

**Haddon Heights School Closure Plan
for 2019 Novel Coronavirus (2019-nCoV)
Last Update – 6/3/2020
LIVING DOCUMENT**

1. Closing Schools

1. Will be ordered by the Dept. of Health. This is not a local decision. Verify – There seems to be some conflicting information about who makes the call?
2. The DOE has indicated its willingness to count online learning opportunities toward the 180 day requirement if the district is shut down by the Dept. of Health.

2. Time to Prepare and Train (Schedule)

1. Professional development for all staff was held on Friday, March 13, 2020.
2. Each teacher is to be prepared with 10 days of plans for students.

3. Training Staff Received on March 13th

- Google Classroom
- Google Hangout
- Khan Academy
- Classworks
- YouTube/Flipped Classroom
- Screencastify
- Digital databases with online classes
- Analysis of primary sources via Google Forms
- Paper content into digital content and posting in Google Classroom
- Hyperdocs
- Google Forms
- Think Central
- Flipgrid
- Nearpod
- Quizizz

4. Technology/Internet Access

1. Students in grades K-12 will have access to a district Chromebook. Pre-K will not be online. Paper copies will be distributed.
2. We have identified and assisted parents that don't have internet access at home.
3. Must make paper provisions for students without access.
4. Investigate public areas in town with internet access (Depends if this is advisable by the DOH).
5. Set up “Chrome Center” where students can have books repaired. (Depends if this is this advisable by DOH)

5. Instruction - General

1. Google Classroom will be used as the backbone of the plan in grades K-12. Pre-K will rely on hard copies.
2. Expectations: 1 lesson per day per subject/course

3. Provision for hard copy work is essential for those who lack access.

Elementary (Grades K-6)

1. Teachers will post assignments and assessments for ELA, math, social studies, science, and special areas using their web page/Google Classroom or other platforms. Each teacher will be required to post for every class, every day.
2. Teachers, administrators, secretaries, nurses, specialists, and guidance counselors will be available during specific office hours via email, classdojo, google classroom, etc.
3. We are in the process of distributing K-2 Chromebooks that will be available for students to transport to and from school beginning on Monday, March 16, 2020. Should a closure occur before Monday, we will have a scheduled time for K-2 parents to pick up Chromebooks.

Jr./Sr. High School (Grades 7-12)

1. Teachers will post assignments and assessments for ELA, math, social studies, science, world language, pe/health, and electives using Google Classroom or other platforms. Each teacher will be required to post for every class, every day.
2. Teachers, administrators, secretaries, nurses, specialists, and guidance counselors will be available during office hours. Teachers will post their times each day on Google Classroom.

Office Hours Pre-K - 12

1. There will be a 2 hour window each day where students can ask questions to staff about their assignments and lessons.

6. Instruction – Elementary, Junior High, and High School

1. We will provide learning and practice opportunities in ELA, math, social studies, science, and all other areas. We define "remote learning environment" as an environment for learning outside of the school building that consists of a minimum of 10 hours of remote learning per week (instruction and/or learning opportunities) where students will have electronic access to staff. Under this learning method, all instruction will be developmentally appropriate.

7. Instruction - Preschool

1. Because of the age level, all assignments will be in hard copy distributed to families.

8. Cleaning Protocol

1. Night time cleaning every classroom, student desk, touchpoints, and high traffic common areas.
2. Constant cleaning of all railings and other touchpoints during the day shift and night shift.
3. Schedule for Vital Oxide machine cleaning.

4. Hand sanitizer stations continue to be added throughout the district. Over 60 new hand sanitizer dispensers have been installed throughout the district in the past 1.5 weeks.
5. All schools have been completely disinfected over the weekend and at the beginning of this week.

9. Food Service

1. Evaluating and discussing guidance from Dept. of Ed or Dept. of Agriculture
2. Haddon Heights is coordinating all efforts and plans with NutriServe to provide lunch for students in need. The district is also coordinating with the sending districts to ensure that lunch is provided for those districts if necessary.
3. Assuming the conditions allow for staff to be in the building and supplies accessible, NutriServe will provide brown paper bagged lunches to be distributed to the community from the high school location. The lunches would be picked up within a certain time frame with the students returning home to restrict groups of students from forming. The district will keep a count of the number of lunches provided to students. NutriServe would utilize Day 1 to calculate the number of lunches that would be needed for the remainder of the days.
4. The district will reach out to non-public schools to welcome all students to utilize this service.
5. Since the district will be utilizing the summer program protocols, the sending districts will provide and keep count of meals to students in their areas. They will have a similar process to distribute the meals to their students.
6. In the event that the sending districts were not able to provide meals, the Haddon Heights School District has arranged transportation to bring bagged lunches to their facilities to ensure all people who need access to meals would have access.

10. Health Concerns

1. School nurse will assess concerns, contact medical professionals, health department, and school doctor, and make recommendations to the principal.
2. School nurse will assess concerns when students and staff come to them. They will take phone calls from parents, and provide the information to the building principal. School nurses will monitor these situations if school is done remotely through email/voicemail.
3. The building principal will contact the School Business Administrator. If he is not available, the Superintendent will be contacted.
4. The School Business Administrator and/or Superintendent will gather all information and call the CDC/DOH for them to provide guidance on the issue. The SBA and/or Superintendent will also inform the county with information. The cell phone numbers will be provided to the CDC for further contact on the issue.

11. Trips and Travel

1. All field trips will be canceled through April 17, 2020. At that time, the conditions will be re-evaluated.
2. All workshops outside of the district will be canceled through April 17, 2020. At that time, the conditions will be re-evaluated.

12. Student Return to School

1. Be prepared to offer support.
2. Be aware that some students may have lost a loved one (counselors monitor).

13. Alternatives to Remote Learning

1. If the district determines that remote learning is not appropriate for the students it serves, the following may be considered:
 - a. Providing paper packets of materials
 - b. Giving paper packets and links to online resources for students in grades K-6.
 - c. Giving electronic assignments, but paper copies of the assignments to students in grades 7-12 (to those that do not have online access).

14. Accommodations for Vulnerable Populations

1. The district is committed to ensuring that it considers all vulnerable populations within the district who may require special considerations to address issues of equity and access.

15. Special Education

1. The district may consider sending home packets for services and checking in with students through Google Meet.
2. The district will require special education teachers to differentiate instruction to meet the requirements of students' IEPs.
3. The district will review all IEP's to maximize the ability to meet the student's needs.

16. Staffing Considerations

1. Staff will be providing instruction remotely from their residency. May be required to report to the school building and/or work from home based upon contractual requirements and capacity. In cases where teachers are actually sick and not able to interact with students remotely or prepare assignments, the district will develop substitute teacher plans.

17. County Remote Learning Environment

1. The district defines a "remote learning environment" as an environment for learning outside of the school building that consists of a minimum of 10 hours of remote learning per week (instruction and/or learning opportunities) where students will have electronic access to teachers. Under this learning method, all instruction will be developmentally appropriate.

18. Attendance

1. For the purpose of identifying a student as "present" the district affirms that if a student is being instructed from home they are present.
2. To the extent possible, the district will try to make sure that at least one teacher has contact with a student every day.

19. Grading

1. The district will identify how students will receive “credit” or “grades” for completed work.

20. Technology

1. For students that have a device, but no internet access:
 - a. The district has partnered with Comcast and other companies to determine whether additional access can be offered to eligible families.
 - b. The district will ensure that students with devices, have devices that are in working order.
 - c. The district will set up a repair center in a centrally located area and will have technicians available on site by appointment (if advisable by the DOH).
 - d. The district will be sending home paper packets for students without a device.

21. Communication plan to inform community of school shutdown

1. In the event of a closure, the district will communicate with parents and the community. Some of the options include:
 - a. Phone blast
 - b. Announcement on website

22. Large Group Gatherings

1. Until instructed otherwise, the decision to continue or cancel after school events will be a day by day decision. However, attendance will remain below 250 students as per the Governor.
2. Once the school closes, all gatherings will be cancelled.

23. Fields Trips

1. All field trips have been cancelled until at least April 17th.

24. Counseling/Social Emotional Considerations

1. Upon reopening, the district will make considerations to provide support around COVID-19 and any possible family related incidents/deaths that students may have experienced during closure.

25. Testing

1. ACCESS testing may be on hold until the school reopens.

26. Athletics

1. The district will follow recommendations in accordance with DOH and NJSIAA guidelines. Once the school closes, all athletic programs will be discontinued.

27. Resource Sharing

1. The district commits to partnering with other districts and community partners to maximize its ability to meet the needs of its students.

28. Equitable access to instruction for all students

1. Teachers of special class programs and pull-out replacement classes have assigned work to students. In-class support teachers are working with the general education staff to ensure students receive the accommodations and modifications as included in the students' IEPs.

29. Overall demographic profile for the district

1. Students with disabilities

Out-Of-District Placement

Kingsway Learning Center	<u>1</u>
Archway	<u>2</u>
The Bancroft School (Mt. Laurel)	<u>1</u>
Berlin Township (DDE Elementary)	<u>1</u>
Garfield Park Academy	<u>1</u>
Gloucester County Special Services (Bankbridge)	<u>2</u>
LARC	<u>1</u>
REAL Transition Academy	<u>0</u>
Y.A.L.E. School	<u>1</u>
Ranch Hope	<u>1</u>

Total OOD: 11

Elementary: 4 Junior High 0

Senior High School: Haddon Heights 1 Barrington 3 Lawnside 3
Merchantville 0

In-District Placement

Atlantic Avenue School (Resource Center)	<u>2</u>
Atlantic Avenue School - (REACH 1)	<u>5 (2 tuition)</u>
Atlantic Avenue School - (REACH 2)	<u>5 (1 tuition)</u>
Atlantic Avenue School - (Preschool Inclusion Class)	<u>7</u>
Atlantic Avenue School - (Preschool Disabled Class)	<u>4 (1 tuition)</u>
Glenview School (Resource Center)	<u>37 (Includes 1 tuition)</u>
Seventh Avenue School (Resource Center)	<u>2</u>
Haddon Heights Junior High School (7-8) (Resource Center choice;1 tuition)	<u>25 (1 school)</u>
Haddon Heights Senior High School (9-12) (Resource Center choice;1 Ed. Stability)	<u>120 (4 school)</u>
Haddon Heights Senior High School REACH A & B	<u>10</u>
Structured Learning Experience	<u>0</u>

Total In-District: 217

+ Total OOD: 11

Total number of special education students: 228

Senior High School

In District - HH 43 (includes 4 school choice, 1 tuition, 1 state responsible); Barrington 35; Lawnside 24; Merchantville 28

Speech Only

Atlantic 10 (pending 7 referrals)

Glenview	11
Seventh	9 (pending 2 referrals)
Jr High	0
Sr High	<u>2</u>
Total:	32

2. ELL – 10 students in the district
3. Homeless – 19 students in the district

30. Student access to technology

1. All students have been given a Chromebook grades PK-21. In addition, the technology department has established hours for drop-off and pickup for repairs to Chromebooks. Families were also given resources for reduced and/or free internet service

31. Provision of Appropriate Special Education and Related Services for Students with Disabilities

1. Materials and Assignments to Meet Student Needs

To the greatest extent possible students with disabilities will be provided the special education and related services in their IEP. In all of our in-class support settings, special education teachers will plan and consult with general education teachers and ensure the modifications and accommodations are afforded through remote instruction. In all other settings (e.g. pull-out replacement and special class programs), special education teachers will be the primary driver of instruction.

2. Scheduling of Evaluations, IEP Reviews, Eligibility meetings and Reevaluation Meeting

Scheduling of Evaluations and IEP Reviews

- All Child Study Team meetings, scheduled and unscheduled, will continue to be conducted remotely through teleconferencing. If a parent disagrees to this practice, the meeting will be delayed and noted accordingly.

Eligibility Meetings

- When necessary student record information is available, we will complete all aspects of the initial evaluation that can feasibly be completed, other than conducting individual testing of the student, during the school closure
- We will complete the remaining aspects of the evaluation when school reopens, including all necessary assessments/testing
- If all necessary information is completed and available, the Eligibility Meeting will be completed remotely.

Reevaluation Meetings

- Reevaluation can also be waived with parent consent, and requesting and obtaining such consent could occur while schools are closed.

Communication Plan

- The Child Study team will engage parents, providers, and out of district schools in frequent and ongoing communication. The primary means of these communications will be via email, teleconference, social media, and webpages. Translation and Interpreter services can be used to support communication as needed.

Related Services

- All related services are at first provided remotely through tasks and activities that are directly correlated with the IEP goals of students. Related service providers may also offer parents consultations to provide any assistance or clarification of work assigned. While the NJDOE currently does not authorize the provision of related services through online means, such as videoconference, we are planning to include such a delivery modality through Google Meet in our plans, where feasible and provided parent consent is obtained. Such a delivery modality makes sense in light of the current circumstances; USDOE guidance suggests the use of online means to provide services, and a desire to use available staff to provide appropriate services. This would ensure delivery of services during the school closure.

Compensatory Services

- In accordance with the USDOE and NJDOE guidance, after schools reopen and if it is determined, based on individual circumstances, that a meeting is needed to consider compensatory services for a student, our IEP team will meet and discuss what, if any, services are necessary. The following questions will be considered regarding individual student need for compensatory services:
 - How far has the student regressed in each area?
 - What instruction and/or related services do we need to provide to bring the student to the point where we are able to provide FAPE going forward?
3. The IEP team will consider if these services are needed for a student to receive FAPE moving forward.

32. Communication/transportation with out-of-district schools

- SBA has informed the CCESC of the closure of the Haddon Heights School District. The SBA has informed the CCESC of the closure of schools with OOD placements.
- The CCESC provides transportation to these schools. We will maintain a spreadsheet for all out of district placements (OOD) to provide easy contact with the CCESC commission regarding the closure of our schools. The CCESC will continue to provide transportation to the school if the district is closed.

33. Information for the New Jersey Department of Agriculture

- SFA Name: Haddon Heights
- Agreement #: 00701880
- Date Meal Distribution will begin: 3/16/20
- Date Meal Distribution will end: Upon school opening or 6/30/20
- Schools/Site where distribution of meals will take place: Haddon Heights Jr./Sr. High School, Barrington Schools (Avon Elementary and Woodland Middle School), Lawnside (Lawnside School as part of CEP program), Merchantville (Merchantville School)
- Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day)
- The district will be providing lunch. The plan is to provide two days of meals on Monday and three days of meals on Wednesday to Haddon Heights and Barrington High School students. Students that reside in Merchantville that attend HHHS will be provided meals on Monday for the week. Students that reside in Lawnside that attend HHHS will be able to go to Lawnside for meals once a week.

34. SFA's method(s) for meal distribution

1. Haddon Heights has applied and has been approved for the Seamless Summer Program. At this time, we will be providing meals to all Free or Reduced students who attend our schools including the sending districts. In accordance with the SSO program, we will maintain a count of all students who collect their meals. We have a spreadsheet of names to verify that the student qualifies for Free or Reduced Lunch.

Currently:

- Haddon Heights is providing meals on Mondays from the Haddon Heights Jr./Sr. High School from 11:00 AM - 1:00 PM. Meals for the entire week will be distributed. Haddon Heights will accept students from any of our sending districts.
- Barrington is providing meals on Mondays to their students at Avon Elementary and Woodland Middle School from 11:00 AM - 1:00 PM. Meals for the entire week will be distributed. Since Barrington has been approved for the SSO program, the Haddon Heights school district will provide Barrington with a list of eligible students and Barrington will claim the meals in accordance with the program.
- Merchantville is providing meals on Mondays to their eligible students at Merchantville School from 11:00 - 1:00. Meals for the entire week will be distributed. Haddon Heights will utilize a bus driver to bring meals for their high school students. If Merchantville is approved for the SSO program, then the Haddon Heights School district will provide them a list of our eligible students, and Merchantville will claim the meals in accordance with the program.
- Lawnside is providing meals on Tuesdays to their students from 9:00 - 11:00 at the Lawnside School. Since they are a CEP district, they are able to provide meals to all residents in their town and not just the free and

reduced. Haddon Heights does not need to distribute meals to Lawnside, but we will accept any of their students who come to our district to pick up a meal.

35. Essential Employees

1. Due to the Governor's action to place the state under a stay at home mandate, the Haddon Heights School District has assigned essential personnel, which are needed for various areas for our district to continue to operate during the closure. All staff on this list are in some capacity currently operating remotely a majority of the time, but may need to visit the district office for short periods of time to maintain the buildings, ensure curricular services during remote learning, and manage business operations. Listed below is a listing of the essential personnel and their roles in our operation during the remote learning. The following staff members are needed to ensure the curricular and business office functions continue during the closure by supervising critical areas for the district.

Superintendent, Business Administrators, and Building Principals

- The administrators may be needed if situations arise due to their supervision of their buildings and the curricular needs during remote learning.

Business Office Staff

- The Business Office staff will need to enter the building to print checks for payroll and vendors occasionally.

Technology

- The technology department will have one staff member on site daily in the event technology issues occur for students working remotely. The hours are limited to two hours daily for the technology staff.

Facilities

- Director of Facilities, employees in director's department, and employees with Black Seal licenses
 - The Facilities department will need to be present in the high school while lunches and technology services are needed due to the boilers operating. They will also visit the other buildings daily to ensure the buildings are maintained and operational.

Food Service

- The Director and potential NutriServe employee
 - The food service is providing meals twice a week to those on Free and Reduced lunch.

36. Delivery of virtual and remote instruction

All teachers utilize Google Classroom for their assignments. This was already a practice before the COVID-19 crisis, so staff and students were familiar with its usage. Teachers

also utilize virtual sessions via Google Meet or Zoom to meet with students' face to face.

The district is one to one and all students have a Chromebook. Prior to closing the district, we ensured that every student received a Chromebook and we continue to provide repairs and tech support. The district also connects students with free online internet service providers.

Remote learning takes place 5 days a week at all levels. Grades K-2 has virtual learning for 2-4 hours each day and grades 3-6 for 3-4 hours a day. Along with Google Classroom, Google Meet, and Zoom, instruction is also delivered through Screencastify, Flipgrid, and nearpod. Grades 7-12 has virtual learning for 3-5 hours day and teachers also utilize Screencastify, Flipgrid, and EdPuzzle

1. In addition to scheduled class time via Google Meet or Zoom meetings, students are also able to contact teachers for assistance throughout the day and teachers respond. Teachers also post helpful videos to explain lessons and assignments.

Teachers are also holding small group meetings with students based on their learning needs. Students are often grouped by ability for some of these meetings. Additionally, students are also given opportunities for individual chats with teachers.

The elementary schools still run RTI for all tiers. RTI meetings are also held before and after scheduled sessions to accommodate parent and student schedules. The reading specialists push-in to live lessons to provide additional support.

In grades K-3, teachers identify students who are struggling with their work and then provide one-on-one video chat opportunities for students. The teachers stay online with the students as they work on assignments. Teachers have also held virtual meetings with parents to brainstorm ideas on how to improve student learning. Teachers have organized small group reading lessons via Zoom, which is engaging and allows teachers to better gauge reading levels.

In grades 4-6, teachers are also holding small groups and 1 on 1 reading and writing conferences.

In grades 7-8, teachers have contacted students individually about assignments. Teachers have also instituted Friday check-ins where students are able to get answers to questions and teachers are able to check in with students about assignments. Daily assignments are submitted through Google and checked for accuracy but only graded for completion of work. Junior High teachers are also providing opportunities for students to reassess if they have failed assignments and extra time is given to complete assignments and flexible with due dates. Teachers are also scheduling whole group and individual Google Meets to assist

struggling students. Our Math Coach and ICS teachers participate in both group and individual sessions as well.

In grades 9-12, teachers are holding individual virtual meetings to assist students. Virtual meetings have allowed students who are often less vocal in asking questions to message teachers for help. Teachers have also contacted students individually about assignments. Teachers have instituted Friday check-ins where students are able to get answers to questions and teachers are able to check in with students about assignments. Teachers also set up calls with parents to check in on progress and individual needs.

All grades are using Google Meet and Zoom to teach lessons. Additionally teachers are using pre-taped video lessons for instruction.

Elementary teachers are utilizing Pearson Go-Math online. Both students and staff are used to this since we regularly use this program in physical classes and it has been in the district for at least four years. Teachers are also using Epic for reading along and independent reading.

In grades K-3, teachers are utilizing the Sonday online system for phonics lessons. Teachers are using guest speakers on zoom to maximize student learning. Students have watched chefs cook, carpenters in action, and musicians play and are able to ask questions.

In grades 4-6, teachers hold writing lessons live. Students are given writing prompts and immediate feedback from teachers and peers Teachers are also using guest speakers on zoom to maximize student learning.

In grades 7 & 8, teachers provide daily video lessons with teacher-led instruction and guided notes (similar to direct instruction in the classroom).

In grades 9-12, high school teachers are pre-recording lessons for students to view. Once a week each teacher holds one live lesson for students. Teachers are also utilizing an app called MOTE that allows them to leave voice feedback in Google Classroom and in Google Docs. Teachers have also utilized virtual field trips and EdPuzzle to maximize learning.

2. ELL & Students with Disabilities

ELL

With our elementary students we've been using the Epic guided reading platform to read and respond to what we are reading. Texts are based on the students reading level and include topics geared to the student's interest. We are also utilizing online resources that target building student's background knowledge. The platform has a read aloud option and supports pictures and vocabulary.

For our high school students, we have adopted a virtual “push in” model where our ELL instructor is added to the google classrooms of their other teachers and supports them using video conferencing (Google Meet) in completing tasks for English, History, and Health. We have also worked with the student’s core teachers to modify assignments by using cognates and images to better communicate instruction.

Students with Disabilities

Behavioral Consultations

The district’s assigned Board Certified Behavior Analyst (BCBA) has reached out to parents/guardians periodically to check in. However, consultation to support meeting the student’s behavioral needs is also supported by teaching staff. Parents/guardians can access the BCBA directly through email for consultation regarding specific situations.

Counseling

The social worker or psychologist assigned to provide school based counseling has reached out directly to parents/guardians to schedule a time to provide telepractice counseling services while students are engaged in remote learning. In order to have a session, a parent/guardian or designated adult must be present. The goal is to continue to support the child in a way that feels comfortable.

Speech Therapy

Speech-language pathologists are providing teletherapy while students are engaged in remote learning. The therapists have established a schedule and informed parents/guardians of the scheduled time for therapy. For junior/senior high school students, the speech therapist sends a link directly to the student through email to join the session.

Occupational Therapy and Physical Therapy

Occupational and physical therapists are providing services through teletherapy. At parent request, they will email appropriate home programs and activities in lieu of the direct, remote therapy.

3. The district has provided every student in the district Chromebooks for work at home. In addition, dates and time are set up to repair Chromebooks while maintaining social distancing. Several services have provided free internet access to our community for those that need it. Our Student Services department has been vigilant in assisting families who need internet services. Families are given resources and counselors facilitate when necessary. For those few that have not qualified for free access, Student Services provides physical copies of lessons.

37. Attendance

1. Attendance is evaluated by reviewing when students complete their work on Google Classroom each day in addition to other correspondence with the

child. Due to the current pandemic, attendance will not negatively affect a child from a promotion, retention, and/or graduation standpoint. There will be no disciplinary action against a student from an attendance standpoint.

2. Teachers are contacting students and parents, via email and phone, who are not participating in online learning or submitting assignments. If after two attempts the teacher does not receive a response, the teacher contacts the student's guidance counselor who takes over contacting the family. If the guidance counselor is unsuccessful, then the student's name is submitted to an administrator who tries to contact the parent. Families who are unable to be reached by the teacher, guidance counselor and administrator are referred to the local police department for a well visit. It is worth noting we have done less than 10 well visits checks as the family typically responds before the student is referred to an administrator.

38. Students with Disabilities

1. Special education teachers, assigned as the in-class support teacher, are planning and consulting with general education teachers and ensuring the modifications and accommodations are afforded through remote instruction. In all other settings (e.g. Pull-out Replacement and Special Class Programs), special education teachers are the primary driver of instruction. All teachers are posting work and feedback daily on Google Classroom. They also have identified online office hours. Teachers are also creating videos of themselves providing detailed direction and instruction. Direct instruction through online platforms such as Google and Zoom is also being offered for all special education students to support growth towards individual goals. In cases where the online platform does not meet the student's needs, the teachers are providing assignments that can be completed without technology and mailing physical copies. In these cases, the teacher has direct communication with the parents in regards to work completion and needs.

2. All staff have access to Easy IEP, a web-based special education case management tool which we use to maintain federal and state compliance. Staff enter information directly into Easy IEP. The dashboard is used to ensure compliance and give educators access to the exact data they need. Teachers have access to IEPs online to ensure access to student accommodations and modifications, so that they can implement and ensure they are being followed.

IEP goals and objectives are being documented by the way of progress reports for each marking period, including marking periods 3 and 4, which took place with remote instruction.

Related services providers keep a log of all their service dates and also enter into the Special Education Medicaid Initiative system.

3. Case managers are currently in the process of annual review meetings and speak directly with the families and students during these meetings. Extra time is spent asking families how their child is performing with the remote learning experience, including documenting successes and difficulties. Any difficulties with the academics are noted and case managers follow up with the teachers to collaborate and ensure services are implemented in accordance with the student's IEP. Follow up with families is provided. In addition, case managers check in with teachers and follow-up with families if problems arise. Case managers are very much in touch with families by phone and email during the remote instruction experience.

The case manager communicates with parents via email and via Google Meet if requested. For parents who do not use email, then texts or phone calls have occurred. Parents are reminded and encouraged to reach out directly to the case manager with any concerns, questions, issues, etc. if they arise. The case manager is also copied on correspondences between parents and special education staff to be kept aware of any issues on either side.

4. Annual Reviews are being conducted as scheduled but are being facilitated remotely (through Google Hangout Phone Conference). Parents/guardians are being sent invitations to the Annual Review and IEP meetings. The student's case manager contacts the parent/guardian directly to participate in the scheduled meeting. A copy of the Proposed IEP document is being emailed to parents and the case manager is also offering to mail a hard copy. The same process is being completed for Evaluation and Reevaluation meetings. If a Social Evaluation is warranted, that may be completed at this time remotely. However, Learning, Psychological, and Psychiatric Evaluations are being delayed and will be completed when remote instruction ceases or face to face testing is permitted. Eligibility will be continued for those not requiring testing. For those students exiting pre-school, students will be offered support as recommended by the Individualized Education Program Team until testing and an Eligibility Meeting can be held. For new referrals, students are considered under the "umbrella" of special education and additional supports are considered and implemented based on need.

39. English Language Learners

1. Virtual meets and Google Classroom allow us to continue our ELL education. We are able to meet with students virtually, just as we would with physical classes. Our ELL instructor "pushes-in" to other classes, which has been extremely beneficial and not normally doable in a traditional setting. Additionally, the use of outside resources like Para Plus Translating Services and Catholic Charities has kept families a part of the learning process. Access to free online programs like Rosetta Stone has enhanced learning opportunities.

2. We are using Para Plus Translation services. Our ELL teacher met with the translator, parent, and a representative from Catholic Charities. They discussed

students' current levels of English and a routine for ELL practice. That routine is posted to Google Classroom each week and uses the platforms/accounts that students have had access to all school year. They also discussed a plan for follow up using family members to help translate. Students have also been given access to a free Rosetta Stone account. This will provide an additional practice platform.

3. The use of Para Plus Translating services has allowed us to communicate expectations and assignments to parents. We have also used family members to translate and assist where needed. Virtual meetings have allowed our ELL teacher to "push-in" to provide assistance in other classes, which was not always possible in a traditional physical setting. Rosetta Stone as a free resource has given students more learning opportunities.

40. Safe Delivery of Meals

Due to the waiver, we have now offered meals to all students who are experiencing financial hardship. This has been communicated via email and robo-call. The manner in which meals are delivered is the same. Meals are provided on Mondays from 11:00 - 1:00 PM for 5 days.

41. Facilities

Currently, our SROs are walking through each building each day. Our Director of Facilities does another walk through each day as well. Our maintenance and grounds staff are rotating daily to maintain our fields at this point but to minimize interaction. The Business Administrator would recommend, on June 1st, to bring back custodians to begin performing our summer cleaning.

42. Summer Programming (being conducted remotely)

The district will continue to provide summer transition programs for students moving from 6th grade to 7th grade, 7th grade to 8th grade, and 8th grade to 9th grade. Both ELA and Math programs are available for all students who need these services. We will also hold an SAT prep course for both ELA and Math and our pre-honors courses for students interested in honors classes that may not have otherwise qualified. In the elementary schools we will provide RTI instruction for Tier 2 & 3. The plan is to hold all of these programs virtually, just as we have during the latter part of the year. We will utilize Google Classroom and meet virtually through Google Meet or Zoom.

1. Extended School Year is anticipated to be delivered remotely, Tuesday, July 7th – Thursday, August 6th. The programs will be held, through remote instruction, Monday-Thursday. The programs being offered this summer include:

- Preschool (9:00-11:30)
- Preschool Disabled (9:00-11:30)
- Elementary REACH 1 (Multiply Disabled) Program (8:15-12:15)
- Elementary REACH 2 (Multiply Disabled) Program (8:15-12:15)
- Elementary ELA/Math Support Program- 2 sessions offered (8:15 – 12:15)
- Current 7th-9th Grades ELA/MATH Program (8:00-12:00)

-High School REACH (Multiply Disabled) Program (8:00-12:00)

Students will be invited to participate in daily lessons, through use of district provided Chromebooks, guided by a Special Education Staff Member. Lessons will include areas such as English Language Arts, Mathematics, Life Skills, and Social Emotional Learning.

Related services of Speech Therapy, Occupational Therapy, Physical Therapy, and Behavioral Supports will be scheduled directly with the parents/guardians at the frequency and duration outlined in the student's Individualized Education Program. At the request of the parents/guardians, packets with assignments aligned to the student's goal can be distributed in lieu of online, remote instruction.

2. It was discussed at a recent BOE Committee Meeting, having Extended School Year (ESY) and all summer academic programs completed remotely. Everyone was in agreement with the recommendation and our school physician was also in agreement when discussed with him previously. Although the Governor did not yet make his recommendation on ESY and all summer academic programming for schools, on the June BOE agenda there will be an item addressing ESY and all summer academic programming being held remotely.

3. The attendance policy was waived, so no credit reinstatement is required.

4. Summer transitions programs and RTI at the elementary level will be provided to students who need it. Teachers will pre-assess student understanding of key concepts prior to each lesson. Students who are identified as deficient or of needing more intervention of specific skills will be assisted with those skills. This will be differentiated based on each individual student's needs. The goal is NOT to reteach everything from the latter part of the prior year, but to provide instruction as planned with added assistance. For example, Students moving on to Algebra 2 are not going to start out with Algebra 1 again, but instead will be pre-assessed before each Algebra 2 unit on only those skills that are essential for success in that unit. Those students who are deficient or in need of intervention for those skills will be given proper scaffolding to allow them to access the current learning.

5. We have continued using online programs to provide STEM opportunities. Some of the programs allow students to continue coding. Such as CS First which is Google based, Tynker, CoderZ, and CodeCombat.

Teachers have created digital STEM investigation activities and we have spent the last month programming. CoderZ has given us access to block coding with a simulated robot similar to the Spheros that we bought with grant funds. Since the robots are digitally simulated, we are able to cover a lot of the same skills that the students would have been learning with the Sphero robots in school. The lower elementary students have been playing a coding game called Kodable that is

teaching a lot of the concepts of coding such as how to write an algorithm, conditional statements, and basic programming concepts and they have absolutely been loving it. Also, students attended a virtual field trip from Nickelodeon where they studied slime in space and some optional slime making instructions as well as the science concepts of non-newtonian fluids and how/why slime works the way it does.

6. Title 1 tutoring has continued virtually. Students who need extra time and individual attention sign up and are scheduled with a Title 1 tutor, who meets with them virtually and provides the assistance.