



## **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 Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools.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 County

**Name of District, Charter School, APSSD or Renaissance School Project:** Atlantic City

**Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead:** Barry Caldwell

**Phone Number of Contact:** (609) 343-7200 ext. 5003

### 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?	Yes	
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)?	Yes	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Yes	
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?	Yes	
*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	

### Notes on Component 1

Teachers continue to update the school based "hot lists" in real-time with the names of those students who are not responding to instruction. Teachers continue to call parents and guardians to make sure that students are participating. Principals have assigned school-based teams to call parents and guardians from the "hot lists" to discuss their connectivity needs. The "hot lists" are compiled into a district master list that is used to deploy devices/hotspots to those that are having internet connectivity issues.



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

### Notes on Component 2

- Staff members are documenting each contact in an excel sheet; these will be uploaded to the document repository to IEP Direct.
- Staff are keeping documentation of the modifications.
- Staff are documenting their contact with families in accordance with guidance from NJDOE.
- IEP meetings are still to be held in accordance with timelines. CST are evaluating per NJDOE guidelines: social histories, record reviews, and in-person evaluations will resume when school resumes.

### 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)?	Yes	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	Yes	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Yes	

### Notes on Component 3

- See attached.



#### 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?	Yes	

#### Notes on Component 4

- See attached

#### 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"><li>• 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.</li></ul>	Yes	

#### Notes on Component 5

- Monday, Tuesday, and Thursday will be regular school hours with staff available during the full regular school day. The lessons and assignments being planned for students should cover 3 hours per day, total.
- PD/Planning/Meeting Wednesday will be early dismissal for students. The lessons and assignments being planned for students should cover 1.5 hours. Teachers will be directed to collaboratively plan, attend meetings/PD sessions, remotely.
- Mindfulness Friday will be early dismissal for students and staff. The lessons and assignments being planned for students should cover 1.5 hours.
- All students in grades K through 12 use Google Apps for Education and other learning platforms such as Edmentum, iReady, iXL, and Dreambox, on a regular basis as part of their learning and productivity. During remote schooling, these students will continue to use their Google accounts for much of the learning, interaction with peers and teachers, and submission of work. For students in grades K-2 we continue to use Class Dojo as a communication and instructional tool to support parents during this process.



### 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?	Yes	
*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?	Yes	

### Notes on Component 6

- See attached

### 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?	Yes	

### Notes on Component 7

- See attached



### 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"><li>Extended School Year (ESY) for students with disabilities including how ESY will be delivered</li><li>21<sup>st</sup> Century programs</li><li>Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery</li><li>Assessments of learning loss and an initial plan for potentially addressing learning loss</li><li>STEM or other programs using reallocated grant funds</li><li>Title 1 extended learning programs</li><li>Any preliminary plans for Class of 2020 graduation ceremonies</li></ul>	Yes	

### Notes on Component 8

- ESY will follow with how the district will provide the summer programs.
- We continue to monitor credit loss throughout the school year. Using the Educere and Edmentum platforms, students are able to complete credit recovery now and through the summer.
- Learning loss will be assessed in the fall and throughout the 2020-2021 as we provide programs to diagnose and support learning loss (i.e. iReady and MAP assessments).
- We plan to provide STEM camps and activities that will be infused into the regular learning activities.
- If permitted, Title I Summer School will continue as planned with in-person meetings.
- Under COVID closure conditions we will follow remote instruction protocols of 3 hours of instruction per day during the month of July.

### Board Approval Component 9

\*Is the plan board approved?    ☒ Yes    ☐ No

Enter Date (05/19/2020):

### Notes on Component 9

The proposed approval date is May 19, 2020.



### Posted on Website Component 10

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

Enter Date (05/20/2020):

### Notes on Component 10

### 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)	Yes	

### Notes on Component 11

- See attached

### APSSD Applicable Only: Sharing Plans Component 12

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

### Notes on Component 12

Yes, we will post this for public viewing after the May 19, 2020, Board of Education meeting.

# Atlantic City School District



## Infectious Illness Preparedness and Educational Response Plan

COVID-19

Updated May 18, 2020



## **I. Current information and Status Updates**

- A. [Coronavirus Disease 2019 \(COVID-19\) in the US](#)
- B. [New Jersey Department of Education](#)
  - 1. [Updated 2019 Novel Coronavirus \(COVID-19\) Guidance for Child Care and K-12 Schools](#)
  - 2. [Guidance Regarding Requirements for Public Health-Related School Closure](#)
- C. [NJ Department of Health](#)

## **II. Atlantic City Public School Emergency Preparedness and Response Plan**

- A. Communications
  - 1. Mediums: Blackboard Connect, Websites, and Social Media, phone, email, Zoom meetings
  - 2. Dissemination: Superintendent <-> Cabinet <-> Building Administration <-> Stakeholders
- B. Board of Education and Central Office Functions
  - 1. Board Meetings
    - a) Recorded
    - b) Zoom meetings
  - 2. Business Office
    - a) VPN access: accounts payable, payroll, purchasing, general accounting, special revenue
    - b) Food services - Child Nutrition Program Meal Service During Coronavirus
      - i) Meal delivery Revised Distribution effect on Monday, May 11, 2020:
        - 1) Monday: Students will receive breakfast/lunch for Monday and Tuesday (2 days).
        - 2) Wednesday: Students will receive breakfast/lunch for Wednesday and Thursday (2 days).
        - 3) Friday: Students will receive breakfast/lunch for Friday, Saturday and Sunday (3 days).
- 3. Superintendent and Cabinet
  - a) VPN access
  - b) Scheduled conference calls or Zoom meetings
- 4. Operations
  - a) Facility access and custodial plan: The Atlantic City School District will continue to maintain the school buildings and grounds throughout this extended period of closure by having the custodial, maintenance and grounds men work on a "skeleton"

schedule each day until such time permits otherwise. While they are at work, they will complete essential repairs and upkeep the buildings. At the elementary level, no more than 3 custodians will be permitted to be called in to work and at the high school, no more than 8. The schools that have limited staff are not permitted to bring in the entire staff at one time. Please see below for an outline of the schedule to be implemented.

i) Custodians

- 1) 2 teams of custodians working alternate weeks (Teams A/B)
- 2) Elementary and high school day shift times will be from 7am-1pm
- 3) The ACHS evening shift will be from 1pm-7pm

ii) Maintenance workers assigned to buildings

- 1) Shift times will be 7am-1pm working alternate weeks (Teams A/B)
- 2) The Facility Manager will assign locations/schools based on needs/work orders

iii) District Maintenance

- 1) Shift times will be 7am-1pm working alternate weeks (Teams A/B)
- 2) The Facility Manager will assign locations/schools based on needs/work orders

iv) Grounds

- 1) Shift times will be from 7am-1pm on a 3 day a week and a 2 day a week rotation.
- 2) The Facility Manager will assign locations of work based on needs/work order

b) Essential employees

<b>ACBOE Essential Staff</b>		
<b>Central Amin</b>	<b>Business Dept</b>	<b>Operations</b>
Barry Caldwell - Superintendent	Celeste Ricketts - BA	Kurt Austin - Facilities
Sherry Yahn - Asst Superintendent	Dewan Ahsan - Payroll	Ernest Jubilee - Security
Michael Bird - Director	Angie Brown - Board Sec	Teya Williams - Trans
Gabriel Caldwell - Director	David Mount - Purchasing	Yvonne Jones
Donald Harris - Director	Donna Heller - Payroll	
Pamela Hennelly - Director	Gazi Alam - Accts Rec	<b>IT DEPT</b>

Diane Saunders - Director	Terri Bathea - Food Serv	Peggie Davis
Atiba Rose - Director	Atiya Byngs - Purchasing	Tracey Slattery
	Tanya Palin - Acct Payable	Raymond Leatherford
	Takiya Wilson - Bookkeeper	Nancy Ireland
<b>Building Admin - Princ/VP</b>	Jodi Fitipaldi - Purchasing	Nikki Giordano
Ananda Davis/Tracey Barnes		Michele Prevard
Lina Gil/Brooke Chandler		Carol Simon
James Knox/Cornelius Sabio	<b>Head Forepersons/Maintenance</b>	William Morton
Jodi Burroughs/Cherise Burroughs	Bernice Mitchell/Frank Canale	
LaKecia Hyman/Bohdan Christian	John Vargas/Jean Ayala	<b>Conf. Secretary</b>
Dorothy Fernandez/Tracey Allen	Kendall Brown/Ahmad Jabbar	Kim Wallace
Medina Peyton/Nicole Williams	Mark Crumble/Kevin McHale	
Shelley Williams/Shonati Harris	Louis Woody/Anthony Pitts	<b>Food Services - Sodexo</b>
Kenneth Flood	Wayne King/Willie Jenkins	Theresa Smith
LaQuetta Small/Jason Grimes	Maurice Marshall/Pat Doe	
Stephan Brown/Kendall Williams	Lamont Elliot/Mark Vallederez	
	Larry Holland/Kevin Young	
	Ebenezer Edzii/Ronals Morrison	
	Antonio Cruz	
	Michael Gutierrez/Mark Walthour	

## 5. Technology

- a) Maintenance of infrastructure
- b) Scheduled conference calls or Zoom meetings

## C. Digital Learning Plan

### 1. Preparedness

Survey of Students - [Internet Accessibility Questionnaire](#)

Staff

(1) professional development and content planning - District Full Day Professional Development Day - March 19, 2020

(2) Content - Priority Standard Review

(a) Pre-K - 2 paper based packets

(b) Grades 3-12 available via Google Docs and Slides ONLY

(c) Special education

- CST - scheduled Zoom Calls
- OT/PT/Speech/Behavioral/Counseling and Nursing services are provided through an online platform according to guidance from the NJDOE.
- Staff members are documenting each contact in an excel sheet; these will be uploaded to the document repository to IEP Direct.
- Staff are keeping documentation of the modifications.
- Staff are documenting their contact with families in accordance with guidance from NJDOE.
- IEP meetings are still to be held in accordance with timelines. CST are evaluating per NJDOE guidelines: social histories, record reviews, and in-person evaluations will resume when school resumes.

Compensatory services for identified students will begin when in-person instruction resumes.

2. Equipment: Chromebook and deployment plan

(1) Permission Form

(2) Inventory

(3) Set-up - Google offline

(4) Return and sanitizing

(5) T-Mobile tablets / hotspots - the deployment of these devices is based upon the building level "hot-lists". This "hot-list" is a working document created from surveys, the ongoing student response to instruction, and phone calls from school-based teams of those who do not have internet or device access.

3. Instructional planning and delivery beyond the first 30 days

a) Grading Guidelines

3<sup>rd</sup> Marking Period k-8

- Due to the health-related closure, it is determined that the closing date for the 3<sup>rd</sup> Marking Period is March 16, 2020. In order to calculate the correct student grade for the 3<sup>rd</sup> Marking Period, please ensure that all assignments that were due on or before March 16<sup>th</sup> are recorded.
- Grades for the 3<sup>rd</sup> Marking Period are to use our regular grading nomenclature. There is no need for a grade of “I” (Incomplete) for the 3<sup>rd</sup> Marking Period. If a teacher has a question regarding a special circumstance, they are to consult their principal.

#### 3<sup>rd</sup> Marking Period 9-12

- High school teachers were directed to grade as usual unless there were extenuating circumstances that warranted giving a student an Incomplete (I). Grades for the 3<sup>rd</sup> Marking Period are to use our regular grading nomenclature.
- If a teacher has a question regarding a special circumstance, they are to consult their principal.

#### 4<sup>th</sup> Marking Period

- In order to ensure that work is graded prior to the end of the school year, students will have until June 1<sup>st</sup> to submit work for the 4<sup>th</sup> Marking Period. This will provide the District the time needed to upload on –line work and review packet assignments for grading .
- If students do not submit their work by the June 1<sup>st</sup> deadline, they will receive an
- Incomplete (I) for the marking period. Students will have until June 11<sup>th</sup> (June 12<sup>th</sup> close of MP) to submit work so that the Incomplete (I) grade can be changed to the appropriate grade.
- After the June 11<sup>th</sup> submission deadline, student work will be graded and an appropriate grade will be issued for the 4<sup>th</sup> Marking Period.
- Students who have not responded or have had limited response to submitting assignments by the June 11<sup>th</sup> submission deadline but had passing grades during the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> (until March 16<sup>th</sup>) Marking

Period should receive a grade no lower than a “D” for the 4<sup>th</sup> Marking Period and Final Grade.

- Students who have not responded or have had limited response to submitting assignments by the June 11<sup>th</sup> submission deadline and did not have passing grades during the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> (until March 16<sup>th</sup>) Marking Period may receive a grade of “F” for the 4<sup>th</sup> Marking Period and Final Grade. A grade of “F” should be given in consultation with the building principal.
- There is no weighting of quarters due to the March 16<sup>th</sup> closing,

#### b) Special Education

Students who are presenting an effort should not be failing. A failing grade for a classified student should not be below 69%. It is our job to question what accommodations and modifications we are implementing for the student to enable them to access the curriculum and be successful? This can include; but is not limited to, study guides provided prior to a test, chunking assessments into sections that can be given at different times, allowing the student to make corrections for ½ credit, reading the assignment or shortening the assignment. We are also able to look at the unit as a whole and determine key concepts; rather than all of the material, and assess on those concepts only.

Along with modifications, we must look at grading. Below are some grading adaptations, with cited professional literature, that can be utilized.

- Prioritize content and related assignments (Drucker & Hansen, 1982; Guskey & Bailey, 2001; Zobroski, 1981).  
Example: If you believe that the three experiments in your science class will cover the most important content, then the student will spend more time and receive more support on these assignments, and these assignments will count more toward his or her grade.
- Base part of grade on the processes that the student uses to complete work or the effort that the student puts forth (Carpenter, 1985; Friedman & Truog, 1999; Frierson, 1975; Gersten, Vaughn, & Brengelman, 1996; Guskey & Bailey, 2001; Hendrickson & Gable, 1997; Horowitz, 1982; Munk & Bursuck, 2001a).

Example 1: Base part of the grade for an essay on how well the student completed the planning organizer and edited the first draft.

Example 2: Base 15 of the 100 points for a research paper on how proficiently the student used the editing functions in the word processing program, such as the spelling and grammar checker, thesaurus, and tools for making tables or graphics.

Example 3: Assign 10 of the 100 points for a math word problem worksheet to the number of problems that the student attempted, with a criterion of 10 problems completed to earn 10 points.

- Incorporate progress on IEP objectives into the student's grade (Cohen, 1983; Frierson, 1975).

Example: If one of the student's IEP objectives is to use a specific strategy to solve word problems 85 percent of the time, assign an A for a worksheet if the student uses the strategy to complete 17 of 20 problems (85 percent).

- Incorporate improvement measures into the student's grade (Bradley & Calvin, 1998; Frierson, 1975; Munk & Bursuck, 2001a; Slavin, 1980).

Example 1: Base 20 percent of the student's grade in social studies on the following objective: "Tom will improve his reading comprehension by summarizing and retelling what he has read after each paragraph or section of his textbook." Each time the teachers have Tom summarize and retell, they assign a score of 1 to 3 based on his accuracy. Then these points are added up to compute 20 percent of his report card grade.

Example 2: Make an agreement that if Mary can raise her average quiz score from 60 percent to 75 percent, you will add 5 percent to allow her to earn a B.

Example 3: Give 5 bonus points for each correct paragraph that the student writes beyond the three paragraphs required as part of the modified assignment. For example, if the student earned 75 points on the assignment but wrote a fourth paragraph, add 5 points to raise the score to 80 points.

- Change scales or weights (Drucker & Hansen, 1982; Munk & Bursuck, 2001a).

Example 1: Change the grading scale so that a student must earn 90 out of 100 points to earn an A, rather than the 93 points indicated in the school wide grading policy.

Example 2: Change the weights assigned to tests and homework to reduce the penalty for a student who struggles with tests but performs well on homework. For example, reduce the weight of tests from 60 percent to 40 percent of the grade, and increase the weight of homework from 10 percent to 30 percent

### c) English Language Learners

There is law and Code that govern grading and required curricular adaptations/modifications for ELL(s). There are scenarios in which ELL (s) cannot receive failing grades and grades need to be based on modified and/or adapted work and assessments for ELL(s).

ELL (s) do not earn poor or failing grades solely due to limited English proficiency. As the curriculum and assessments are modified for language proficiency level, grading should also be modified so that students are assessed on learning and progress in acquiring English, not on grade level expectations for English proficient students. ESL teachers assist with modifications and adaptations of content for ELL(s) during remote learning. It is important that classroom and ESL teachers continue to assign a comment code to the modified grades for ELL(s) due to limited English proficiency.

ELL(s) can receive A and B grades if the work and assessments are modified to their proficiency level and they are successful in meeting the expectations. Newcomer students, typically at proficiency levels 1.0-2.0, do not have to be rated (graded) during remote instruction if the English language proficiency level of the student cannot be supported during remote learning, but can receive grades for modified assignments that are completed through paper packet or online instruction.

Teachers should continue to use the following (or similar) ELL grading comment codes when applicable:

- NR; no rating at this time due to limited English proficiency (newcomer).
- Grade modified based on limited English proficiency.

### Please Keep the Following In Mind

- Remote Learning has been a challenge for all involved.
- Not all students have had internet access.



- Some households may not have provided an environment conducive to learning.
- Our grading decisions were developed based upon discussions with our District Administrators and Administrators from other Districts in Atlantic County. For various reasons, we decided against a Pass/Fail rating.
- These are unprecedented conditions and we want to hold students responsible who were failing from the beginning of the year and made no effort during Remote Learning; as well as, help those students who were passing or excelling before Remote Learning but had some decline as we worked from home.
- Special circumstances regarding grading should be reported to the building Principal.
- A grade of “F” should be given in consultation with the building principal.

#### b) English Language Learners:

- Describe the provision of ESL and bilingual education to meet the needs of ELL:
  - Phase I:
    - All students in Grades K-2 were given a 30-day take home packets of primarily ELA & Math assignments,
    - Students in grades 3-12 were issued a Chromebook and work through Google classroom and online resources,
  - Newcomer students in grades 2-12 were given a take home packet to supplement remote learning via Class Dojo and Google classroom
    - Phase II:
      - All students in grades K-2 were sent a next 30 days packet for ELA, Math, Science and Social Studies. ESL teachers support learning for students through Class Dojo, video lessons, LOOM lessons and online learning tools
      - Students in grades 3-8 who were unable to connect to online remote learning were sent a next 30 days packet for ELA, Math, Science and Social Studies. ESL teachers support learning for these students through Class Dojo and phone contact.
      - Newcomer students were sent a next 30 days packet. Classroom teachers and ESL teachers received the packet to support learning for newcomer students online, through video and LOOM lessons, phone contact and Class Dojo

- Specials (art, music, health, PE, world language) were added to the weekly schedule
- Parents are assisted with acquiring internet for the home, hotspot internet connections were made available to students who lack internet, tablets for K-2 students who do not have access to a device through a sibling are sent home.

○ Phase III:

- Continued technology training for parents, students and teachers to facilitate online remote learning for all students. ESL teachers continue to support learning for ELL through Class Dojo, online and through phone contact.
- Alternate paper copy work available to newcomer students with limited English in addition to teacher guided online lessons, stories, read-alouds etc.
- Describe how the district communicates with ELL families, including the translation of materials and directions:
- The district communication system with parents is delivered in English, and in Spanish for those whose primary language spoken at home is identified as Spanish.
- Bilingual teachers, ESL and classroom teachers who speak a second language and bilingual paraprofessionals make announcements and information available to parents in the language they understand most.
- Class Dojo messages are translated; Google classroom messages/announcements are translated by teachers and/or Google translate.
- Each school has an in-house team that makes calls to parents in English and other languages to communicate district announcements, teacher announcements, concerns with attendance, assignments, etc.
- Bilingual, ESL teachers and other teachers/staff who speak languages other than English are shared among schools where there are parents/families in need of translation via Class Dojo, Google classroom, phone calls and written messages
- Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges:
- ESL teachers modify, adapt and differentiate grade level assignments for ELL through collaboration with the classroom teacher through Google classroom, Class Dojo and paper-based assignments targeted for newcomer students.

- ESL teachers provide parallel lessons via Class Dojo and Google classroom for students that will allow them to access content and lessons from grade-level instruction/assignments.
- iReady Math assignments are available to students and families in Spanish.
- ESL teachers use alternative methods such as providing read-alouds, recorded video instructions/ lessons, LOOM, online picture dictionary and other programs/applications to make grade-level content comprehensible to ELL.
- Bilingual and ESL teachers guide students to use the native language to demonstrate proficiency of content standards through assignments that are submitted orally (recorded) and in writing.
- Bilingual, ESL and classroom teachers offer instructional lessons to students and families on the use of and access to technology in languages other than English (Spanish, Bengali, Chinese, Hindi, and Gujarati, among other languages).
- Students have access to online dictionaries and content glossaries. Online programs and apps are available to students in languages other than English.

(c) K-2 packets mailed home that cover current instruction provided at a slower pace Grades 3-12 packets mailed to students that do not have internet access or a device.

The district schedule is as follows:

- (1) Monday, Tuesday, and Thursday will be regular school hours with staff available during the full regular school day. The lessons and assignments being planned for students should cover 3 hours per day, total.
- (2) PD/Planning/Meeting Wednesday will be early dismissal for students. The lessons and assignments being planned for students should cover 1.5 hours. Teachers will be directed to collaboratively plan, attend meetings/PD sessions, remotely.
- (3) Mindfulness Friday will be early dismissal for students and staff. The lessons and assignments being planned for students should cover 1.5 hours.
- (4) All students in grades K through 12 use Google Apps for Education and other learning platforms such as Edmentum, iReady, iXL, and Dreambox, on a regular basis as part of their learning and productivity. During remote schooling, these students will continue to use their Google

accounts for much of the learning, interaction with peers and teachers, and submission of work. For students in grades K-2 we continue to use Class Dojo as a communication and instructional tool to support parents during this process.

Learning loss will be assessed in the fall and throughout the 2020-2021 as we provide programs to diagnose and support learning loss (i.e. iReady and MAP assessments).

#### D. Title I and Title III Summer school

##### 1. Summer School Schedule

Title I/III 2020 Summer School Academy (PreK-12). July 6, 2020 - July 30, 2020, Monday - Thursdays. NJSLA Summer Administration July 27, 2020 -August 7, 2020. Breakfast and Lunch will be served.

##### 2. In-person

We plan to conduct summer school in the normal manner following all COVID-19 safety protocols. We plan to have an extended day (6 hrs.) to address any learning gaps from the COVID-19 school closure.

Curricular components will include: ELA, math, STEM, vpa, physical education, mindfulness, SAT/ACT Prep, and core for credit courses at the high school level.

##### 3. Remote Learning

K-8 will be 3 hours of instruction which will include ELA, math, STEM/Coding, and Mindfulness.

9-12 will be 4 hours of instruction focusing on credit bearing courses or remediation.

##### 4. Hybrid

In-person: Mondays and Thursdays following the in-person schedule above.

Remote learning: Tuesdays and Wednesdays following the schedule above.

##### 5. ESY

Will follow one of the three summer school models as listed above.

#### E. Future Considerations

1. CARES grant will be used to address safety, remote learning preparation and delivery for the 20-21SY

2. State Assessments

3. Learning loss will be assessed in the fall and throughout the 2020-2021 as we provide programs to diagnose and support learning loss (i.e. iReady and MAP assessments).

4. Return to School

\*\*Updates to the plan in accordance with the Checklist for School Health-Related Closure Plans (Updated May 4, 2020)