home were provided by each treating therapist. However, staff has also conducted “phone check -ins” and have begun virtual therapy with parental consent. Therapists and case managers have been in communication with families on caseload, via phone/email when virtual therapy is not feasible. Detailed records of consent forms, phone calls, and mailings are kept by the therapists, case managers, and CST secretary.

Communication with out of district placements will take place via email. If Beverly City School is closed, and the out of district placement is not, families will be notified of such via



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Superintendent

phone and transportation will be provided. Communication with transportation vendors will take place via phone through our business office as is our standard operating procedure.

PLAN COMPONENT #3 - Provision of School Nutrition Benefits or Services for Eligible Students:

SFA Name: Beverly City Board of Education

Agreement #: 00500380

Date Meal Distribution will begin: March 18, 2020

Date Meal Distribution will end: June 19, 2020

Schools/Site where distribution of meals will take place: Beverly City School

Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day): Two meals per day

Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met:

Beverly City is a Community Eligible Provision (CEP) district and offers free lunch and breakfast for all Beverly City School students through to go bags, provided by Nutriserve. The food is available for pick up when materials are picked up. On Mondays, students may report between 10:00 AM - 11:00 AM to receive their meals for the week. This will occur each week, with the exception of spring break, and until the end of the school year, June 19, 2020. High School students who require food are welcome to participate. The bags will be monitored in a manner that ensures at least 6 feet of social distancing to help mitigate the spread. Cones and barricades have been set up with markers every six feet. A family can approach and remain at least six feet from the table and ask for how many meals they require. The tables are sprayed down with disinfectant. Bags containing the meals for the week are placed on the table and personnel retreats. The family can approach the table, after being directed, to retrieve the meals. Once the family retreats, personnel disinfect the table for the next person. All are required to wear masks and gloves. Hand sanitizer is available.



Elizabeth C. Giacobbe, Ed.D.
Superintendent

PLAN COMPONENT #4 - Essential Personnel:

Custodians (3) are reporting, as needed, to deep clean and open the building for food staff to prep. Custodians: Mr. Tony Davis, Mr. Justin Dollard, and Mr. Bert Jordan.

Nutriserve Food Staff - 4-5 are coming in to receive deliveries of food and meal prep two times per week for meal dissemination. Additional days may be needed for food prep.

Administrative team (4) and administrative support staff (4) - Reporting to school on Mondays to assist with food dissemination. District administrators: Dr. Elizabeth C.

Giacobbe, Dr. Brain F. Savage, Ms. Kerri Lawler, and Mrs. Carly Fanslau.

Administrative support staff: Mrs. Andrea Sanchez-Dollard, Mrs. Samantha Williams, Mrs. Lynn Cole, and Mrs. Denise Chakan.

All other days of the week, administration and administration support staff will be working virtually. Telephones are being forwarded.

Payroll/Accounts Payable, Mrs. Denise Chakan - working virtually.

Teachers/Faculty - working five days a week virtually.

Paraprofessionals - working five days a week virtually on daily trainings and participating in Google Classroom meetings with teachers and students.

Residency/Truancy/Registrar, Mr. Justin Dollard, is working in the building to assist the custodial staff and working remotely to make attendance calls.

The safety and security of the students and staff is a critical responsibility for the school district and ever more serious during this health crisis. With that being said, the Beverly City school has initiated the following health related initiatives to maintain a safe and healthy building:

No public access into the building

PPE provided to all staff in the building including masks, gloves and hand sanitizers

Regular walkthroughs by the essential staff to all parts of the building

Regular cleaning of all areas on a weekly basis

Facilities are monitored by staff for all maintenance issues; as well as, contractual maintenance continues

Outside facilities are also monitored on a regular basis



Elizabeth C. Giacobbe, Ed.D.
Superintendent

Due to the closing of school for the year, we are going to move into our summer cleaning mode. A deep cleaning of all spaces includes removing all contents in a classroom. All classrooms will be cleaned from top to bottom with appropriate chemicals and disinfectants. All floors will be stripped, cleaned and waxed. Building painting will occur as needed and routine maintenance issues addressed.

Throughout the closure all building systems will be maintained and monitored by our essential staff.

REQUIRED UPDATES TO DISTRICT HEALTH RELATED SCHOOL CLOSURE MAY 4, 2020
(ONLY COMPONENTS NOT ADDRESSED IN ABOVE PLAN)

Delivery of Virtual and Remote Instruction by Grade Span:

On Monday, March 16, teachers of each grade span met together to develop learning plans for students in their grade levels, ensuring that the learning objectives of the year were met for the immediate closure. Teachers met virtually on Wednesday, April 29, 2020 to develop learning plans for a possible closure extending into the end of the school year. Learning plans were developed based on the district curriculum, current student levels, and feedback from parents. Moving forward teachers are instructing students virtually. Students are being taught with assignments, independent work, in grade appropriate lengths of time. Measures of student learning are collected via online portfolios via Google classroom, and Class Dojo.

As of the extension of the closure, announced on May 4, 2020, we have disseminated approximately 100 Chromebooks to students who had access to internet, but no device to use and only have two (2) students without internet access working on the paper packets, which have been provided for the remainder of the school year.

Pre-K:

Students receive instruction five days a week, and teachers are available from 8:15am until 3:15pm. Students receive instruction in all subject areas. Uniquely independent work is minimal, as most students in this grade span are not capable of truly acting independently in



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Superintendent

their learning environment. This is differentiated based on student ability, as measured by benchmarks and parent feedback, giving students who are able short activities to practice their phonics and math skills. Differentiation for students with disabilities and English language learners is detailed below.

Kindergarten-2nd Grades:

Students receive instruction five days a week, and teachers are available from 8:15am until 3:15pm. Students receive instruction in all subject areas. Uniquely independent work is present for reading, math, and related arts classes, as these teachers support independent instruction through videos. Students access RazKids, IXL, enVision math materials, GetEpic!, and various Google classroom tools. Teachers differentiate for most students based on student ability, as measured by benchmarks and parent feedback, giving students who are able short activities to practice their writing, phonics, independent reading, science, social studies and math skills. Differentiation for students with disabilities and English language learners is detailed below.

3rd & 4th Grades:

Students receive instruction five days a week, and teachers are available from 8:15am until 3:15pm. Students receive instruction in all subject areas. Uniquely independent work is present for students in all classes. Students are working using enVision virtual math instruction, teacher videos, RazKids, Discovery Education, and NatGeo videos. Teachers meet with students virtually via Google meets, and this provides assistance and guidance, and the opportunity to differentiate instruction based on student need. Teachers use STAR data, previous running records, and other edConnect benchmarks to differentiate the reading levels of materials they are posting to their virtual classrooms. Parents are also included in the decision-making process, as they are encouraged to share their students' progress at home in honest terms. Differentiation for students with disabilities and English language learners is detailed below.

5th-8th Grades:

Students receive instruction five days a week, and teachers are available from 8:15am until 3:15pm. Students receive instruction in all subject areas. Students in this grade span are more independent, and therefore complete a variety of assignments independently. Teachers post videos on their Google classrooms, and then students are assigned work to



Elizabeth C. Giacobbe, Ed.D.
Superintendent

complete. In addition, teachers have been meeting with students via Google Meets, and this allows students to have virtual instruction. In addition to teacher instruction, teachers have shared Learning Ally books, Pearson math materials, and subject-specific edConnect assignments that are standards based. Teachers use STAR data, previous benchmark data and other edConnect benchmarks to differentiate the reading levels of materials they are posting to their virtual classrooms. Parents are also included in the decision-making process, as they are encouraged to share their students' progress at home in honest terms. Differentiation for students with disabilities and English language learners is detailed below.

Attendance:

The students that are working virtually are logging into their homerooms each morning to have their attendance counted. Teachers are calling home to students who do not log in to touch base and check in. Students that are unable to be reached are being turned over to a truancy officer, who is then calling home and sending letters if necessary. Thus far, this method has proven to work and ensure students are engaged. The Beverly City Police Department is willing to do wellness checks if all of our attempts fail. Thus far, we have not had to implement wellness checks. We have adopted the protocol of Do No Harm. So long as students are logging in, participating to the best of their ability, and attempting to complete the assignments they will be promoted to the next grade. We will look to retain students who have not engaged at all. All students will be reassessed upon the opening of school to determine areas of loss of learning and provide necessary interventions. For students who are working on paper packets, teachers are calling home at least one time per week to get an update on work completion, assess students well-being, and to generally check in. These students' attendance will not be affected so long as they participate in the calls and work assignments. If these students are not engaged, we will follow the same method as described above with calls from the truancy officer and wellness checks by Beverly City Police Department. Thus far, we have not had to implement these methods.

Students with Disabilities:

Students have been provided with chromebooks, as needed, to access various internet based learning platforms. Google Classroom is used as a central location to retrieve documents, links, and assignments. Daily, teachers and students are interacting through Google Classroom and participate in video based meetings and live lessons. Teachers are



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Superintendent

responsible for submitting lesson plans weekly, which align to students' IEP goals and objectives within the NJSLS.

IEP meetings are being conducted virtually or telephonically while schools are closed. Meeting notices are still being sent via mail and email, and all meetings are being held in compliance with timelines set forth in NJAC 6A:14. Invitations notify parents as to how they can participate in the meetings remotely. The CST secretary maintains detailed notes for every single case and makes a reminder phone call one day prior to the scheduled meeting to again provide instructions for how the parent can participate.

Many Child Study Team assessments are unable to be conducted at this time due to the mandated social distancing. Evaluations will be conducted once school safely reopens. Any evaluations that can ethically be conducted virtually will take place.

Case managers are holding IEP meetings virtually, and are required to check email and phone messages daily. Case managers are also checking in with all families on their caseload on a rolling basis. Some families are contacted multiple times per week, while others at a minimum of every other week. A contact log is kept through the IEP management system.

Remote instruction for Students with Disabilities is individualized based on students' unique learning needs. Students are able to access multiple online learning platforms, as well as virtual face to face instruction from their teachers and paraprofessional staff. Related services are being offered virtually where appropriate, as outlined by the statute. Families were provided access to chromebooks to assist with delivery of services, as needed. Phone consultation with related service providers is also being offered on an individual basis, as needed. Related service providers are also able to access the virtual learning platforms of Google Classroom and Google Meets in collaboration with the teaching staff.

English Language Learners:

Beverly City School's ELL population is closely monitored by the ESL instructor, Jodi Gottlieb and the supervisory staff. At this time, all ESL students receive daily live English classes with Ms. Gottlieb. During this daily lesson, the ELLs use the Longman Cornerstone



Elizabeth C. Giacobbe, Ed.D.
Superintendent

textbook series. Ms. Gottlieb reports the ELLs attendance to the homeroom teacher. Additionally, she assists the ELLs with assignments generated by their general education teachers. Each general education teacher assigns appropriate school work based on the ELLs English level provided by Ms. Gottlieb.

Beverly City School communicates with the parents through a variety of means. Parents are sent emails, phone calls and texts which instruct them how to obtain materials. Ms. Gottlieb utilizes Class DOJO which translates text to their native language. Additionally, interpreters are called when needing to communicate more complicated messages and directions. All of the students have Ms. Gottlieb's email and cell phone number, which allows them easy access to help during the school day.

Many different methods of instruction are used to assist ELL students. Some of the students utilize a computer, while others receive instruction using apps such as Facetime and Whatsapp. Students are individually instructed using a textbook and workbook appropriate to their English level. Ms. Gottlieb uses visual aids when instructing. Daily vocabulary and sight words are enforced through modeling and practice. If students have access to the internet, students are assigned work in programs such as IXL. This program allows students to work independently, provides immediate feedback, and can be tailored to meet the student's individual needs. Additionally, students have access to the program, Learning Ally. This program assists students while reading books through human-read online audiobooks. This provides ELLs with another tool to assist them in learning English.

Preliminary Outline for the Provision of Summer Programming:

We have planned for both a traditional on-site program for grades PreK-8 with appropriate social distancing and PPE practices as suggested, as well as a virtual program which would include use of Google Hangouts for small group instruction, and digital programs/resources for application and skill practice to focus on gap remediation based on grade level goals and IEP goals covered during COVID-19 school closure. All ESY Services will be provided in accordance with the child's IEP. Some students may need a combination of both (in-person and virtual) depending if schools reopen. CST will document services offered to each student. CST will document if a parent refuses and what services they are refusing. ESY hours will be Monday through Thursday from 8:30 -12:30, June 29th - July 30th.



Elizabeth C. Giacobbe, Ed.D.
Superintendent

Compensatory related services will also be provided on an individual basis as determined by the IEP team during the summer, running simultaneously to our ESY program, whether in person or virtually. Compensatory related services will take place Monday through Thursday from 12:30 -3:30 as needed, or between 8:30 - 12:30 if a child does not take part in an ESY program. Home Program packets with exercises/activities that can be done at home were provided by each treating therapist. However, staff has also conducted “phone check -ins” and have begun virtual therapy with parental consent. Therapists and case managers have been in communication with families on caseload, via phone/email when virtual therapy is not feasible. Detailed records of consent forms, phone calls, and mailings are kept by the therapists, case managers, and CST secretary.

During this difficult time, students are bound to have difficulty mastering all the standards assigned during the absence of traditional school. In order to aptly assess learning loss, teachers will assign baseline assessments upon our return to school. Using computer adaptive tests, students will be less likely to experience frustration, and teachers will be more likely to identify students’ current levels. In addition, assessments established through edConnect will allow teachers to specify areas of weakness and determine which supports needs to be established.

Working as a team, the teachers, faculty, and staff will decide whether students need Title I instruction, a mentor, or whether an I&RS referral should be made. From here, students and their families will receive strategies to address gaps, and to help students grow academically.

Students’ academic needs will not be our only concern. In addition, students are going to have emotional deficits and our teachers will have tools from the social worker and school psychologist to identify and address these areas. The timeline to assess learning and social emotional losses will need to be determined upon further guidance from the governor on when we are able to return to brick and mortar. In the meantime, assessments and wellness checks are being conducted remotely to mitigate to the best of our ability.



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Superintendent

The district will have a small amount of Title II funds and Title IV funds to carry over into the 2020-2021 school year. Approximately \$5,000 that remains will be used as it was designated and board approved for use during the 2019-2020 school year. Title II funds will be used for Writer's Workshop professional development, and Title IV funds will be used to continue services for at-risk students and provide counseling for identified students.