

## Pitman Public Schools - Health-related School Closing Continuity Plan

**Pitman (4140) - Gloucester County**

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### **Delivery of Instruction**

- Teachers and professional staff expectation: 9:00am - 4:00pm - delivery of instruction and monitoring of communication with students and families, as well as other professional responsibilities.
- Teachers would rely on Google Classroom sites for each of their classes to deliver cyber instruction (teacher websites = backup; additionally, email delivery of packets/materials as alternative as needed). Student/family instructions (Family User Guide) emailed to families and posted on the district website (under “Families” tab).

#### **a. Posting lesson materials**

- Upload video of lesson/lecture.
- Upload other video content (YouTube, etc.) to support lesson objectives.
- Upload PowerPoints/slides of lesson outlines/notes (could be interactive with embedded hyperlinks to video or written content/websites).
- Hyperlink reading/video/audio material from the Internet.
- Upload PDF documents - reading material, visual prompts for writing assignments, etc.
- Upload digital content from digital subscriptions (online companion to textbook series, IXL, Khan Academy, BrainPop; many vendors are offering free services from now until the end of the year.)
  - Some additional materials have been made available for free by vendors; list will be provided)
  - Download materials; save to your device; then, upload to Google Classroom site.
- Upload scanned documents to Google Classroom.
- Live/synchronous instruction with students through Google Hangouts, Zoom, and/or Google Meet (may be age-dependent).Notes:
  - Teachers should continue to submit lesson plans on OnCourse.
  - All instructional materials and assignments/assessments should be posted to Google Classroom or delivered electronically to students/families each day by 9:30 am. Students/families should expect to access materials promptly each day.

#### **b. Post assignments/assessments**

- Set submission deadlines for assignments: Teachers post lessons/assignments by 9:30 am; students submit completed work later that day (or a subsequent day as appropriate).

- Consider administering assessments via Google Forms (tests, surveys, quizzes, worksheets, exit tickets, etc.)
  - Upload writing prompts (text, audio, video, still image, etc.) with instructions for students.
  - Upload digital worksheets.
  - Students upload completed assignments to Google Classroom site or via email.
- c. **Taking attendance:** We would create a simple Google Survey for students to “sign in” (date and time stamped) for each class each day. Teachers should post the survey and require student submission each day.
- d. **Teacher “office hours”:** Teachers would indicate on their Google Classroom sites what their online availability would be each day to read, interact with, and answer student questions. This could be done through email, Google Hangouts, or Google Meet (chat).
- “Office hours” are defined as a time or times during each day when students/families know that a teacher would be on their device and available to read email or participate in direct contact (chat or live video). If using email for this, response to email may take place outside of “office hour” time slot(s), but the goal should be reasonably prompt responses to student/family questions. (In some cases, there may be a single response to the same inquiry from multiple students; teachers should use their judgment).
  - Virtual office hours should be a minimum of 60 minutes daily, and take place between 9:00 am and 4:00 pm; office hours may be split into multiple blocks of time. Teachers may choose to review and respond to student email/messages outside of the times above (in addition to the required times), if they wish.
  - Note: District email addresses for students will go live immediately for younger students (grades 3-8) to facilitate this. (HS students are already live on our district email). Student email accounts have restrictions in place; notably, they can only receive or send to other Pitman district email accounts.

### **Special education (ALL teachers--please read.)**

There are a number of special considerations for ALL teachers regarding online delivery of instruction to special education students:

- ICS teachers should be set up as co-teachers on general education teachers’ Google Classroom pages where possible.
- Modification of online lessons (ICS teachers): Modifications to posted lessons/assignments should be posted on Google Classroom within 2 hours (by 12 noon). Modified instructions may also be shared with students and families via email.

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- Assessments should be shared in advance by general education teachers with ICS teachers (suggested: 24 hours) to allow for modifications.
- It is recommended that classified students receive extended time (minimum 24 hours) on all daily/extended assignments; can also be extended per existing IEP for some students.
- If possible, general education teachers and their special education colleagues should set up common prep time each day online or by other means (phone, etc.).
- We are developing instructions for parents/students regarding access to G-Suite platforms.
- Additional suggestions for instructional materials/activities for students (login info provided to parents):
  - K-2: remote access to leveled readers via RAZ Kids;
  - Remote access to Learning Ally and Lexia for selected students;
  - Upload audio books (text-to-speech option) through YouTube, free audiobooks through various sites (provide online or teacher-created resources and assignments as a companion); upload videos of audio resources (books, short stories, etc.);
  - Use Google Text-to-Speech feature.
- Recommendation: All special education students will be graded per their IEP modifications and accommodations. All submitted work by these students with a grade below a 70 should be returned to the student for revision and potential passing credit with additional 24 hours granted for such revision/resubmission.
- Speech and other related services: articulation lessons/packets will be sent home via email to parent(s) (checklist - date/sign when completed). You may also explore the feasibility of using Google Hangouts for some synchronous service delivery (or perhaps asynchronously) through upload and download of video between teacher and student if feasible.
- Teachers in self-contained MD programs and pull-out resource/replacement programs should conduct daily student/guardian check-ins (email and/or phone; use \*67 to deactivate caller ID).

### **Food service - distribution of FRLP meals to eligible families**

The latest NJDOA guidance regarding meal component requirements: our district does not meet the 50% eligibility threshold requiring distribution of meals during an extended closure, but a waiver is pending. Under any circumstance, we have implemented a plan for meal distribution to eligible students.

Distribution process and locations: mobile distribution (truck) will be held at Pitman High School 225 Linden Avenue, Pitman NJ 08071 from 8:00am-11:00am . The distribution process will be as follows:

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A survey was sent via email, social media and phone blast to determine the number of meals needed. All income eligible families are documented and will be able to obtain meals, however any Pitman family in need of food will be allowed to enter the distribution line. Any non-resident families, or families in need of adult meals will be given information for local churches who are working with food distribution as well.

Two checkpoints will be established. One checkpoint will be for staff to verify parents and their students using current rosters, they will be given a card with the student's pin #, number of meals needed, and any food allergies. The card will then be taken into one of two car lines in the parking lot. They will pull up, give the card, the staff will then distribute meals and the cards will be kept by food service staff to double verify counts. Meals will be distributed for multiple days once a week. No more than two meals per day will be claimed.

- SFA Name: Pitman Board of Education
- Agreement #: 01504140
- Meal Distribution will begin: 3/17/2020, 3/23/2020, once per week after that.
- Date Meal Distribution will end: 3/17/2020, 3/23/2020, once per week after that.
- Schools/Site where distribution of meals will take place: Pitman High School
- Meal components comply will all state and federal regulations.

### **Equitable access to devices - economically disadvantaged & other groups**

Distribution of Chromebooks/iPads: We are initially focusing on FRLP eligible (low income) students (subset as determined by need); may be expanded to additional families based on access challenges (e.g. multiple children but limited devices). Additionally, some students with special needs will be assigned adaptive devices to support their learning while away from school.

The technology department is establishing a plan for distribution of devices to students/families; a survey has been sent out to families to determine level of need. We are prepared initially for the distribution of several dozen devices, with additional devices mobilized as needed.

### **Essential Personnel - building access during closure (as permitted)**

At this time, a number of district staff have been designated as essential personnel and may need to access school buildings. Not all essential personnel would require regular access to buildings, and may frequently work remotely after 3/17/2020. Positions are listed as follows:

- District administrative team (4) - Superintendent, Business Administrator, Director of Curriculum and Instruction, Director of Special Services (may work remotely to extent possible);

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- District office administrative assistants and business office personnel (up to 6) - infrequently as needed to conduct essential continuity functions requiring onsite access
- Principals and Assistant Principals (7) - infrequently as needed to conduct essential continuity functions requiring onsite access
- Facilities Manager and Custodial/Maintenance Staff (19) - initially, onsite daily for enhanced cleaning/maintenance of buildings; then, scheduled rotation for site maintenance or as needed
- Food Service Manager and Food Service Workers (up to 14; less for distribution) - likely to be onsite only as needed to prepare and distribute school meals (up to 2 partial days/week)
- Supervisor of Technology and System Administrator (3) - infrequently as needed to conduct essential continuity functions requiring onsite access
- Teachers, certificated staff, and other support staff (up to 200) - authorized for limited access beginning May 27, 2020 for purpose of retrieval of personal belongings, and instructional supplies, as well as end-of-year closeout of classroom spaces, planning for moves to new assignments for 2020-21, and assistance in preparing student belongings for redistribution to families in June 2020 (note: plan includes staggered access with aggressive mitigation and social distancing in place; plan has been reviewed with and approved by local law enforcement on 5/20/20)

**NJDOE checklist - emergency preparedness plans (additions and revisions 5/20/20)**

New Jersey Department of Health (NJDOH) guidance identifies school closure as a potential strategy to limit transmission within a community. In the event that a district or charter school, in collaboration and consultation with its local health agency, determines that it is in the best interests of students and staff to close individual schools or the entire district, the district or charter school may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16- 10.1 and may include direct services, online instruction, services provided through contract with another district board of education, and/or any other means developed by the district to meet the needs of all students in the district. Any day in which all students impacted by a public health-related school closure have access to home instruction services provided in alignment with this guidance will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in N.J.S.A. 18A:7F-9.

**Plan Component Question 1  
Equitable Access to Instruction**

- Does the plan include equitable access to instruction for all students? **yes**
- Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)? **Yes; see below**

<b>Category</b>	<b>Student Count</b>
Total enrollment (as of 3/16/2020)	1261
English Language Learners	5
Homeless	10
Low Socio-economic	240
Preschool	45
Students with Disabilities	286

- Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan? **Yes**
  - **Pre-K has a Google Site and EdModo site to deliver all instructions. Work will be posted so parents/students can go to the sites to view the daily assignment. Hardcover materials will also be made available.**

- Grades K-1 will use a mix of Google Classroom and Google Sites to deliver all content. Hardcover materials will also be made available.
  - Grades 2-12 will use Google Classroom to deliver content and instruction.
  - All grades - teachers will utilize Google Hangouts/Meet and Zoom for virtual instruction for synchronous instruction.
  - Students that have a district iPad or other adaptive device assigned to them per an IEP will be allowed to take the devices home to support instruction.
- 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?
  - The district is committed to ensuring that all students have access to a device and the Internet. The district has conducted a survey of all families regarding technology access for students, with a 65% response rate to the survey. Fewer than 10 respondents report zero access to the Internet; all respondents are provided information regarding no cost connectivity options. In terms of households with zero devices, 27% of respondents had either no device (8.8%) or only one device available for their child/children to access virtual instruction. As such the district announced a distribution of Chromebooks for loan to families for the duration of the closure, with user guides and technical support contact information available by phone by our technology staff to assist families. As of 3/16/2020, 158 devices were distributed for student use at home. Based on monitoring of participation rates in virtual instruction and contact by staff members, we are prepared to push out additional devices to families as needed. As such, we are confident of reaching all learners during the closure.
- \*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?
  - Yes; since the start of the school closure, the district technology department has conducted weekly device distribution windows, and has arranged interim distribution of devices to individual families on an emergent basis. As such, as of 5/20/20, the total number of devices distributed has nearly doubled since mid-March to about 300 Chromebooks. As we begin planning for a return to school in fall 2020, this need and the success in meeting it has prompted us to revise the district's original plans for implementation of a 1:1 device initiative at our high school in fall 2020. The revised implementation will now be expanded to include our middle school students, and will leave enough mobile devices for 1:1 access in K-5 classrooms on site, with the flexibility to shift those to take home access if a future school closure is required (note: the 2020-21 budget supports planned replacement/upgrade of obsolete devices). As for network access, we have made progress with individual families in securing low/no cost Internet access, reducing digital divide issues to near zero; however, further efforts to survey families to update our data on these issues will be incorporated into our planning.

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## Plan Component Question 2 Addressing Special Education Needs

Does the plan address the provision of appropriate special education and related services for students with disabilities? **Yes**

- Push-in resource/In Class Support teachers are assigned as co-teachers on the Google Classroom sites with their general education colleagues, and have the capacity to share modified instructional materials and assignments on those sites for students/families. Pull Out Resource teachers have their own Google Classroom sites, as do teachers in self-contained settings. All teachers support students through regular phone and email check-in with students and families.
- Related service providers have established a common Google Classroom site as a repository for resources that can be accessed by students and families; additionally, packets of exercises and skills practice have been shared (electronically and hardcover) with all eligible students/families. All service providers will support students through regular phone and email check-in with students and families. Parents will assist in submitting signed logs to account for practice completion. Pending the participation and completion rates, the district will prepare to offer compensatory services when the regular year resumes (with potential eligibility for Extended School Year services as required to fulfill the IEP).

Suggestions for consideration:

- Does the plan include adapted materials and assignments to meet student needs?  
**Yes.** Assistive technology, manipulatives, and guides to use accessible supplies will be provided with uses outlined by each teacher. Alternative assignments and assessments will be used to allow the student to demonstrate skill development and mastery. Students that have a district iPad or other adaptive device assigned to them per an IEP will be allowed to take the devices home to support instruction. Students will also have access to supplemental digital content at home through programs such as Lexia and Learning Ally.. All district Chromebooks have apps installed to run these programs . Non-district devices can log in to the same services via their web-based portal. All assignments and assessments will align with the modifications and accommodations outlined in the students' IEPs.
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled? **Yes.** Timelines are monitored remotely by administrative staff and case managers. To the extent possible, teleconferencing and/or videoconferencing via Google Hangouts, Zoom, or telephone will be deployed to hold meetings, with written acknowledgement and



consent done through electronic means (email, etc.). However, the district is prepared to reschedule meetings as needed.

- Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?  
Yes. The case manager for students placed out-of-district will communicate daily with parents/guardians on a daily basis, Monday through Friday. The case manager will also maintain a copy of the instructional plans for each provider/school.
- Does the plan consider the needs of students who are medically fragile?  
Yes. The case manager will contact the families of medically fragile students to ensure they have the proper care and support.
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?  
Yes. Speech therapy, occupational therapy, and physical therapy will provide packets for each student they service. A checklist will be provided for the parents/guardians to indicate when the lesson was completed. Video conferences (through Google Meetings or Zoom) with the student will be conducted for individual sessions. Regular phone consultation with families is also part of our plan for managing and monitoring services.
- Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?  
Yes. Our case manager and administrative assistant will communicate with out-of-district schools frequently each week, if not daily. Information received from the out-of-district schools (closure, transportation, instruction) will be communicated to the families by the case manager or the administrative assistant.
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?  
Yes. Upon receipt of information regarding school closures, the administrative assistant will immediately contact the transportation vendor to cease transportation of the student(s).

\*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications? Yes

- Related service providers are maintaining service logs for telepractice student sessions. The logs include notes on the focus of the session and progress being made toward IEP goals.
- Special education and general education teachers continue to implement the accommodations and modifications per each student IEP. In-class support teachers and pull out resource teachers provide 1:1 and small group virtual instruction.

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- Addition of Snap & Read and Co:Writer applications have been made available to students. Guidance on the use of assistive technology was provided to the special education teachers and parents of students with IEPs.

\*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? **Yes**

- Case managers are contacting parents via email, phone, and videoconference to ensure IEPs are being followed, the student needs are being met, and to inquire about the need for additional supports.
- Teachers were instructed to contact a student's case manager if the student was not participating or if a change in behavior was noticed. Upon receipt of this notification, case managers were immediately contacting the student's parent/guardian.

\*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities? **Yes**

- Annual review meetings were conducted via Google Meet with parent consent. The case managers created a log for each meeting that included how attendees participated (video or phone) and notes from the meeting. The IEP components were emailed to the parents for consent.
- Realtime IEP program made a digital signature option available and it was implemented on April 23, 2020. IEP components requiring signatures were sent to parents/guardians and meeting attendees to finalize the process.
- Identification, evaluation, and reevaluation meetings were conducted via Google Meet. Parents/guardians were informed that evaluations would be scheduled as soon as school reopens.
- Social evaluations have been and will be conducted via teleconference or videoconference.

### **Plan Component Question 3 Addressing ELL and Bilingual Needs**

\*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)? **Yes; Students have access to Rosetta Stone programs at home using their passwords, as well as access to BrainPop.**

\*Does the plan contain how the district communicates with ELL families, including translated materials and directions? **Yes; two way communication occurs via email, text messaging, and phone between families of eligible students and the district's ELL specialist.**

\*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges? **Yes; when differentiation needs to occur or assistance is needed for eligible students, classroom teachers communicate**

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with the ELL specialist, who in turn will communicate with the student and/or their family as needed. The ELL specialist also will provide translation, work modifications, and/or appropriate assistance to make classroom work more accessible, as requested by teachers. The ELL specialist has also established a special Google Classroom portal for all ELL students/families to access resources/services and submit assignments as needed.

#### **Plan Component 4 Question District Safe Delivery of Meals**

\*Does the plan contain how the district will provide continued safe delivery of meals to students?

Yes; over the course of the recent school closure, schools have been delivered through a weekly drive up distribution of a week's worth of breakfast and lunch items at our high school campus. Safety procedures have been put into place for both employees and families, and have been observed by state and county OEM personnel; we have consistently followed all safety guidelines throughout the recent closure. The district has also received Department of Agriculture approval to expand reimbursement to all resident families in need, regardless of eligibility. We have done outreach to local residents on multiple platforms to solicit updated eligibility applications from families whose economic circumstances had changed due to the pandemic. We also publicize the weekly meal distribution on multiple platforms (email, mobile app, multiple social media platforms, telephone), and have consistently been serving about 200 families or more each week since the start of the school closure. As part of direct outreach to individual families who have had inconsistent participation in remote instruction, district staff (social workers, counselors, nurses, and teachers) have also inquired about the need for school meals. District staff have also referred families to private food distributions through local food banks, churches, and other organizations. Additional information is provided above under [Food service - distribution of FRLP meals to eligible families](#)

#### **Notes on Question 4 (formerly Component 3)**

Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:

- SFA Name:
- Agreement #:
- Date Meal Distribution will begin:
- Date Meal Distribution will end:
- Schools/Site where distribution of meals will take place:
- Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day)

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- 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.

Information provided above under **Food service - distribution of FRLP meals to eligible families**

### **Plan Component Question 5**

#### **Length of Virtual or Remote Instructions Day**

\*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? **Yes; as described above, the district has designated a daily window from 9:00 am and 4:00 pm when it is expected that teachers are providing live or prerecorded instruction, group and independent practice, phone or video conferencing with individual students/small groups, availability for electronic correspondence ("office hours"). Each Wednesday had been designated as a virtual half day (more recently, a full day) for independent practice, dedicated preparation time, student/family conferencing, and professional meeting time for teachers.**

- 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.
  - As part of our direction to staff, we have developed recommendations for the frequency of live instruction, asynchronous (pre-recorded) instruction, the use of open-source instructional and assessment resources (video, text, or interactive web applications and subscriptions, etc.), and the like.
  - These recommendations are differentiated by age/grade level and/or content area, as appropriate. For example, expectations for live instruction for high school students would differ from those for elementary students; in some respects, a K-5 student might have daily live interactions with their classroom teachers (in various subjects), albeit for shorter periods, while a middle or high school subject area teacher might offer 1-2 lengthier opportunities each week for live interaction. (note: certain subjects might be better suited towards more frequent live instruction - e.g. world language, upper-level math, AP courses). Live instruction for all classes would be supplemented by teacher-created pre-recorded lessons and open-source instructional and assessment resources.
  - District administrators crafted a series of revisions and recommendations for teachers after the first 10-14 days of the remote instruction program. Additional revisions were later implemented based on feedback from surveys of families, staff, and HS students (frequency and quality of live and recorded instruction, quality of online instructional resources, assignments and assessment practices, etc.).
  - The district has adopted a differentiated means of evaluating student progress. At the outset of the school closure, an instructional approach based on continuing

- progress towards the achievement of curriculum standards and skills maintenance/growth (rather than an “enrichment” approach adopted by public schools in neighboring states) was adopted, with the goal of covering all major concepts and skills as outlined in curriculum guides and maps for each course.
- With that goal in mind, we acknowledged the need to revise expectations for assessment and grading of students. In grades K-5, we have adopted a holistic approach based on attainment of standards (note: standards-based grading was already in place for grades K-1) and have eliminated traditional unit tests/assessments in favor of more authentic assessment activities and teacher evaluation of student mastery of standards. Numerical averages for Trimester 3 in K-5 have been replaced by holistic narratives of progress, and EOY grades will not account for T3. Across the district, all related arts classes have moved to a pass/fail grading scale. Pass/fail feedback is also more prevalent in some MS and HS classes, and a similar shift towards authentic assessment is in place, although more traditional unit assessment does take place in grades 6-12 (live, synchronous assessments or revised assessments geared towards the application of learned material). EOY final examinations in high school have been eliminated as well. MS and HS has also adopted a numerical floor of 50/100 on failing/incomplete assignments and assessments, and liberal timelines for the submission of assigned work have been adopted throughout the district.

## **Plan Component Question 6**

### **Attendance**

\*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? Yes; the district continues to account for student attendance as measured by participation in the remote instructional program. We have implemented a simple electronic survey that students are required to complete as they log onto their Google Classroom platform(s) each day to access instructional material; classroom teachers also take note of those students who are not consistently participating in remote instruction.

Given the variety of challenges that an individual student/family may be experiencing during the pandemic that could interfere with optimal participation, the district has exercised latitude and provided positive support to these students/families. Frequent communication between teachers and parents at the K-5 level regarding students for whom potential retention concerns had previously been expressed, and decisions will be based on a consensus of what is in the student’s best interest. As for students in grades 6-12, promotion and graduation decisions will follow established policies, but with amended grading protocols in place for quarters 3 and 4 (as outlined above); in short, those students will have greater latitude than normal to achieve passing grades for schoolwork assigned from the date of school closure in March through the

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end of the school year. Should these students be eligible for retention as a result, virtual credit completion options will be evaluated and offered to these students (note: a few HS graduation portfolios were submitted earlier this spring).

\*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?

Names of these students are provided to principals, counselors, nurses, and other professionals who supplement teacher outreach efforts to students/families. Outreach is ongoing and consistent to support these students/families. In the case of students/families with DCP or other agency involvement, we have occasionally enlisted the support of school resource officers to perform well visits to students' homes and restore communications with school staff; fortunately, we have been successful with these efforts to date. Overall, student participation rates have been strong, so these situations have not been widespread.

### **Plan Component Question 7 Facilities**

\*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure? Yes; in the immediate aftermath of the closure, all maintenance and custodial staff participated in enhanced cleaning of school facilities; this process was completed within 10-14 days of the closure. Three of our five school buildings were then taken "offline" (i.e. no access except daily facilities checks and maintenance by custodial staff); the other two buildings - our high school, in which our food service and technology departments are housed, and Memorial Elementary, in which our district offices are housed - remained "online" for periodic, limited access by essential personnel only for critical services that could not be performed remotely (these buildings also are checked and maintained daily by custodial staff). Cleaning protocols have been enacted in areas which see periodic use (HS kitchen, technology, selected offices, restroom facilities, entrance/exits), as well as high touch surfaces in these limited areas. As we move towards reopening and allowing limited access to staff members for retrieval of personal belongings, instructional materials, and planning for the distribution of student belongings, restrictions will be implemented to maximize staff member safety (aggressive mitigation and social distancing measures, face coverings, limited entrance/exit, recleaning of occupied areas, staggered schedules, etc.). District grounds have continued to be maintained throughout the closure, and facilities maintenance and repairs permitted under the executive order have occurred.

### **Plan Component Question 8 Summer Programming Plan**

\*Does the plan contain a preliminary outline for the provision of summer services, including:

- Extended School Year (ESY) for students with disabilities including how ESY will be delivered? Yes: a range of options have been developed as described below:

- ESY - Virtual Instruction
  - Synchronous and asynchronous instruction will occur for four weeks in July. A combination of small group and individual sessions will be held via teleconference, Google Meet, and Zoom. Assignments will be posted on Google Classroom. Daily logs will be maintained to monitor individual student growth and progress made toward IEP goals and objectives.
  - District supplied devices will be available for each student.
  - Tele-practice related services will be provided. Individual and small group sessions (as applicable per IEP) by means of Google Meet, Zoom, teleconference, and email communication of assignments. Logs of each session will be maintained and include time, date, means of instruction, and focus of the session.
  - Student attendance will be recorded daily by the instructor and/or the related service provider.
  - All students recommended for ESY will be able to participate.
- ESY - In-person
  - In-person extended school year instruction can only occur if the district is able to meet the CDC guidelines for reopening schools. At the present time, this is not feasible.
  - In-person extended school year instruction will take place in groups smaller than 10, including the instructor. Social distancing measures will be maintained. Personal protective equipment will be required for staff and students at all times.
  - At the conclusion of each instructional session, the room will be sanitized prior to the start of the next session.
  - Pickup and dropoff: Students will be dropped off either curbside or at the entrance of the building. If hand-to-hand transfer is required for the safety of the student, then the parent will walk the student to the door. The parent will wait for the door to be opened remotely and wait in the closed vestibule until a staff member is available. The pickup procedures will follow the same format.
  - No-contact health screenings will be conducted for staff and students upon entering the building.
- ESY - Hybrid program
  - A combination of in-person and virtual instruction would be conducted if staffing needs and CDC guidelines cannot be secured or sustained.
  - Students would attend two days of in-person instruction and would be provided two days of asynchronous instruction.
- 21st Century programs - N/A
- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery - Yes; several graduation portfolio appeals were submitted in March (waived); any failure to meet credit requirements for graduation can be met via online credit recovery options (VHS, Educere) or private tutoring option in summer 2020.

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- Assessments of learning loss and an initial plan for potentially addressing learning loss - Yes; as part of the district's return to school planning, we will evaluate tools for diagnostic, benchmark, and adaptive assessment to determine student learning levels; Link It EOY benchmarks in ELA and math will be administered upon return to school, with baseline assessments for their new grade level placement to follow within a few weeks. We are also evaluating the use of NWEA MAP adaptive assessments to identify/diagnose specific learning gaps for students.
- STEM or other programs using reallocated grant funds - N/A
- Title 1 extended learning programs - We are currently evaluating the use of some CARES Act funds to support the extension of existing summer programming to support K-5 reading (potential expansion to 6-8) - based on a "one town, one book" model. Additionally, the recent adoption of the IXL digital platform for ELA and math to support remedial practice in grades 6-8 is budgeted for expansion to all grades in 2020-21; due to free access that was offered during the recent school closure, IXL access has been expanded to all grades in the spring. We plan to continue and promote IXL use as a means to stem "summer slide", and may use CARES Act funds to staff such a program.
- Any preliminary plans for Class of 2020 graduation ceremonies - The district is planning a virtual graduation ceremony for June 12th; we also tentatively hope to schedule an in-person commencement later in the summer if/when restrictions will permit it.

**Plan Component Question 9  
Board Approval**

\*Is the plan board approved? Yes; BOE approval date = 5/20/2020

**Plan Component Question 10  
Posted on Website**

\*Is the plan posted on the district website? Yes; revision posted 5/22/2020

**Plan Component Question 11  
Posted on Website**

\*Does the plan contain a list of essential employees by job title? Yes; revision posted 5/22/2020