



LINWOOD
PUBLIC SCHOOLS

May 2020

HEALTH-RELATED SCHOOL CLOSURE PLAN CONTINUITY OF OPERATIONS PLAN

This document is prepared with information and guidance for district and school level administrators as well as school employees in the event the District must handle an event that may require school closures including a but not limited to a pandemic response. Information provided is to be used as guidance and specific responses may change based on the circumstances of an event. References within this current update may be specific to the flu and/or COVID-19.

Excellence in Teaching and Learning.

Background

According to the World Health Organization (WHO),

“An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world.”

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year an average of 200,000 people are hospitalized and 36,000 die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic the level of illness and death from influenza will likely increase dramatically worldwide.

The impact of influenza pandemic on the local economy and business processes could be devastating. There is a potential for high levels of illness and death, as well as significant disruption to society and our economy, making planning for the next influenza pandemic imperative.

For the Coronavirus COVID-19, the World Health Organization states,

“RECOMMENDATIONS AND ADVICE FOR THE PUBLIC. If you are not in an area where COVID-19 is spreading, or have not travelled from an area where COVID-19 is spreading, or have not been in contact with an infected patient, your risk of infection is low. It is understandable that you may feel anxious about the outbreak. Get the facts from reliable sources to help you accurately determine your risks so that you can take reasonable precautions...Seek guidance from WHO, your healthcare provider, your national public health authority or your employer for accurate information on COVID-19 and whether COVID-19 is circulating where you live. It is important to be informed of the situation and take appropriate measures to protect yourself and your family (see Protection measures for everyone).

Specific Facts about Coronavirus (COVID-19)

Provided by the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/about/share-facts.html>)

1. Diseases can make anyone sick regardless of their race or ethnicity.
People of Asian descent, including Chinese Americans, are not more likely to get COVID-19 than any other American. Help stop fear by letting people know that being of Asian descent does not increase the chance of getting or spreading COVID-19.
2. The risk of getting COVID-19 in the U.S. is currently low.
Some people who have traveled to places where many people have gotten sick with COVID-19 may be monitored by health officials to protect their health and the health of other people in the community.
3. Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people. For up-to-date information, visit CDC's coronavirus disease [situation summary page](#).
4. You can help stop COVID-19 by knowing the signs and symptoms:
 - a. Fever
 - b. Cough
 - c. Shortness of breath
 - d. Seek medical advice if you Develop symptoms AND have been in close contact with a person known to have COVID-19 or live in or have recently traveled from an area with ongoing spread of COVID-19. Call ahead before you go to a doctor's office or emergency room. Tell them about your recent travel and your symptoms.
5. There are simple things you can do to help keep yourself and others healthy.
 - Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
 - Avoid touching your eyes, nose, and mouth with unwashed hands.
 - Stay home when you are sick.
 - Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

Potential Effects:

- Large percentages of the population may be unable to work for days to weeks during the pandemic.
- Diminished numbers of people and expertise available.
- Diminished emergency and essential services – fire, police, and medical.
- Potential for school closures

School Effects:

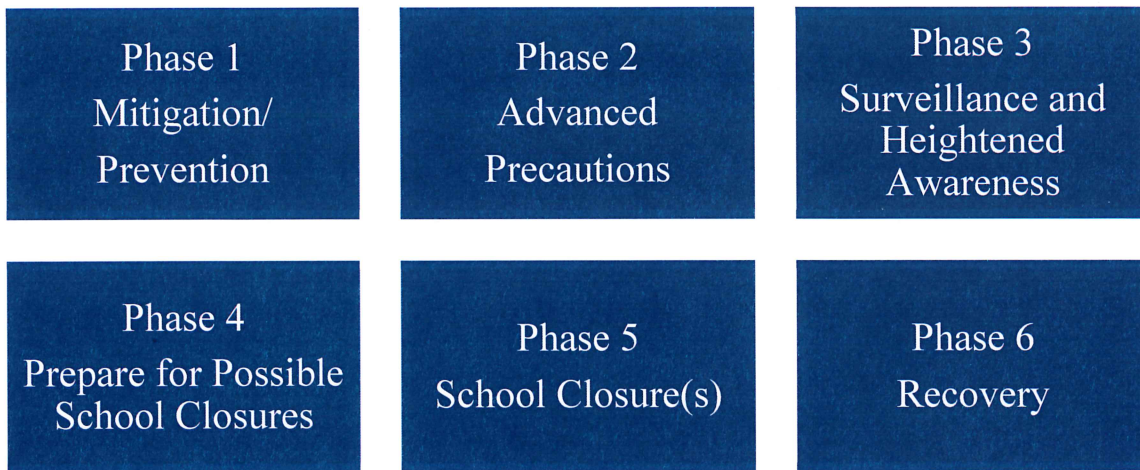
- Large numbers of staff absent, difficult to maintain school operations
- Loss of services from suppliers (e.g. food service, other essential products)
- Large numbers of student absenteeism

Guide Purpose

The purpose of this plan is to assist in managing the impact of an influenza pandemic in schools based on two main strategies:

- Reducing spread of the virus within school facilities; and
- Sustaining educational functions

Six Phases of Plan



Phases of Response to Pandemic Influenza Related Incidents

Communications

- Each school should identify a chain of command and establish backups to include an appropriate spokesperson. Linwood shall use the Incident Command System model (Appendix).
- See Organizational Chart for Guidance (Appendix).

Communications to Employees

- Communications to employees will be managed per our District Emergency Plan. Employees will be advised in advance where to find up-to-date and reliable information.
- Communications may be via email, School Messenger, Internet and Intranet website, telephone, or postal services.
- Links to appropriate health or external sites will be utilized.
- Educational communications will be provided to encourage employees to acquire and maintain personal, regular healthcare services.
- Educational communications will be provided regarding school policies for employee's compensation and sick leave absences that may be unique to a pandemic during an appropriate phase response of the plan.

Communications to Students/Parents/Guardians

- District response will be in coordination with guidance from the NJ Department of Education, local, county, and state health departments and officials, and the US government.
- Disseminate information about the district/school's pandemic preparedness and response plan during the appropriate response phase of the plan. This includes notifications prior to, during, and after any specific event.
- Anticipate the potential fear and anxiety of students and families as a result of rumors and misinformation and plan rapid and accurate communications accordingly.
- Disseminate information for parents about the potential impact of a pandemic on school functioning (arranging for childcare in the event of school closure, continuity of instruction).
- The school should assure that all communications are culturally and linguistically appropriate and meet the needs of all students/families with special needs.
- Should school closure be required, release of the District Technology Survey should occur through the Technology Supervisor to determine access to internet, devices, and connectivity.

Reducing the Spread of the Virus

- Our team has defined roles and ensures that preparedness and pandemic response planning occurs. The Superintendent is responsible for activating the Pandemic Plan.
- An Incident Command System within the school to manage the Pandemic Influenza Plan has been organized.
- All planning activities include input from administration, employee, and municipal representatives as appropriate.
- The pandemic team collaborates with the local emergency response and public health plans. We have reviewed internal communicable disease policies and procedures, composed and maintained them as part of the Pandemic Plan for the school.
- Provisions of sufficient and accessible infection prevention supplies (soap, alcohol based hand hygiene products, tissues and appropriate receptacles) have been maintained. Additional recommended supplies based on local, county, state, or federal guidance may be purchased/initiated.
- We will keep alert to a surveillance mechanism to report a substantial increase in absenteeism among students and faculty to the local public health.
- Upon notification that a pandemic is occurring, the pandemic coordinator and/or team for each facility will do the following:
 - Set up prominent notices at all entry points to the facility, advising staff, students and visitors not to enter if they have symptoms of influenza.
 - Educate employees, students, parents and visitors on how to stop the spread of the virus and notices may be placed around the school (including entrances, notice boards, meeting rooms and restrooms). Notices should contain information regarding hand hygiene, covering coughs and sneezes, and social distancing.
 - Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available for employees and students.

- The pandemic coordinator should ensure that employee, student and parent education includes a pandemic fact sheet containing information regarding stopping the spread of the virus and performing effective student spacing.
- Shared work areas such as desktops, tables, door knobs, stair rails, etc. should be cleaned with a disinfectant at least daily, more often if possible.
- Consider and prepare for how/if the school may function with 30% or more of the workforce absent.
- Consider alternatives such as staggered school times, changes in bussing and telecommunications.
- Consider establishing policies and procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Consider developing alternative procedures to assure continuity of instruction, distance learning methods (distance learning, web-based applications, telephone trees, mailed lessons and assignments) in the event of large numbers of absenteeism or school closure.
- As a last resort and in consultation with public health officials, dependent upon the significance of the outbreak, considering if/when the school will close, as school closures may actually increase disease transmission if not orchestrated correctly.
- Education, communication and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.
- Maintain open lines of communication with all officials through the NJ DOE, NJ DOH, AC DOH, and others as appropriate.

Facilities and Building Maintenance and School Cleaning

- Disinfecting of shared work areas, counters, railings, door knobs, phones, and stair wells should be performed more frequently during the influenza pandemic.
- Filters of the air conditioning systems should be cleaned and changed frequently.
- Specialized cleaning solutions are not essential. Standard cleaning products are adequate (including soap and water) and can disinfect surfaces so most important is the frequency of cleaning.
- Where operationally possible, during the day increase ventilation to the facility to decrease spread of disease and following each school day the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up air conditioning/heating systems).
- Coordinate with personnel from our vendors who can provide further information, supplies, recommendations, and plans for response.

The following outlines building maintenance and custodial procedures during any extended school closure:

- Rotational schedule for Maintenance and Custodial Staff will be developed by the Supervisor of Facilities and Security. This schedule will be communicated to the Superintendent and Business Administrator.
- Filters of the air conditioning systems shall be cleaned and changed as per the preventive Maintenance plan.
- Grounds will be maintained and all Quarterly treatments done as required.
- Communications with staff on a weekly basis or more frequently if required by the Supervisor of Facilities and Security.
- Taping the doors to control entries to the rooms. Each piece of tape is labeled with the date of last cleaning to ensure a schedule is maintained and room access can be monitored.
- Social distancing by assigned workload section and schedule to minimize person to person contact.
- Weekly mail pick-up through the custodial/maintenance staff at the local post office and delivered to schools' front offices.
- Visitor Log is maintained by the Administration to control building access. All access by staff should be communicated through the employees direct supervisor and only with administrative permission.
- Periodically run reports through Doors.net to check who has accessed the buildings.
- Completion of walkthroughs and visual inspections of the building envelope to ensure that everything is secure and inline with safety and security best practices.
- For specific phases and cleaning procedures as recommended through best practice, see the Facilities section in the Appendix.

Educating Students/Staff/Parents to Eliminate Concern

It is likely there will be anxiety regarding the pandemic influenza and this may contribute to increased absenteeism and/or increased distress to staff,

- Suggested methods to address this:
 - Educate students and staff about the suggested preventative measures from the CDC and any local health guidance.
 - Educate those involved in your preparedness efforts.
 - As more information becomes available, provide timely updates.
 - During the pandemic, continue to educate staff, students and parents on the progress of the pandemic and its effects.
 - As needed, work with local resources and local public health to assure support mechanisms are readily available for example: Mental health and social services.

Managing Illness in Staff, Students or Visitors

- Pandemic coordinators should post information on what to do if people get sick while at school.
 - Notify the school nurse.
 - School Nurse should evaluate those who may be ill.
 - School Nurse should notify the building principal/supervisor.
 - Share information with the District Office if necessary.
 - Monitor any reports of illness and counts of those who may have symptoms.
 - All reports made to the school physician and/or health department should be shared with the Principal prior to calling local agencies.
- Educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza at work/school; make sure the ill person leaves the school as soon as possible.
- Consider establishing policies for transporting ill students.
- The person should be encouraged to seek medical care and report back to the pandemic coordinator if influenza is likely.
- Educate staff and parents/students regarding standard baselines for staying home and when they may return to school.

Prevention and Treatment

The CDC recommends the following steps:

Individual Level

- Social Distancing When Ill
 - Ask parents to keep children home who exhibit cold and flu-like symptoms.
- Encourage staff to refrain from coming to work if they have cold and flu-like symptoms.
- Handwashing
 - Encourage all students to keep unwashed hands out of their mouths, eyes, etc.
 - Encourage all students to use antibacterial soap.

Classroom/School level

- Have teachers review hand-washing techniques with students.
- Discourage the sharing of food.
- Provide antibacterial soap rather than hand sanitizers in classrooms and bathrooms.
- Encourage maintenance and classroom staff to use antibacterial products on all high-touch surfaces daily.
- Increase frequency of school building cleaning by maintenance staff and upgrade via the use of more effective cleaning products.

System/District level

- Provide clear and transparent communication to your communities especially around any suspected or confirmed cases.
- Ensure that your school nurses are vigilant in monitoring the student body, especially in cases where students exhibit symptoms associated with the virus.
- Establish a process for determining whether students are contracting the virus and a system for reporting updates to health officials.
- Share overall school strategies for dealing with the spread of the virus should school/district be impacted.
- Currently, public health officials are not recommending the use of masks or gloves in public settings.
- At this time, federal health authorities are not recommending that schools cancel classes. Refer to your district policy on school closure should closure or dismissals become necessary.
- Take action without stigmatizing any students/families/populations.
- If you have planned out-of-district trips overseas or within the United States (if there are reported outbreaks at the U.S. destination), consider cancellation.

This information was provided by the American Association of School Administrators with links to the CDC. <https://aasa.org/coronavirus.aspx>

Vaccine

Public health officials have indicated that a vaccine for COVID-19 is at least 12-18 months away. Local officials will make the best use of available vaccines and will inform schools and the public on how any available vaccine will be used. It may take six months or more to manufacture the vaccine after the pandemic begins. The best measures that can be taken are listed above.

- Meanwhile, encourage employees and students to obtain the annual seasonal influenza vaccines.

Antiviral Medication

Antiviral medications may play an integral role in the treatment and prevention of pandemic influenza; however, their efficiency against a pandemic strain of influenza is currently unknown. Unlike the influenza vaccine, limited amounts of certain antiviral medications are already available, though there may be barriers in attempting to use them as a treatment and prevention tool in the event of a specific pandemic.

The CDC states, “There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow CDC’s recommendations for using a facemask.
 - CDC does not recommend that people who are well wear a facemask to protect themselves from respiratory diseases, including COVID-19.
 - Face Masks should be used by people who show symptoms of COVID-19 to help prevent the spread of the disease to others. The use of facemasks is also crucial for [health workers](#) and [people who are taking care of someone in close settings](#) (at home or in a health care facility).
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if your hands are visibly dirty.”

<https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html>

Continuity of Operations

Our District's administrative team should ensure that core functions, people and skills have been identified and that strategies are in place to manage these prior to the pandemic.

For maintaining the operations of the District, the following tasks, assignments, and expectations are identified:

District Offices: Budget and Payroll

- Technology Supervisor will provide access to identified staff to a District laptop.
- Accounts Payable, Payroll Clerk, and School Business Administrator should each have training on the use of this device remotely from the technology department.
- District payroll systems vendors should be contacted by the School BA in the event that off-site access is necessary and provide any guidance to our District staff.
- Coordination with payroll services shall be handled through the School BA and Business Office and updates provided to the Superintendent.

Instructional Continuity: Preschool – Grade Eight

District staff will monitor the health concerns of our staff and students with regard to any specific circumstance. The safety and security of our students and staff is our priority. We will work with guidance from the NJ Department of Education and the NJ Department of Health, the Center for Disease Control, the World Health Organization, and national organizations including the American Association of School Administrators and the National School Nurses Association. Our coordination with these agencies and groups is to align our proactive response for the health and safety of all members of our school community.

The health of our students and staff is always a priority for our school district. Our District serves over 820 students in Preschool – Grade Eight. It is our obligation to ensure that we are preparing and planning for any situation that may have a large impact on our school community. Part of that responsibility includes creatively developing how we can reinforce or deliver instruction to our students in the event of a school closure. The documents attached are how we will address our students' needs and how we can best prepare our students during prolonged absences or school closures.

While creating these documents, our staff has considered skills taught throughout the school year. The information has been created and aligned to provide your child/ren activities to support the foundational elements of instruction covered to this point in the academic year. Some activities provide for extension and review options that may further enhance the instructional continuity for your child/ren as well. Based on the age of our students, teachers designed lessons that would engage the students independently while at home. Our staff worked collaboratively and diligently to provide your child/ren with the most appropriate engagement activities for their specific content areas.

The details below provide guidance for staff in preparing and providing for instructional continuity in the event schools are closed for either a short or lengthened period of time. Considerations should also be made for times when we may experience increased absences due to illness.

Staff Planning Expectations for Extended School Closure

Keep in Mind: The essential question here is: How do we support student well-being and academic development in the midst of a major disruption to our daily operations for an extended period of time? How do we continue to foster student learning without being able to meet our students in person?

- **Equitable Access:** K-8 will generally use worksheets/packets for their daily learning engagements. Digital materials may be available through various platforms (i.e., Google Classroom) dependent on the age of students, capabilities, and connectivity.
- Academic maintenance lessons and/or new content delivery should be prepared for each subject/content area. Differentiation of assignments and work may be handled through grade level instructional materials, small group meetings with students as needed, and individual contact with students/parents.

Grade	Topic	Time*
PK	Thematic activities	Varies
K – 2	Content Areas	45 minutes total per day (cumulative)
3 – 4	Content Areas	75 minutes total per day (cumulative)
5 – 8	Content Areas	90-120 minutes total per day (cumulative)

*This time indicates the suggested time. Students will be completing activities in all content areas. Focus your planning on the amount of time students would be expected to work independently.

- Lessons should entail review of standards previously taught during the year and/or preview of new instructional topics/content. For a short term closure please note that new topics should not be introduced in their entirety; however, for an extended school closure, new topics and content will be delivered based on the expectations listed within our Online Learning Guidelines. Specific content areas may be able to preview new information but this will need to be covered in more depth upon return. The focus for instructional continuity lessons should be to maintain skills already covered. New content and power standards identified by administration and staff should be covered through instructional videos and supported with necessary support from staff - opportunities to meet virtually, support materials and programs, enhancement activities, etc.
- Extension activities for students may be provided through online resources: IXL, Khan Academy, Brain Pop, ReadingAtoZ, or other online support. These extensions may be for students support or enrichment options.
- Related Arts should provide activities for students to further enhance instructional continuity during any school closures. Students should follow their assigned schedule at the time of the closure. Prepare lessons for the students you have in your classes based on master schedules.
- Related services (i.e., Speech, OT, PT, Guidance, etc.) should provide recommended activities and lessons for students in their caseloads. Services may be delivered as per state requirements and adjustments/changes will be communicated with staff through administration.
- Dates of submission for materials will be identified based on the length of the school closure. Teachers should follow already established lesson submission deadlines and coordinate any updates with their building principals through grade level/content area meetings or directions.
- Digital access may be used as planning for school closures continues. Platforms such as Google Classroom may become the preliminary method for delivery for students. District Administration and Building Level Principals will determine needs of students, access, connectivity, and equity.

Expectations for Staff During a Closure

1. Packets/Assignments/Lesson plans for online learning will be submitted to the building principal.
2. Once submitted, copies will be made AND our IT Department will scan these documents and make them available on the website.
3. Classroom teachers, in collaboration with Related Arts and Related Services, must ensure that each child receives the appropriate packets.
4. Email – Staff must be available to check their email at two times throughout the day. Once in the morning and once in the afternoon at a minimum. Staff should check email between 9:30 – 10:30 AM and again between 1:30 and 2:30 PM. This is for staff coordination and to remain up to date on any information shared from the administration. This also allows for response to parents.
5. Staff should continue to plan for the time when we return to school. Students will need support to review the information and topics assigned.
6. Extended school closures may require a shift to online platforms. Please see information in the Online Learning Guidelines listed later in this plan.
7. ALL Staff Expectations for Work Hours: Staff should work within their job categories to complete a minimum of four hours work per day – 20 hours per week on assigned tasks. Tasks include but are not limited to the following and aligned to job category: lesson planning, daily email and communications with staff and parents, monitor voicemail, communicate to paraprofessionals that are in classes, communicate with teaching staff with whom, you work, communicate any questions or concerns to your supervisor as needed, complete work schedule as assigned by supervisor (custodial and maintenance). ALL staff is expected to monitor, read, and respond to email.

What You Can Expect from Administrators

1. The Principal will send a weekly communication to staffulty via email or through SchoolMessenger.
2. Email blasts will provide updates, announcements, and a reminder that school is still in session.
3. Administration will communicate with the community at least weekly.
4. Administration will “walk the virtual halls” by checking packets upon submission, reviewing email, posting to social media if necessary, and providing direction as needed.
5. Upon re-opening, staff meetings will be held. These may be through grade levels, content areas, and/or staff wide.

Designs for staff expectations may change during any extended school closure. Professional development opportunities may be offered through online platforms (i.e., Public School Works) to enhance staff delivery and meet required training levels if necessary. Other additions may include, but are not limited to work logs, email notifications and updates to building principals, rotational work schedules, etc.

During school closures, schools may stay open for staff (if not ill) while students stay at home. This allows teachers to develop and deliver lessons remotely and for other staff to continue to provide services. Decisions will be made as needed based on administration and guidelines provided by the state or federal government.

Online Learning Responsibilities for All Stakeholders

Online Learning Responsibilities and Expectations	
District Responsibilities	<ul style="list-style-type: none"> ● Develop remote learning plans in coordination with information provided through the NJ DOE, ACOE, and local administration ● Use staff member, student, other stakeholder feedback when developing plans ● Support schools in implementing and planning for remote learning ● Support schools by identifying resources that may be needed
School Responsibilities	<ul style="list-style-type: none"> ● Implement remote learning plans ● Communicate regularly with all ● Coordinate with District administration for needs, supports, updates ● Work with teachers, staff, students, and families to identify resources (academic, professional, health, social, etc.)
Teacher and Staff Responsibilities	<ul style="list-style-type: none"> ● Minimum of two (2) instructional videos per week* ● Weekly opportunities for students to meet virtually with their teacher (Google Meet)** ● Provide opportunities for contact with students via email throughout your normal workday and respond to student needs as necessary ● Coordinate with grade level teams to determine a schedule that reduces conflicts ● Email must be checked at least twice daily - once in the morning and once in the afternoon (Recommend 9:30-10:30 and again from 1:30-2:30) ● Check-in on students throughout the school closure/remote learning ● Keep in mind video conferencing best practices ● Provide at-home instructional content. Please refer to grade level workload minutes issued previously
Student Responsibilities	<ul style="list-style-type: none"> ● Complete and review your work by the due date ● Communicate with your teachers and ask clarifying questions if there is something you need support with ● Be respectful of yourself, teachers, and peers
Parent/Guardian/Caregiver Responsibilities	<ul style="list-style-type: none"> ● Talk with and support your child with their work as needed ● Encourage your child to get enough sleep ● Set sensible time limits for work and technology use ● Assist your child with communicating with his/her teacher if necessary ● Help students establish and follow regular daily routines

*The instructional videos may include but are not limited to the following: Powerpoint, Screencastify, Loom, Khan Academy, online textbook videos, pre-recorded videos of individual lessons, Remind, Class DOJO, etc.

**Offered opportunities to meet - We must provide structured flexibility for students and realize that not all students will/can meet during these scheduled times. Students will not be held accountable for their attendance at these live meetings. Virtual meetings via Google Meet may include but are not limited to the following: check-in on students, morning meetings, small group sessions, answer questions, provide clarity, give feedback, or address other topics. Google Meet sessions may vary in delivery based on the age of the students and the content area involved.

This online learning plan includes synchronous and asynchronous opportunities, based on researched recommendations, remote learning best practices, Strategic Planning input, and input from national and statewide resources. Please keep in mind that many teachers are also parents and they also need flexibility to help their children. This entire event is unpredictable and uncontrollable. That is why it requires structured flexibility. The structure refers to *What to Do*, the flexibility refers to *When to Do It*.

Attendance

Students will be deemed present based on their participation in online learning. Participation will be determined through completion of posted assignments and connections to their teachers through email, Google Classroom and Google Meets.

Weekly grade level meetings and email updates are used to identify any student who has failed to participate after repeated attempts by the teacher to follow-up. The school counselor then reaches out to the family and student to provide support and resources to aid the student in participation of online learning. At this time, the counselor in conjunction with the family identifies any barriers to learning. The counselor then collaborates with the necessary stakeholders to reduce or eliminate these barriers. If a student continues to fail to participate the building principal will contact the family and student.

Using the attendance plan above during the school closure will enable the district to continue to adhere to all policies regarding the way attendance factors into promotion, retention, graduation, discipline, and any other decision.

Special Education and Related Services

- Coordination of services will be handled through the Supervisor of Special Education, the Child Study Team, and individual case managers.
- Parents should receive a letter from the Special Education Supervisor identifying the services and delivery methods that may be provided.
- Staff instructional plans for students will accommodate student IEP modifications.
- Modifications through assignments, resources, individual access to online platforms may be provided by staff through instructional plans.
- Teachers will document their communication (including unsuccessful attempts) with each student in addition to the individual accommodations made. The teachers will continue to monitor the progress towards their IEP goals via quarterly progress reports.
- Related services (OT, PT, Speech, Guidance, Behavioral Support, etc.) staff will provide recommendations for activities that students may complete during the closure. As of April 1, 2020, the related service providers will provide related services through electronic communication, virtual, remote, or other online platforms, as appropriate and as required by the students' individualized education plans. Related service providers will document all services and communication provided to both the students and the parents during the extended closure.
- Upon return of school, additional hours for services may be provided based on specific student needs and Child Study team recommendations with parent input. Signatures for this delivery will be necessary or confirmation via electronic mail.
- Parents may be asked to provide a waiver for staff to be absent from meetings if schools are closed.

Other Special Education Considerations:

- Materials and Assignment Adaptations: All of our students have been provided with adapted materials and/or assignments geared to meet their needs according to their individualized education plans. Properly leveled assignments/accommodations/modifications have been created to the most appropriate extent possible, to maximize student growth, while the students are away from the school. Some examples of our methods include but are not limited to the following:
 - Google classroom support/lessons
 - Leveled packets/materials

- Access to online software (i.e IXL, Read 180, MobyMax, etc.)
- Manipulatives for hands-on activities
- Communication with parents
- Availability of teachers via email, google classroom, for both group and individual meets, etc.
 - Our paraprofessionals will continue to communicate with the classroom teachers and have been invited to the google classrooms (as applicable) in order to support student needs. As appropriate, paraprofessionals will connect with students and their families on a 1:1 basis. They will continue to implement the accommodations in their IEP's to the greatest extent possible.
- Meetings and Evaluations: Our current IEP annual reviews, eligibility meetings and reevaluation meetings will be handled on a case by case basis. Some will be held via Google meet or telephone, as agreed upon by the district and the parent and others will be rescheduled for a later date as applicable. The necessary participants of these meetings will do their best to make themselves available for the meeting. If for some reason, a participant is unavailable, the parents will be asked to sign a waiver excusing the team member from the meeting. All Case Managers will contact each family on their caseload to discuss any concerns or questions during the school closure.
 - Reevaluations: For reevaluations where the majority of the evaluations have been completed, we will work with the family to review all of the information to determine eligibility. Once the school reopens and there is the ability to complete face-to-face evaluations, the outstanding evaluations will be completed.
 - For students that have a medical condition that impacts their education, the entire IEP team will collaborate to complete a functional evaluation and determine eligibility considering the medical condition. Once the school reopens and there is the ability to complete face-to-face evaluations, any additional agreed upon evaluations will be completed.
 - Initial Evaluations for Students Transitioning from Part C to Part B of IDEA (Early Intervention students turning 3): The IEP team will move forward with testing, to the greatest extent possible, using the Developmental Assessment of Young Children, 2nd Edition (DAY-C 2). This parent interview/questionnaire will provide us with standard scores to see if a child is eligible under the category of Preschool Disabled. If additional assessments are needed, they will be completed once school reopens and/or face-to face evaluations are approved.
 - Initial Evaluations (other than students turning 3): Complete any part of the evaluation that can be completed during school closure such as : social history, student self-report, parent interview, any parts that don't require face-to face evaluation. The team will write up any portions of their reports that they can.
- Communications: Our plan consists of many sources of communication for parents. We are reaching out to parents via telephone, email and social media at a district wide level. In addition, some of our special education teachers are reaching out individually or collectively to their parents. They have made themselves available via technological resources to support their students learning. Teachers in our self-contained classroom and related service providers are making arrangements for materials for certain students to be picked up or dropped off, due to the unique nature of their materials. The Supervisor of Special Education will also be in communication with all of the parents, out of district placements and contracted service providers.
- Related Services and Other Needs: Our related services providers have provided recommended strategies/activities for home instruction of each of the students that receive the service. As of April 1st, with the passing of the emergency regulation permitting related services to be provided

through electronic communications, our providers added individualized times to meet with their students for their virtual therapy sessions and have utilized other platforms to meet the students' needs to the greatest extent possible as per the goals in their IEP's. Once the schools officially reopen our doors, the IEP teams will reconvene to consider the amount of additional related services students with IEP's may require, based off of regression or lack of progress towards their IEP goals, on a case-by-case basis. At this time, our district does not have any medically fragile students. In the future, this will be handled on a case by case basis with the school nurse, Child study Team, parents, and school and District administration.

- OOD Communication: The Supervisor of Special Education and/or the case manager will contact the school and coordinate that the child is receiving school assigned instruction and transportation on a case by case basis. Communication will be made with the out of district placements regarding school closure. Coordination may be made Transportation Coordinator of the neighboring district to ensure the students receive services.

ELL Services

- ESL teachers are providing instruction in-line with our Online Learning Guidelines.
- Teachers and administrators reached out to students to ensure families had the required technology. Communication with families identified any technology needs from our ESL students and families. If devices were needed, Chromebooks were provided.
- All teachers are using Google Classroom to present lesson videos and assignments.
- All ESL teachers are on the Google Classrooms of regular education teachers to be able to see the lessons delivered and make modifications.
- Teachers offer bi-weekly meetings with students to assist with academic and social emotional issues.
- ESL teachers are using IXL, RazKids, Edpuzzle, FlipGrid, and other apps to meet learner gaps.
- ESL teachers and administrators are monitoring on a weekly basis all students who do not turn in work. These families are called by teachers and/or administrators to ensure they are receiving the work and checking in to determine issues.
- ESL teachers have been modifying work for a remote learning environment and reducing the amount of time for lessons in order not to overwhelm students.
- The Curriculum Supervisor is teleconferencing with ESL teachers at all levels on a regular basis to discuss students. This offers insights and assists with meeting family needs as well. This time is also used as collaboration time among teachers to share insights, apps, lesson ideas, etc.
- Our administrators continue to hold technology workshops and conferences with all our teachers to assist them with remote learning and offer ideas to enhance learning.

Summer Program Preliminary Outline

Extended School Year

- Extended School Year will service students who are in our Self-contained classrooms and preschool that need additional support to prevent regression. Identified through IEP meetings with parents.
- PSD students will attend 2.5 hours. Preschool and Elementary Self Contained students will attend 4 hours
- If content is delivered remotely, teachers will create groups based on student skills in an attempt to make small groups where applicable.
- If this is not possible, the teachers will reach out to their students individually through remote instruction using a schedule that works for them and the child's family. These students will receive instruction based off of the individual goals and objectives.
- Related Services will be provided according to the mandates set forth in each child's IEP during ESY whether it is in person or remote.

Assessment of Learning Loss

- Teachers and administrators will work to analyze standards in each of the following categories:
1) Those that have been addressed prior to and during the online learning period. 2) Those having been addressed but needing review. 3) Those that have not been addressed during the current school year. Plan for benchmark assessment in the fall to determine gaps.

Title I Extended Learning Program

- Initial plans include the following guidelines for identifying students: mid-year benchmark scores, assessment progress throughout the school year, Previously identified Title I students, teacher recommendation, and performance during the closure period. Approximately 5% of the student population will be asked to participate in the remedial program.
- Invite students for remedial instruction, whether in person or virtual, in Mathematics and English Language Arts.
- Programs will begin with benchmark assessments such as LinkIt At-Home Assessment and Fountas & Pinnell Benchmarks to determine student levels/learning gaps in reading and mathematics.
- Using teacher data and benchmark assessments, identify standards/skills/topics in need of remediation prior to the new school year.
- Instruction will occur Monday-Thursday, 1 hour per area- ELA and Math (subject to change based on teacher and student participation)
- Initial plans will place a focus on Language Arts and Mathematics. If additional funds are available through reallocation and the school has the ability to have students present, a Title I STEAM Camp may be held for two weeks during the month of August.

Preliminary Plan for Graduation

Based on the most current guidance from the State, the District is planning a virtual graduation. Caps and gowns will be delivered to student homes, and parents will be asked to take a photo of their child and email it to the building principal. In addition, staff and student speeches will be recorded from home and sent to the building principal. A virtual awards assembly will also take place to present awards to the graduating eighth graders and the awards will be mailed. These will all be compiled into a virtual graduation ceremony that will be sent to all graduating families.

Food Services – Free/Reduced Lunch

- The Linwood School District will coordinate with Mainland Regional High School and Nutri-Serve as our Food Service Providers to address the needs of students.
- Free/Reduced breakfast and lunch student list will be provided from the main office to Mainland Regional High School/Nutri-Serve.
- The list should include:
 - Student Name
 - Grade Level
 - Address
 - Parent/Guardian Name
 - Parent/Guardian Contact Information
- Parents/Guardians will receive a notice from the Linwood Schools (or through Mainland Regional High School) as to the specific details for these services in the event of closure.
- Mainland Regional High School, in coordination with Nutri-Serve, will provide an identified time and location for these families to pick-up a bagged breakfast/lunch on days of school closure related to pandemic events.
 - MRHS Main Foyer Front Entrance
 - 8:00 AM – 10:00 AM Tuesdays and Thursdays
 - Prepackaged breakfasts and lunches for multiple days may be provided at the same time to minimize travel to and from the school for families.
- If parents/guardians are unable to pick-up due to limited access to transportation, parents/guardians should notify the Linwood Schools and alternate arrangements will be made.

School Plan Maintenance

- The plan should be reviewed and revised annually.
- The plan may be exercised and tested annually.
- Exercise results should be incorporated into plans.
- Exercise and share your plan with your partners such as
 - Your insurers
 - Your health plans
 - Local hospitals and healthcare providers
 - Local public health agency
 - Neighboring schools

APPENDICES

District Demographics

Linwood Public Schools: 01-2680

	Total	Males	Females	PreSchool	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Free/Reduced	48	30	18	3	11	8	8	13	5				
ELL	7	2	5		1	1	2	3	1				
SPED	128	91	37	13	17	31	16	31	20				
Seaview: 01-2680-50	445	246	199	31	75	84	81	91	83				
Free/Reduced	47	26	21							13	15	11	8
ELL	3	3	0							2	0	0	1
SPED	51	31	20							13	7	14	17
Belhaven: 01-2680-020	386	197	189							90	90	110	96
Free/Reduced	95	56	39	3	11	8	8	13	5	13	15	11	8
ELL	10	5	5	0	1	1	2	3	1	2	0	0	1
SPED	179	122	57	13	17	31	16	31	20	13	7	14	17
District:01-2680	831	443	388	31	75	84	81	91	83	90	90	110	96

Essential Employees

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	Employees Per Category
Administration	Oversight of District level operations, Facilities Management, Building Operations, and Instructional Continuity for students. Perform the responsibilities and meet the expectations delineated in the District's Job Description Manual.	Perform professional duties to keep district and school level operations progressing. Monitor, read and respond to email, voicemail, and other communications platforms. Communicate and oversight of school and district level staff.	8
Maintenance	Maintain responsibilities as assigned for cleaning, repair, preventative, and regular maintenance to insure campus upkeep and security. Perform the responsibilities and meet the expectations delineated in the District's Job Description Manual.	Monitors, cleans, maintains, and protects campuses through implementation of our district cleaning plans as directed by the Supervisor of Facilities and Security.	2
Custodial	Perform the responsibilities and meet the expectations delineated in the District's Job Description Manual.	Monitors, cleans, maintains, and protects campuses through implementation of our district cleaning plans as directed by the Supervisor of Facilities and Security.	11

Technology	Maintain responsibilities as assigned for cleaning, repair, preventative, and regular maintenance to insure campus upkeep and security. Perform the responsibilities and meet the expectations delineated in the District's Job Description Manual.	Monitors, maintains, and communicates all aspects of the technology resources, communication plans, and access and connectivity topics related to our implementation of instructional continuity plan. Includes communication with district and school level administration, teaching staff as needed, other staff as needed, and school community needs. Website updates, social media, and school outreach platforms updated as assigned.	3
	Provide Food Service preparation and Distribution as assigned through MRHS.	Work as assigned through food service company Nutri-Serve and through agreement with Mainland Regional High School for work schedule and food preparation, delivery.	As assigned.
	Food Service Personnel		
Teachers	Hours per day	Remote	Onsite
		4+	7
		As necessary	

Essential Employees

Essential employees will perform the responsibilities and meet the expectations delineated in the District's Job Description Manual. Essential employees will need to report to the schools during this current health emergency, as prioritized, scheduled and/or needed, by the Superintendent or his designee, to ensure continuity of instruction, equitable access to resources and food service.

Superintendent of Schools or Designee (1)

- Maintains authority over all operations and crisis management plans
- Coordinates with all necessary personnel as needed including but not limited to local superintendents and districts, Executive County Superintendent, health officials, local emergency personnel, District administration, etc. These duties may be assigned to other staff as needed.

School Business Administrator (1)

- Maintains operations of school in line with job description which includes but is not limited to oversight of payrolls, budget planning, facilities, transportation, food services, accounts payable, and other assignments through the Superintendent.
- Maintains communications with the Superintendent.
- Work with the supervisors in each area to ensure proper actions and responses in order to maintain operations.

Payroll (1)

- The Payroll Office will continue regular functioning from an outside location, if necessary. If at an outside location, timesheet payment may be delayed until access to the central office.
- Payroll may be done remotely from individual homes and access the payroll and attendance systems to ensure continuation of pay.
- All processes should be coordinated with the Business Administrator.

Purchasing and Accounts Payable (1)

- These offices may function remotely to approve emergency purchases, manage wire transfers, and make critical payments.

Transportation

- Coordination for transportation will be handled with Mainland Regional High School.
- This includes services to be provided once school reopens.

Supervisor of Facilities and Security (1)

- Fulfills all roles assigned through job description
- Oversees that the facility and campuses are monitored, cleaned, maintained, and protected through implementation of our plan. See School Cleaning Measures as listed in the appendices.
- Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices which include (but are not limited to) on a daily basis:
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Custodial (11) and Maintenance (2) Staff

- Fulfills all roles assigned through job description

- Monitors, cleans, maintains, and protects through implementation of our cleaning plans District Buildings and grounds as assigned. See School Cleaning Measures as listed in the appendices
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Building Principals (2)

- Fulfills all roles assigned through job description
- Communicates daily with district administration to ensure the safety and wellbeing of students, staff and the community are being met
- Works with school level staff to coordinate the instructional programming for students during school closure
- Communicates expectations to staff through various means. This may include phone conferencing, email, digital meetings, videos, etc.
- Be available to answer all staff and community questions on the operational aspects of our schools
- Update the Superintendent and other administration as needed. This may be daily or as requested.
- Coordinate grading procedures are met through OnCourse. This would be handled through our ParentPortal, but hard copies made available in a timely fashion through schools' main offices to any family requests.
- Ensure that Registrations are appropriately rescheduled (if needed) providing continued equity in access throughout the district.
- Oversee lesson planning, instructional practices, operational methods at the building level.
- Monitor staff attendance and
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Supervisor of Technology (1)

- Fulfills all roles assigned through job description
- Works with District administration to build the communication plan for the District during school closure
- Works with technology staff to respond to access, connectivity, issues that may arise in the District during school closure
- Oversees the District website, social media platforms, and school outreach platforms for the District
- Provides resources and support to teacher instruction and student learning through digital applications
- Maintains academics and student learning with the support of supervisors, other directors, and building administrators.
- Communicate with teaching staff and student services staff to ensure student needs are being met
- Be available to answer staff and parent questions in regards to technology issues that may arise during school closings
- Communicates with District administration and staff
- Communicates with and updates administration including the Superintendent of Schools on a regular basis
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Supervisor of Special Education (1)

- Fulfills all roles assigned through job description
- Coordinates with building principals and other supervisors to align and support academic programming
- Coordinates with administration for special education staff access to professional development options
- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).
- Communicates with teaching staff members as needed through the duration of the school closure.
- Communicates with administration including the Superintendent of Schools on a regular basis
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Supervisor of Curriculum and Instruction (1)

- Fulfills all roles assigned through job description
- Coordinates with building principals and other supervisors to align and support academic programming
- Provides access to professional development options for staff
- Coordinates of services for students through the Child Study Team, and individual case managers.
- Communicates with parents identifying the services and delivery methods that may be provided.
- Works with staff on instructional plans for students to accommodate student IEPs modifications as needed
- Oversees modifications through assignments, resources, individual access to online platforms that may be provided by staff through instructional plans
- Oversees related services (OT, PT, Speech, Guidance, etc.) staff and provides guidance as they develop recommendations for activities that students may complete during the closure
- Coordinates compensatory hours for services that may be provided based on specific student needs and Child Study team recommendations with parent input after school reopens
- Coordinates meeting schedules, dates, notifications, and other considerations for special education timelines that need to be reviewed and held
- Communicates with teaching staff members as needed through the duration of the school closure.
- Communicates with administration including the Superintendent of Schools on a regular basis.
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Secretarial – Building (4)

- Fulfills all roles assigned through job description
- These staff may be needed to process school or district clerical work as needed including but not limited to school level correspondence, mailings, operational tasks relative to their department, etc.
- Maintains communications as needed with substitutes and other staff about the status of closure, events that may be moved/postponed/canceled, and other pertinent information as assigned
- Monitor phone calls and messages and e-mails for timely responses to inquiries
- Keep Twitter account and AppliTrack current with postings so as not to hinder hiring
- Book and conduct virtual interviews for open positions
- Process and forward stipend payments as needed
- Communicates with administration including the Superintendent of Schools on a regular basis.
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools

Secretarial – District Level (2)

- Monitor and reports attendance and information to their supervisors as assigned
- Collect documents for the BOE agenda in March and April and as needed
- Monitor legal cases and grievances to ensure timelines are met
- Post openings for positions
- Keep Twitter and social media accounts up to date with necessary information for postings, school and district information, etc.
- Book and conduct virtual interviews for open positions
- Process any stipend payments as needed and be available to offer answers to HR problems and concerns to Leadership Team and Senior Staff as needed
- Monitor phone calls and messages and e-mails for timely responses to inquiries
- Send out BOE follow-up documentation after March and April BOE meeting
- Submit items and create the BOE agenda for April and beyond, as needed
- Create Personnel Initiative Agenda for April meeting
- Maintain/document accurate lists for support staff attendance and locations if needed to work at school buildings
- Communicates with teaching staff members as needed
- Completes other tasks and responsibilities as assigned by supervisors

Technology Survey

Internet Access Survey - Linwood School District

Please take a moment to complete this brief survey. List all of the student(s) in your household and their grade(s). Lastly, select the best answer for what you feel best describes their ability to access the Internet from home.

*** Required**

1. Student Last Name(s) (multiple children are to be separated by commas) *

2. Student First name(s) (multiple children are to be separated by commas) *

3. Grade(s) - Select all that apply *

Check all that apply.

☐ Pre-K

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

4. Enter the total number of students in your household: *

5. Which of the following best represents your child's/children's access to the Internet?

*

Mark only one oval.

- ☐ Access to the Internet and device(s) are available.
- ☐ Access to the Internet at home, but no devices available (other than a phone).
- ☐ No access to the Internet at home.

6. How do you access the internet at home?

Mark only one oval.

- ☐ Broadband (Comcast/Verizon)
- ☐ DSL (through your phone line provider)
- ☐ Cellular Hotspot (cell phone/hotspot access point)
- ☐ Dial Up

7. Any additional comments may be entered here:

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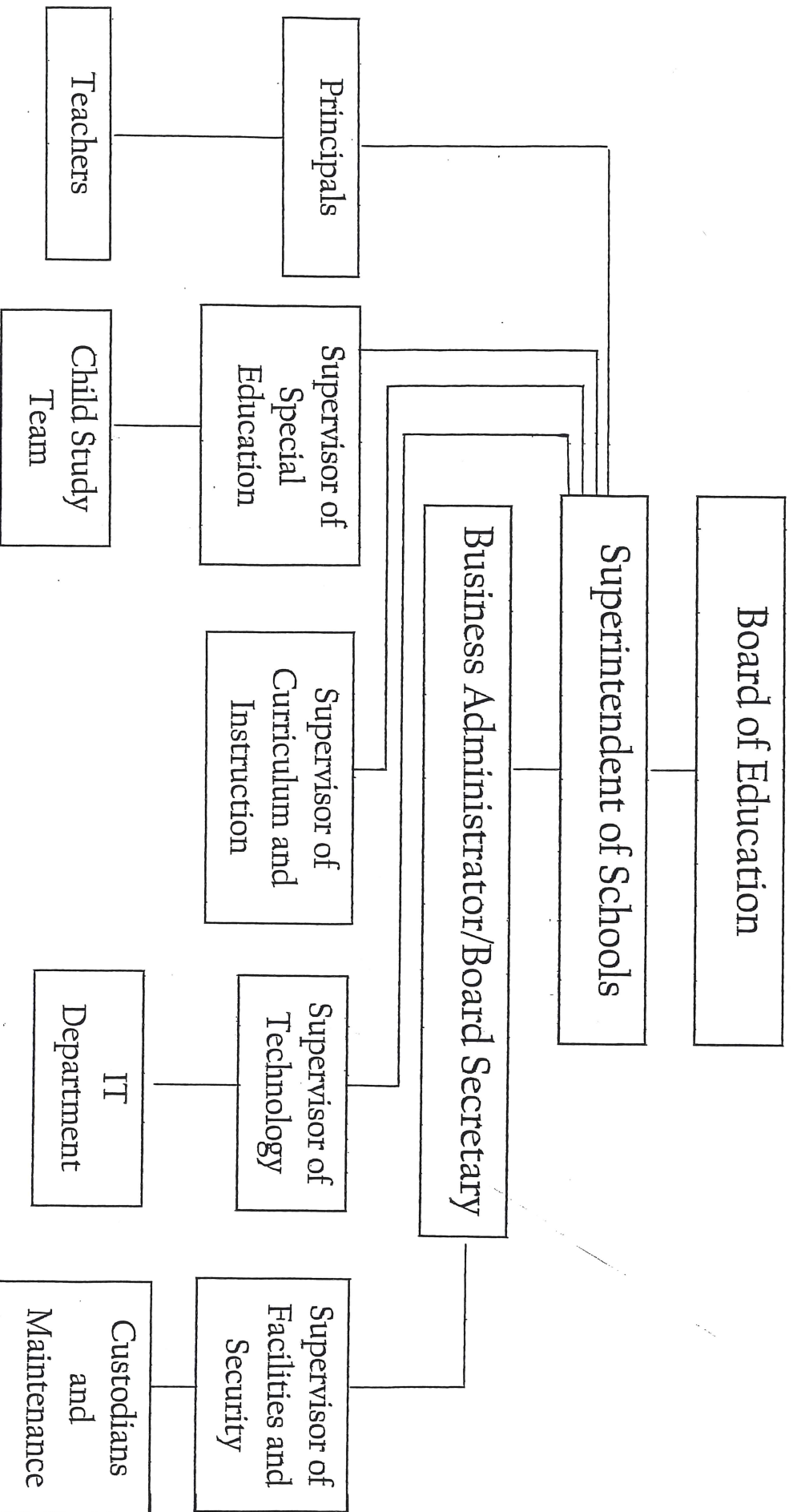
Google Forms

Organizational Chart

Linwood Public Schools Organizational Chart



LINWOOD
PUBLIC SCHOOLS



Pandemic Response Team

Pandemic Response Team

During this time of planning and potential implementation of this plan, the following people are part of the Pandemic Response Team for the School District:

- Superintendent
- Business Administrator
- Building Principals
- Supervisor of Facilities and Security
- Supervisor of Technology
- Supervisor of Special Education
- Supervisor of Curriculum and Instruction

In addition to the above mentioned district personnel, other staff may be added as deemed necessary. Supplemental members of the Pandemic Response Team include:

- Local Superintendents
- County Health Officials
- Local Police Department Liaison
- School District Technology Department
- Food Services
- Cooper Levenson Legal Team – Will Donio, Kasi Gifford, Amy Elco



New Jersey Department of Education Checklist for School Health-Related Closure Plans (Updated 5.4.20)

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan**. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.



Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

*Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.

Contact Information

County: Atlantic

Name of District, Charter School, APSSD or Renaissance School Project: Linwood Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Brian M. Pruitt

Phone Number of Contact: 609.926.6703

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	Y	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Y	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Y	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Y	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	Y	

Notes on Component 1

Equitable access - 11-14, and Tech Survey
Demographics - Appendix 20
Student Needs - 11-15, 15
Technology survey - Appendix
Digital access - Tech survey and follow-up



Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Y	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	Y	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Y	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Y	

Notes on Component 2

15

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	Y	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	Y	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Y	

Notes on Component 3

17



Safe Delivery of Meals Plan Component 4

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?		

Notes on Component 4

19

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none">Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	Y	

Notes on Component 5

11-14



Attendance Plan Component 6

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	Y	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	Y	

Notes on Component 6

15

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Y	

Notes on Component 7

7-8,
Cleaning Procedures Appendix



Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs• Any preliminary plans for Class of 2020 graduation ceremonies	y	

Notes on Component 8

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Board Approval Component 9

*Is the plan board approved? ☐ Yes ☒ No

Enter Date (mm/dd/yyyy): 05/27/2020

Notes on Component 9

Plan is scheduled for BOE approval at the next meeting on May 27, 2020.



Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? ☒ Yes ☐ No

Enter Date (mm/dd/yyyy): 05/18/2020

Notes on Component 10

Initial posted in March. Revised posted May 18, 2020

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	Y	

Notes on Component 11

Essential Employees List - Appendix

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? ☐ Yes ☐ No

Notes on Component 12