Egg Harbor City
Public School District

School Closure & Reopening Plan
March 2020
Revised May 2020

PLAN SUBJECT TO REVISIONS

BACKGROUND

The Center for Disease Control (CDC) is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in almost 70 locations internationally, including in the United States. The virus has been named "SARS-CoV-2" and the disease it causes has been named "coronavirus disease 2019" (abbreviated "COVID-19").

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak a "public health emergency of international concern external icon" (PHEIC). On January 31, 2020, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation's healthcare community in responding to COVID-19.

Source and Spread of the Virus

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with MERS-CoV, SARS-CoV, and now with this new virus (named SARS-CoV-2).

The SARS-CoV-2 virus is a betacoronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir.

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States. Some international destinations now have apparent community spread with the virus that causes COVID-19, including in some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).

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- Through respiratory droplets produced when an infected person coughs or sneezes.

- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

- People are thought to be most contagious when they are most symptomatic (the sickest).

- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the New Jersey Department of Health and Senior Services assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

CONTINUITY OF OPERATIONS

Members of Leadership Team

Name	Position	Contact Information
Adrienne Shulby**	Superintendent	609-965-1034 (office) 609-335-7182 (cell)
Joe Smurlo**	Business Administrator	609-965-1034 (office) 609-970-2869 (cell)
Gina Forester**	Director of Special Projects	609-965-1034 (office) 609-238-0968 (cell)
Jack Griffith**	Building Principal	609-965-1034 (office) 609-513-7610 (cell)
Tara Macchione**	Supervisor of Early Childhood/LDTC	609-965-1034 (office) 609-287-3007 (cell)
Scott Wheeler**	Supervisor of Buildings and Grounds	609-965-1034 (office) 609-377-0612 (cell)
Matt Gross**	Technology Coordinator	609-965-1034 (office) 609-892-0114 (cell)

**Essential Personnel

Emergency Responders and Contact Information:

Dial 911

Chain-of-Command to Carry Out Pandemic/School Closure Plan

Primary Contact: Adrienne Shulby**

1st Back-Up: Joe Smurlo**

2nd Back-Up: Gina Forester**

ROLES AND RESPONSIBILITIES OF ESSENTIAL EMPLOYEES

Superintendent (1):

- Maintains authority over ALL crisis management/school closure plans.
- Maintains protocol for personnel policies appropriate for both possible long and short term duration of pandemic absences.
- Promotes faculty/staff physical and mental well-being.
- Communicates with the media and parents. Guides administration in the communication process.
- Reports to Local BOE

School Business Administrator (1):

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.
- Coordinates with transportation companies.
- Facilitates meal disbursement.
- Reports to the Superintendent.

Director of Special Projects (1):

- Maintains academics and student learning.
- Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning for up to two weeks.
- Ensures hard copies of material are made available to those in need PreK-8.
- Ensures on-line learning materials are made available PreK-8, where applicable.
- Identifies students' special needs.
- Maintains a confidential roster .
- Builds on current accommodations, modifications, and services.
- Works with supervisors and teachers to ensure assignments are accessible by all students.
- Informs and trains adults as needed.
- Reports to the Superintendent.

Building Principal (1)

- Fulfills all roles assigned through job description.
- Communicates daily with district administration to ensure the safety and wellbeing of students, staff and the community are being met.

- Works with school level staff to coordinate the instructional programming for students during school closure.
- Communicates expectations to staff through various means. This may include phone conferencing, email, digital meetings, videos, etc.
- Be available to answer all staff and community questions on the operational aspects of our schools.
- Update the Superintendent and other administration as needed. This may be daily or as requested.
- Coordinate grading procedures.
- Oversee lesson planning, instructional practices, operational methods at the building level.
- Completes other tasks and responsibilities as assigned by the Superintendent of Schools.
- Reports to the Superintendent.

Supervisor of Buildings and Grounds (1):

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
    - Filling of soap and hand sanitizers
    - Ensuring all paper towel holders are filled and functioning at all times
    - Sweeping and wet mopping of all floors
    - Vacuuming of rugs
    - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, etc.
    - Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors
    - Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines
    - Cleaning of vents
- The Supervisor of Buildings and Grounds with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.
- In the event of a school closure the Supervisor of Buildings and Grounds will be responsible for scheduling custodians as necessary.
- Reports to the School Business Administrator.

Technology Coordinator (1)
- Fulfills all roles assigned through job description.
- Works with District administration to build the communication plan for the District during school closure.

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

School Nurses (2):

- Coordinates with the Superintendent and School Business Administrator to assure necessary medical supplies and assistance are available.
- Communicates, as necessary, with the Superintendent, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the pandemic management plan as necessary.
- Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPIPen, EMT, etc.) in the nurse's office. The list will be updated annually.
- Reports to Building Principal and Superintendent.

General Education, Special Area and Special EducationTeachers:

- Reinforce student infection control procedures.
- Send students to the school nurse who appear ill.
- In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.
- Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted.
- Teachers are expected to be available during normal school hours to respond to students, families and administration.

- Student work should be assigned based on student grade level, ability and understanding.
- Each topic taught during the normal school year should be taught via distance.
- Keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to submit a copy of their log to their direct administrator when requested.

Custodians (7)

- Custodians will be responsible for assisting other essential personnel as they are required to enter the building.
- Responsible for unloading shipments of supplies or meals and setup for meal distribution.
- Continue cleaning and sanitizing of all areas of the building accessed by essential personnel and other staff members.
- Perform cleaning and maintenance duties normally scheduled during summer when buildings are closed.

Training

The following training shall be completed according to assignments and responsibilities:

Administration and All Staff

- Superintendent or designee will distribute the Pandemic Management Plan to the administrative staff.
- Administration will review the Pandemic Management Plan roles and responsibilities.
- Administrators and supervisors will review the plans for IEP/504 accommodations and modifications expectations as well as teacher and student expectations for remote learning.
- Administrators and supervisors will communicate these expectations listed . in the above bullet to teachers.

Facilities Operations

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

- Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
- Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.
- Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.
- During a school closure, custodians will continue to assist other staff while in the building, perform duties normally reserved for school closure during the summer, and cleaning and sanitizing all areas used by other essential staff during the closure.

CST and Special Projects Department Procedures

- CST staff are required to use the Zoom app for weekly staff and parent meetings when available.
- Case Managers will be contacting parents to hold phone or virtual meetings via Zoom. District staff and related services providers are included. This will occur for all Initial, Reeval, Eligibility, and IEP meetings. This also includes all in and out of district special education students. If a parent is not available follow-up calls will be made to the parent by the case manager and CST secretary. This is also logged. In addition, the CST meets weekly with the director to review all weekly meetings and follow-ups. Paperwork is emailed to all parents that have access to email.
- All evaluations of students are conducted virtually when required. A collection of prior classification data and evaluations are also included in the decision making process, as well as parent and teacher input.
- Medically fragile students will have instructional services through their out of district placement.
- The out of district case manager will consult with the out of district school placements to coordinate educational services for students. Discussion will occur specific to a plan if the out of district school is in session and EHC school is not, including transportation.

- The out of district case manager will consult with the district transportation coordinator to inform vendors when out of district schools are open or closed.
- Meeting notices will be sent and the district expects to stay in compliance with all special education document dates.
- Meeting notices will be sent via email to parents/guardians when available and also parents/guardians will be contacted by phone regarding the same.
- All related services (S/L, Counseling, OT, & PT) will be offered to students through online activities or when available virtual sessions.
- CST case managers are required to consult weekly with teachers and parents to ensure IEP services are occurring successfully, as well as support teachers, students, and parents with communicating, as well as navigating any concerns/issues. This contact primarily occurs via phone, email, text, Dojo, and Zoom.
- CST case managers are required to log all contacts. In addition, any changes to the IEP result in the case manager reaching out to teachers working with the individual student to inform them of the change. Furthermore, the Director of Special Projects runs a weekly report to identify all staff who are required to login to EasyIEp to review students' IEPs.
- A weekly log of contacts is sent to administration by the guidance and CST department identifying student and parent contacts.

Infection Control Procedures

Recognize Early

- Immediately report suspected influenza cases to public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

Surveillance and Epidemiology

Schools will track the number absentees and specifically monitor for student and staff reporting signs and symptoms of influenza. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include "social distancing" or "non-pharmaceutical interventions" and include the following:

- Increasing separation amongst students
- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of influenza. These include:

- Providing masks for the affected to wear.
- Identifying a place to isolate the affected.
- Developing policies for discharging sick students.
- Develop procedures for transporting sick students.

Quarantine

People who have been exposed to influenza are at risk for contracting and becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms,it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is health department officials who draft and enforce orders of quarantine. Because an influenza outbreak is expected to be fairly widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the spread of infection to contacts is likely to be encouraged.

Work Quarantine

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. They may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Social distancing (see below)
- Respiratory protection (mask)
- Gloves
- Strict hand washing enforced

- Facility disinfection procedures

Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in waste receptacles.
- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

Reduce the spread of the virus by identifying the Schools' responsibilities to the students and community:

- Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.
- Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be placed around the schools. Fact sheets with this information should be distributed also.
- Established procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.
- In collaboration with the Health Department, develop and implement support plans for "Student Health Centers" that will be designated to triage/evaluate and/or treat influenza patients not requiring hospital care.

Student Spacing

Student spacing (social distancing) are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Education on student spacing should be distributed to all staff.

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Student spacing strategies may include:

- Spacing students' desks three (3) feet apart, in small pods or clusters.
- Discouraging prolonged congregation in hallways, lunch rooms etc.
- Limiting group activities and interaction between classes

Managing Illness in Staff, Students or Visitors

- In collaboration with the local Health department, educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of influenza at work/school, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.
- Invoke your school policy about staying home and returning to work/school.

INSTRUCTIONAL PLANS

General Overview

Preschool

Reading and playing games that integrate preschool standards will be the emphasis of the work that is provided. Directions for scaffolding the work will also be provided to ensure needs of each learner are met.

Attendance:

Teachers, counseling staff and secretaries are working collaboratively to closely monitor and record student attendance. Parents and students have been informed of the attendance requirement, and how it factors into promotion, retention, graduation and discipline. Students who are not regularly logging into their virtual classrooms and corresponding with their teacher(s) are personally called, email and/or contacted through social media and other online tools. If a student

continues to miss classroom instruction and makes no contact, the District asks the local police department to make a "wellness check" to ascertain the students health and safety.

Technology & Digital Divide:

100% of students in grades 1 through 8 were given equal access to technology to allow for on-going distance-learning and virtual classroom instruction. Chromebooks were distributed over several weeks to the students who wished to use one during home quarantine. This increase of instructional technology for all students has permitted teachers to increase differentiated instruction, class assignments and independent work. This mass distribution of Chromebooks has allowed teachers to design virtual lessons to maximize student learning and growth. Assistance has been provided to families via the District's Technology Coordinator to help with connectivity and internet access. Guidance has also been provided to families via the District website for available free internet access.

Graduation:

Preliminary plans are currently being discussed and implemented to celebrate the Community School Class of 2020 8th Grade Graduation. Egg Harbor City administration, teachers and staff are working collaboratively to make the event special and memorable. Community organizations have been contacted and students and families are being kept abreast.

Kindergarten - Grade 8

<u>Special Education</u> - Students will be provided their virtual instruction to implement their IEP through programs such as Google Classroom, Google Meet, Zoom, Loom, See Saw, and Dojo. Student accommodations and modifications are being provided by all special education teachers, with supplemental instruction occurring as per the student's IEP by the general education teacher in consultation with the special education teacher, as well as the CST case manager. Students in both the ICR and SCMD programs will meet individually with teachers via office hours. When necessary teachers and CST members will also use Facetime and Instagram, as well as phone calls to students.

Related services are occurring for all eligible students in all areas OT, PT, S/L, and counseling. The noted programs, as well as parent consults to provide additional supports specific to these related services are also being used.

Attendance is collected daily for all students by their teacher and related service provided based on the scheduled therapy. A log is kept to identify the delivery of services. Logs are submitted by all staff weekly to their direct supervisor. Student progress is being measured based on baseline data from the round 2 LinkIt (standards based) and Let's Go Learn (skills based) assessments given by February 2020 and will be compared to the round 3 LinkIt and Let's Go Learn assessments completed by the end of June 2020. This data will be analyzed, along with teacher input and work samples to determine if there is any regression and if additional students will need to participate in the ESY program.

ELL - Supports will be provided for all ELL students that include initial paper and later online instruction. Google classroom, Google Meet, Zoom, Loom, and See Saw are being used to provide virtual instruction to ELL students.

All correspondence is distributed in both English and Spanish to our ELL families. This includes emails, phone calls, directions, and website content specific to programs, as well as assessment.

Additional supplemental instructional support is provided to ELL students via LEt's Go Learn, as skills based online tool to support ELL students in ELA and Math, as well as a program that the ELL instructor personally uses with her students in school, that she has been able to now use for virtual learning where the students login and work on content specific to her lessons. In addition, she has been able to use Loom to provide recapping of her lessons with videos, as well as virtually meet individually with students to provide 1:1 support.

Communication (Including ELL) - Communication with teachers and/or the Director of Special Projects will occur via the normal channels of email or Class DOJO. Students in grades 1 - 8 will have access to Gmail using their student accounts. Students will only be able to email others within the Egg Harbor City School community. Communication will be translated to meet the language needs of the Egg Harbor City population.

K-8 Online Instruction - Students will have online access to Let's Go Learn, EDGE ELA and Math, Google Classroom, LinkIt, Flocabulary and other online platforms. This technology access will provide distance learning as needed and as accessible. Students will be given virtual instruction using programs such as Google Classroom, Google Meet, Zoom, Loom, See Saw, and Dojo. Additional resources are available for staff to use during their delivery of virtual instruction and are provided to all staff on the District Google Drive in the Staff Resources Folder.

K-8 Virtual Instruction Plan Schedule - Students are all expected to participate in virtual learning via one of the identified modes of instructional delivery as designed by the teacher. Staff are to set up a weekly schedule that includes daily instructional lessons in all subject areas. On Friday's staff are asked to collaborate with special area instructors to provide students with more mindfulness activities to help support the whole child. During the weekly schedule instructional staff are to provide parents and students with a plan for logging into the platform the are using, as well as providing instructions via Google Classroom for when assignments are due. Collaboration among grade level teams is required to address any student accommodations/modifications needed, as well as provide differentiated instruction to all learners.

In addition, collaboration with related service providers when necessary is also to occur and be incorporated into these weekly schedules. Furthermore, a schedule for completing round 3 district benchmark assessments, as well as skills based assessments has also be provided to staff, parents, and students.

SUMMER PROGRAM

The District SPED ESY and After School Grant Program (ASP) has been moved to 7/27/2020 - 8/21/2020. We have moved forward in planning both an in person and virtual option, as well as a combined option. Parent permission letters indicate the same. If in person both programs would run for 4 hours per day for students. If these will be virtual we plan to creatively plan virtual learning activities for the same duration, if combined we would look to do a split session of in-person, as well as virtual learning. Food will be provided to students in either case.

Students who currently have ESY in their IEP are all included in this summer program. Baseline data from district round 2 benchmark (LinkIt) and skills based (Let's Go Learn) assessments completed by February 2020 will be compared to round 3 assessments (LinkIt and Let's Go Learn) to determine regression. If warranted, additional SPED students will be offered an opportunity to participate in the ESY program and IEP's will be amended. The same would apply to general education students, where necessary remedial supports through Title I or the ASP summer program will be provided. The ASP being offered in the summer is available to all students in grades K-8.

EQUITABLE ACCESS

Equitable access to all materials will be provided to the students in the Egg Harbor City Public School District. The district has communicated with parents and identified needs for technology. Students who indicated a need for accessible technology were given electronic devices. All assignments are provided to students electronically via Google Classroom, Google Meet, Zoom, Loom, See Saw, Dojo, as well as supplemental supports are provided for staff to use with students in the District Google Drive Staff Resource Folder, as well as through varied virtual instructional tools using the PMI, PSI, and ELA (Superkids & Lucy Calkins) programs.

Beyond the district providing technology to all K-8 students that are in need to participate in virtual learning, any student who does not have access to the internet, the guidance counselors, as well as school social worker have information resources to secure internet services for families in need.

Egg Harbor City Public School District maintains a **Nursing Services Plan** which shall also include a description of how nursing services will be provided in emergency situations, detailed nursing assignments sufficient to provide the services to pupils.

CONTINUING NUTRITION PLAN

Continued Meal Service Plan

In the event of a school closure due to a pandemic, the food service management company may be directed to make daily meals. The district has been approved for the Seamless Summer Option-Restricted Open which allows for breakfast and lunch to be distributed to all students regardless of eligibility status.

In the event that meals will be served, a phone call will be made to each family to let them know the approximate time frame for the pick-up and location. Refrigerated grab and go will be the means of distribution, in compliance with HACCP. Meals will be provided twice per week. Three days worth of meals will be distributed on Mondays, and two days worth of meals will be delivered on Thursdays. Food service staff will be on site to distribute meals and provide a claim count.

SFA Name: Egg Harbor City Public School District
Agreement #: 00101300
Date Meal Distribution Will Begin: 3/16/20
Date Meal Distribution Will End: TBD
Schools/Site Where Distribution Of Meals Will Take Place: Egg Harbor City
Community School, 730 Havana Ave, Egg Harbor City
Meals To Be Claimed For Reimbursement Per Day: 2 Total: Breakfast & Lunch
Method For Meal Distribution: Grab and Go

DEMOGRAPHIC PROFILE

Preschool Enrollment: 48
Homeless: 19
Low Socioeconomic Status: Total 441: 416 Free, 25 Reduced
Students with Disabilities: Total 129 : 111 In District, 18 Out of District, 11 Speech Only
English Language Learners: 29

POLICIES/REGULATIONS

All policies can be located on the district website. http://ehcs.k12.nj.us

Home Instruction, Policy 6173
The Egg Harbor City Public School District Board of Education maintains the following policy and regulation related to Home Instruction due to Health Condition.

Illness, Policy 5141.2
The Egg Harbor City Public School District Board of Education maintains the following policy and regulation related to Control of Communicable Disease.

Emergencies and Disaster Preparedness, Policy 6114
The Egg Harbor City Public Board of Education maintains the following policies related to Staff Emergency Training.

School Lunch Program Biosecurity Plan, 3542.1

The Egg Harbor City Public School District Board of Education maintains the following policies/regulations related to storage areas.

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

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

Contact Information

County: Atlantic

Name of District, Charter School, APSSD or Renaissance School Project: Egg Harbor City

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Adrienne Shulby

Phone Number of Contact: 609-965-1034

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

Notes on Component 1

Equitable Access to Instruction Plan Component 1
A. p. 12-13
B. p. 17
C. p. 12-13
D. p. 12-13
E. p. 13-16

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?	X	✓
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	X	✓
*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?	X	✓
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	X	✓

Notes on Component 2

Addressing Special Education Needs Plan Component 2
A. p. 6, 8, 13, 14
B. p. 13-14
C. p. 8-9
D. p. 8-9

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

Notes on Component 3

Addressing ELL and Bilingual Needs Plan Component 3
A. p. 9, 14
B. p. 14
C. p. 14

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?	X	✓

Notes on Component 4

Safe Delivery of Meals Plan Component 4
A. p. 16

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? • 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.	X	✓

Notes on Component 5

Length of Virtual or Remote Instructions Day Plan Component 5
A. p. 12-15

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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?	X	✓
*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?	X	✓

Notes on Component 6

Attendance Plan Component 6
A. p. 12-13
B. p. 12-13

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?	X	✓

Notes on Component 7

Facilities Plan Component 7
A. p. 5, 7-12

Summary Programming Plan Component 8

Question	District Yes or No	County Yes or No
*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 • 21st Century programs • Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery • Assessments of learning loss and an initial plan for potentially addressing learning loss • STEM or other programs using reallocated grant funds • Title 1 extended learning programs • Any preliminary plans for Class of 2020 graduation ceremonies	X	✓

Notes on Component 8

Summer Programming Plan Component 8
A. p. 13, 15

Board Approval Component 9

*Is the plan board approved? ☑ Yes ☐ No   Enter Date (mm/dd/yyyy): 06/10/2020

Notes on Component 9

Pending Board Approval on 6/10/20

Posted on Website Component 10

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

Enter Date (mm/dd/yyyy): 06/11/2020

Notes on Component 10

Pending Board Approval on 6/10/2020

Posted on Website Component 11

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

Notes on Component 11

Posted of Website Component 11
P. p. 3-7

APSSD Applicable Only: Sharing Plans Component 12

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

Notes on Component 12

● District will share plan with all sending districts via district website and email.