

Lower Township Elementary
School Health-Related Closure Plans
May 12, 2020
Mr. Jeff Samaniego
Superintendent

1. Equitable Access Remote Instruction:

LTES Demographics 2019-20:

Student Population: 1602

Economically Disadvantaged: 50.38%

Students with Disabilities: 23.6%

PreK (state funded): 160 students

Homeless: 26 students

English Learners: 4.4%

Grades Offered: PK-6th

Student to Teacher Ratio: 10:1

Teacher Average Experience (years): 12:1

o Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.

- See answers below for detailed plans for ELL and Special Education

o Describe the district's plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.

- The district distributed over 500 Chromebooks to students in grades K-6.
- The district provided many families with internet access through Verizon Wireless.
- Packets of work were also created and distributed to those families that requested paper/pencil instruction.
- Teachers communicated to administration when a student was struggling with the online platform at home. A packet was sent via US Postal service.

2. Special Education Needs

o Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.

- Google classrooms
- Hard copy materials mailed home tailored to the student's IEP when merited.
- Related Service Providers are offering video conferencing, hard copy materials, electronic materials through google classroom.

o Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.

- Related Services including Speech, Occupational Therapy, Physical Therapy, Counseling are logging all parent/student contacts.
 - Teacher contact logs
 - CST Meetings through google meet
 - Collaboration between administration, teachers, counselors, CST and all pertinent stakeholders with regard to student concerns
- o Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
- Google Meetings with all stakeholders involved with the child including parents and in-home therapists.
 - Teacher communication
 - Related Service Communication
- o Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities.
- Meetings are scheduled and meeting confirmation reminders are mailed home.
 - Parents are called the day before a meeting to remind them.
 - Virtual IEP meetings are conducted through google meets.
 - CST's are proceeding with evaluations that can be done remotely which include social history and parent questionnaires, i.e., BASC, Connors Scale, etc.
 - Reevaluations if deemed necessary are being placed in the queue for when they can be conducted in person for validity. Reevaluations are being waived if further information is not needed to guide the students programming.
 - CST is utilizing student history which includes all available testing, medical documentation, parental input, teacher input, I &RS documentation to guide decisions on identification and programming.
 - Preschool Early Intervention students are guaranteed placement in our preschool program. We are utilizing documentation from EI, medical history, parent input, etc. to guide decisions regarding program and placement. We are proceeding with classification if enough documentation exists to support.

3. English Language Learners

- o Describe the provision of ESL and bilingual education to meet the needs of ELL.
- The district employs two ESL teachers who are using google classroom and other google hangouts to provide ESL instruction.
 - Flipped instruction is utilized to allow equitable access to the lessons.
 - Resources such as Reading A-Z are utilized to provide books in the language spoken at home.
 - The district plans to offer ESL virtual tutoring in the summer to meet the needs of our ELL students.
- o Describe how the district communicates with ELL families, including the translation of materials and directions.
- The Superintendent provides district all-calls in English and Spanish.
 - Language Line is used for translation during phone conferences.

- One ESL teacher and one guidance counselor are bilingual (English/Spanish). They translate materials and directions for all Spanish speaking families.
 - The Supervisor of Academic Achievement is bilingual English/Spanish and reviews all translated materials before they are sent home.
 - Google Translate and Google Translate's Snap and Talk features are utilized to assist with translation
- o Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.
- The district provided a Chromebook Loan Program for families that needed a device to access online platforms for home instruction.
 - The district purchased internet hotspots to provide families without internet access to online platforms for home instruction.
 - ESL teachers are working in concert with homeroom teachers to troubleshoot access challenges and help families get connected to our online platforms.
 - Families are offered the option of paper packets of work as an alternate method of instruction and ESL teachers are available via phone to assist students in this scenario.

4. Safe delivery of meals

- o Provide an updated plan for the continued safe delivery of meals to students.
- The district distributes food on Mondays and Thursdays from 2 school building locations, and 2 remote locations within Lower Township. Any student under the age of 18 qualifies to receive food. Robo-call reminders on Monday and Thursday as well as website posting, Robo-texts, and Social media.
 - Locations include: Sandman Elementary, Memorial Elementary, St. Raymond's Church Parking Lot (Church has been closed for over a decade), and Family Matters parking lot (a non-profit family crisis center).
 - Staffing: Food Service Supervisor, food service personnel, bus drivers (only @remote locations), 2 custodial staff (only @ 2 schools), 4 security personnel at each location.
 - Families with transportation issues contact our school district through a special district email, special district phone number, communication with their teacher or messages on social media. The meals are then delivered to the home.

5. Virtual or Remote Instructions Day Plan

- o 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.

- Teachers in grades K-6 are using Google Classroom as a virtual platform to teach remotely. Teachers are utilizing our online curricular platform for reading and math, Think Central. Other online platforms include; IXL, MobyMax, My World Social Studies, Discovery Education, Story Works, Scholastic, Epic Books, ABC Mouse, Accelerated Reader. YouTube for Education.
- Pre-K provided a menu of activities to practice at home.
- Students are required to sign into their Classroom everyday and complete their assignments in Reading, Math, Science, Social Studies, and Related Arts.
- All work is aligned to the curriculum/NJSLS
- Teachers differentiate instruction according to the instructional levels of their students.
- Instructional time varies according to the needs of individual students.
- Assignments are uploaded to Google Classroom and graded by the teacher.

6. Attendance

o Describe the district's attendance policies, 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.

- "Any day on which all students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance from the NJDOE will count as a day on which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9." **Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.**
- Students log into their Google Classroom and submit assignments. This is counted as participation and attendance.
- Packet drop off has been coordinated for those students working on paper/pencil assignments.
- Retention will be considered based on information from the first 2 marking periods. We will NOT retain due to lack of work completed during the school closure.

o Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.

- If a student is not participating in online instruction, the teacher alerts their building principal and a phone call is placed to the household either by the principal or the guidance counselor. When a hardship is determined, arrangements are made to assist the family with appropriate technology or a paper packet is sent home to alleviate the issue of virtual learning.

7. Facilities

o Provide an outline of how the building will be maintained throughout this extended period of closure.

All Staff shall follow Center of Disease Control and Prevention recommendations:

1. *Mandatory to wear a cloth face cover*
 2. *Wash your hands often with soap and water/hand sanitizer (60% alcohol).*
 3. *Social Distancing of 6 feet apart (two arm lengths)*
 4. *Monitor your own health (symptoms/temperature)*
- Custodial and Maintenance- We will work with a skeletal staff as needed. The schools will be thoroughly cleaned before reopening or as needed. All staff will take mandatory health precautions such as masks, gloves, and social distancing for cleaning and routine maintenance.
 - Summer projects are now scheduled to begin June 1, 2020

Preventative Housekeeping Strategies While School is in Session

- *All classrooms should be sanitized daily, more often if deemed necessary.*
- *All restrooms should be sanitized daily, more often if deemed necessary.*
- *All nurses' stations should be sanitized daily, more often if necessary.*
- *Frequent disinfection of door handles, stair rails, and cabinet doors will occur.*
- *In an effort to make classrooms easier to clean please declutter areas (ie; desktops and tabletops).*

Facilities Plan: Maintenance Throughout an Extended Period of Closure

In order to maintain the integrity of the buildings, disinfecting, sanitizing and preventative maintenance will continue with emphasis on the following:

During School Closure:

- *Water Management*

- *Drain Changing*
- *Custodial Training cor Cleaning and Disinfecting*
- *Mold Prevention*
- *Maintenance Supervisor will keep in communication with the Superintendent*

In preparation for Re-Opening

- *Indoor Air Quality Management and Fresh Air Supply*
- *Updated Social Distancing and Custodial Cleaning team*

8. Summer Programming

- o Provide a preliminary outline for the provision of summer services, including:
 - Extended School Year (ESY) for students with disabilities including how ESY will be delivered.
 - Virtual Instruction is planned for ESY.
 - 21st Century programs
 - NA
 - Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
 - NA
 - Assessment of learning loss and an initial plan for potentially addressing learning loss
 - We plan to have a Virtual Summer tutoring program for Reading and Math in grades K-6.
 - STEM or other programs using reallocated grant funds
 - NA
 - Title 1 extended learning programs
 - The district will use Title 1 finds to teach remotely during the summer months to address our below benchmark students.