



## **New Jersey Department of Education Checklist for School Health-Related Closure Plans (Updated 5.4.20)**

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools. As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

### **Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020**

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD **must update and post to its website its school health-related closure preparedness plan**. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.



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

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

### Contact Information

County:

Name of District, Charter School, APSSD or Renaissance School Project:

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

Phone Number of Contact:

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

### Notes on Component 1



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

**Notes on Component 2**

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

**Notes on Component 3**



### 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?		

### Notes on Component 4

### Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none"><li>• Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.</li></ul>		

### Notes on Component 5



**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?		
*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?		

**Notes on Component 6**

**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?		

**Notes on Component 7**





**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):

**Notes on Component 10**

**Posted on Website Component 11**

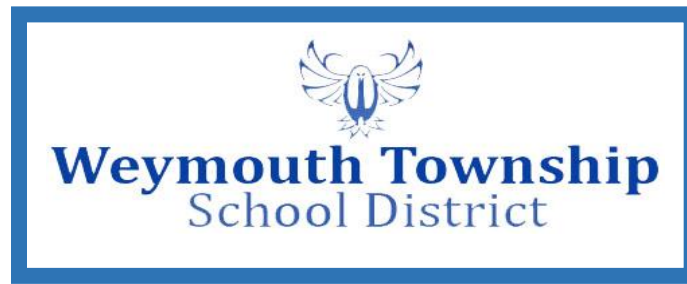
Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)		

**Notes on Component 11**

**APSSD Applicable Only: Sharing Plans Component 12**

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

**Notes on Component 12**



## Pandemic Influenza and School Closure Plan

### Contents

- I. Planning and Coordination
- II. Continuity of Student Learning and Core Operations
- III. Infection Control Policies and Procedures
- IV. Communication Planning
- V. Weymouth Township School Closure Plan

#### **I. Planning and Coordination**

1. The **NJDOH or the health officer of the jurisdiction** is the authority responsible for declaring a public health emergency at the local levels and for officially activating the district's pandemic influenza response plan. The **CSA, School Nurse and Business Administrator** are the legal authorities responsible for executing the community operational plan, including responsibility for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
2. Pandemic influenza preparedness is addressed as part of the district's crisis management plan, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.



3. The Incident Command System manages the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. There is compatibility between the district's established ICS and the local/state health departments and state education department's ICS.
4. The CSA is accountable and responsible for planning and executing specific components of the operational plan. The plan includes timelines, deliverables, and performance measures. The Essential Personnel designated in the Emergency Management Plan also serve as the ICS.
5. The district works with the local and/or state health department and state education agencies to coordinate with their pandemic plans. Pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
6. Linkages are provided between the district's Incident Command System and the local/state health departments and state education department's Incident Command System.
7. The district contributes to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g. schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff).
8. Incorporated into the pandemic influenza plan are the requirements of students with special needs (e.g. low income students who rely on the school food service for daily meals), those in special facilities (e.g. juvenile justice facilities) as well as those who do not speak English as their first language.
9. The district will actively participate in exercises of the community's pandemic plan.
10. The district will work with the local health department to address provision of psychosocial support services for the staff, students, and their families during and after a pandemic.
11. The school nurse will provide a surveillance system that alerts the local health department to a substantial increase in absenteeism among students.
12. District personnel will test the pandemic plan and revise it periodically.

13. The district will share what has been learned from developing the preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

## **II. Continuity of Student Learning and Core Operations:**

1. The ICS will develop scenarios describing the potential impact of a pandemic on student learning (e.g. student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
2. Alternative procedures to assure continuity of instruction in the event of district school closures. See Section V.

## **III. Infection Control Policies and Procedures:**

1. The district will work with the local health department, as well as following CDC guidance, to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
2. The district provides sufficient and accessible infection prevention supplies (e.g. soap, alcohol-based/waterless hand hygiene products, tissues, and receptacles for their disposal).
3. District policies and procedures are flexible enough to permit students and staff sick leave absences unique to a pandemic influenza (e.g. non-punitive, liberal leave).
4. Sick leave policies address staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
5. Policies include procedures for transporting ill students.
6. The CSA will assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (refer to [www.hhs.gov/pandemicflu/plan](http://www.hhs.gov/pandemicflu/plan)).

#### **IV. Communications Planning:**

1. The CSA is responsible for ensuring readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
2. The School Emergency Notification System and the school website will provide for communication with staff, students, and families, including lead spokespersons and links to other communication networks. This Emergency Notice system will ensure language, culture, and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee as appropriate. We will also ask for their participation both in document planning and the dissemination of public health messages within their communities.
3. Develop and test platforms for communicating pandemic status and actions to school district staff, students, and families.
4. The district will maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
5. The district provides a redundant communication system with multiple channels that allow for the expedited transmission and receipt of information.
6. The Parent/Student Handbook provides district staff, students, and families where to find up-to-date and reliable pandemic information from federal, state, and local public health sources.
7. Information about the LEA's pandemic influenza preparedness and response plan (e.g. continuity of instruction, community containment measures) will be disseminated annually via the Student/Parent Handbook and the school web-site.
8. The district disseminates information from public health sources covering routine infection control (e.g. hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g. signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g. guidance for the at-home care of ill students and family members).

9. In anticipation of the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation, the district will provide accurate information and emotional support, as appropriate.

## **V. School Health-Related Closure Plan**

The Superintendent in consultation with the Department of Health (State or Atlantic County) will provide written documentation to be submitted to the County Office regarding a school closing decision. The Superintendent will communicate with the BOE, administrators, staff and community leaders and parents through full faculty meetings, parent letters, email and the mass communication system. This plan will be revised and posted on the school website at [weymouthtownshipschool.org](http://weymouthtownshipschool.org).

### **1. Student Academic Progress**

- a) In the event that school is closed due to a public health related school issue, Weymouth Township School will participate in Off-Site Learning Days. The goal is for all students to continue learning at home during the days that school will be closed.
- b) Teachers will provide tasks that are age and grade level appropriate. The tasks follow the continuity of the learning goals based on the NJ Student Learning Standards.
- c) Students should be engaged in learning for approximately 45 minutes to 2 hours a day for grades PK through 2. Approximately 2 hours a day for grades 3 through 5. Students in grades 6 through 8 should work in each content area for approximately 35 minutes a day for a total of 2-4 hours a day.
- d) A survey will be conducted to determine student access to technology. Both the availability of devices and access to Wi-Fi or internet connection will be surveyed. Students that require a device will have the availability of signing out a school device. Students with no Wi-Fi or internet connection will be given hard copies of learning materials. Furthermore, research of available low cost plans and guidance for families with no internet connection will be conducted and made available.
- e) All learning plans will be available for download on the school website and will be sent home as hard copy packets as needed. Materials that support learning will be provided.
- f) Teachers will be available to respond to parent and student questions through their school email and Google Classrooms each day that school is closed. Teachers will maintain a log of their activities.

- g) To ensure that the virtual or remote learning of all students is maximized, supervision of all classes will be overseen by the Supervisor of Instruction. Plans will be checked weekly for differentiation, assignment consideration, grading, and objectivity.
- h) In the event of a prolonged closure, a review of the NJ Student Learning Standards will be conducted to identify core standards for each grade band that will be essential to cover before the student moves to the next school year.

## **2. Special Education and Related Services**

- a) If a child has an Individual Education Plan, (IEP) the child's case manager and providers will arrange for accommodations and modifications as needed. Continuation of related services will be completed when school reopens.
- b) Providers will document IEP implementation through the Student Information System, and communication with the case manager. The case manager will follow up with families to ensure services are being implemented.
- c) Off-Site activities of related services will be provided on an individual basis.
- d) Continuation of evaluations already in progress will resume when school reopens.
- e) All eligibility and reevaluation meetings will be rescheduled when school reopens.
- f) Medically fragile students' needs will be considered on case by case basis.
- g) All communication for out-of-district students and contracted providers will occur through the Child Study Team supervisor and the CSA.
- h) In the event that the closure is prolonged the district will provide for virtual IEP meetings to identify, evaluate or reevaluate students with disabilities.

## **3. ELL and Bilingual Needs**

- a) The district does not have any ELL enrolled students at this time. However, if an ELL student were to enroll during a school closure the district would provide translated materials to families.
- b) Ell students would have equitable access through differentiation, and use of online platforms designed for language learners.

## **4. Attendance of Staff and Students**

- a) All certificated staff will sign-in via Google Classroom everyday school is in session. Custodial staff will sign-in on site. Request for personal, sick or professional development will be managed through email and recorded in the SIS, OnCourse.

- b) Students in grades 3-8 will sign-in via Google Classroom. Any student without internet access or students in grades Pk-2 will have a check-in arranged through the homeroom teacher. A parent will call school if a child is sick or unable to participate in off-site learning. The secretary will record the absence in the SIS, OnCourse. In accordance with District Policy and Regulation (5200), students absent from school for any reason are responsible for completion of assignments missed because of their absence.
- c) The CSA will follow-up with any family after the teacher has made an attempt to connect with a student who is not signing or checking in and refer to the District Policy on attendance (5200). The Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.
- d) Individual plans will be made for students who have chosen or who have been unable to participate in off-site learning. The plans may include participation in a Summer Completion of Work Project to certify adequate progress has been made by the student.
- e) A plan for the provision of summer services is outlined in the Summer Completion of Work Project for students who have significant learning loss. The plan will address needs of all Title I students as well as others who for whatever reason were not able to access off-site learning.

## **5. Food Service**

- a) As a participant in the National School Lunch Program through coordination with our food service provider we will arrange to provide food for our students. Dependent upon Department of Agriculture approval and waivers, our food service provider will provide boxed meals through a “Grab and Go” method. Either daily or weekly meals will be distributed as is necessary for our school community. Parents will drive up and the meals will be accounted for by a food service employee. Food will be distributed at that time. The Superintendent or his/her designee will coordinate a transportation route to deliver breakfast and lunches to any identified family unable to participate in the “Grab and Go” process. The food service provider in consultation with the school administration will determine the days and times of food pick up. District personnel will be available to assist.
- b) Meals will be claimed for reimbursement: two meals per day per child. All food safety requirements will be met.

## **6. Facility**

- a) In the event the school is closed, administrative, custodial/maintenance, select instructional and cafeteria personnel may be on-site to assist in providing services to the community and school.

- b) Custodial staff will utilize cleaning and disinfecting protocols and cleaning solutions recommended by the Centers for Disease Control.
- c) Daily and weekly tasks will be assigned and monitored by the Business Administrator. A revised work schedule will be created by the CSA in consultation with the Business Administrator.
- d) The School Safety Specialist will keep abreast all communication from the DOE and CDC to make recommendations to the CSA and Business Administrator.
- e) The CSA has deemed certain staff members as “Essential” to work physically within the district in order to maintain continuity of operations. Specific categories are listed below.

**7. Essential Personnel Plan**

Superintendent	1	Maintain district operations	Remotely and on-site depending on need.
Business Administrator	1	Maintain day-to day operations and assist superintendent	Remotely and on-site depending on need.
Central Office/Clerical	2.5	Needs of the Superintendent, Business Administrator	One On-site as needed  Others will work remotely with remote applications.
Facilities	2.5	Clean and maintain the building and assist with Food Service Distribution, on-site.	On-site
IT	1.2	Maintaining systems on-site and with remote applications as needed.	On-site as needed and remotely
Supervisor of Instruction	1	Assist the superintendent, oversee off-site learning, assist teachers, and plan and provide resources for professional development	Remotely and on-site depending on need.
Teachers	18	Instruction, Lesson Plans, Google Classroom, email and phone calls with students and parents	Remote

CST	1	Assist Special Education teachers with accommodation and services for special education population.	Remote
School Nurse/School Counselor	1	Maintain contact with county health department. Provide virtual activities and lessons to support standards and SEL (Social Emotional Learning).	Remote
Paraprofessionals	7	Professional Development. Assist as advisors/mentors to students as assigned/needed.	Remote
Food Service	2	Prepare and maintain accounting for food distribution	On-site

## 8. District Demographics

Total Count: PreK-8 172 students

State funded PreK: 25

Homeless Students: 0

Free & Reduced Students: 75

Special Ed Students: 24

ELL Students: 0

The information provided in this plan is to be used as guidance and may change based on the circumstances of a specific event. References in this updated plan may be specific to the COVID-19 outbreak.

9. Class of 2020 Closing Ceremony will be dependent on any new directive received from the county office based on the Governor's orders.

Plan A

### Outdoor Social Distanced Ceremony

- Caps and gowns to be distributed in a controlled manner previous to day of ceremony



- Day of ceremony, families in cars parked 8-10 feet apart in open field. One car per student.
- Outdoor table prepared with graduation bags labeled for each student located 10 feet from any car.
- One student at a time permitted to exit car and walk to the table to retrieve their bag, they will pause for a photo, and then back in the car.
- Only essential staff would be present.
- All would be contactless.
- Video would be distributed that included award announcements, student, principal and teacher of the year speeches.
- State police school officer will be asked to be on the property.
- Anyone violating social distance requirements will be required to leave immediately.

## Plan B

### Drive-Through Social Distanced Ceremony

- Caps and gowns to be distributed in a controlled manner previous to day of students coming to school to pick up graduation bag.
- Students would drive through the area located on property designated as child drop-off.
- One car at a time.
- Student would exit car and retrieve graduation bag.
- Car would drive around to the front of the building for a picture.
- Students would be given assigned times.
- All would be contactless.
- Video would be distributed that included award announcements, student, principal and teacher of the year speeches.
- State police school officer will be asked to be on the property.

Subject to revision.  
Revision 05/14/2020