



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 Executive Order No. 107, signed on March 21, 2020, superseded EO 104 and continued the necessary closure of all schools.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

# Margate City School District

8103 Winchester Avenue, Margate City, NJ 08402

Phone: (609) 822-1447

FAX: (609) 822-3399

Dr. Thomas Baruffi

Superintendent

County	Atlantic
District	Margate City
Chief School Administrator	Dr. Thomas A. Baruffi
Contact	609-822-1447 or tbaruffi@margateschools.org

## Health-Related School Closure Plan Update (May 2020)

In order to maintain effective educational programming for the Margate Schools community during the COVID-19 public health-related school closure COVID-19, the Margate City School District will continue to implement the following.

### Activities

- All weekend events using school facilities have been suspended.
- Cancellation of all after school activities.
- Cancellation of all school field trips scheduled during the closure.
- End-of-Year Activities (promotional exercises, recognition assemblies) will continue in a modified virtual environment

### Communication with the Community

- Informative letters sent home, manually and electronically
- Parent conferences scheduled prior to closure, March 11, 12, 13
- Dedicated pages on district website for communications and resources
- Blackboard Connect robocall as needed
- Class Dojo already in use at Ross School, implemented in May for Tighe School
- Principal announcements via Class DoJo and Google Classroom

## I. Equitable Access

### A. Equitable Access to Instruction for All Students

1. Administration and staff surveyed students and their families to assess the need for computer devices and internet access. Parents were able to arrange a pickup of any needed devices within the first three days of closure. They signed out chromebooks and a Chromebook Loan Agreement in accordance with the District Acceptable Use Policy. Throughout the closure, principals can continue to be contacted to arrange loan of devices should the need present.
2. The district investigated options to afford low-income families with internet access at a reduced cost. Links to providers were shared in a letter to Margate families as well as a posting on the district website. The district may be able to provide hot-spot devices and data plans through T-Mobile for a limited time period. Parents in need of assistance should contact the Business Administrator.



3. During the weeks leading up to the closing of school, administration, the Child Study Team, and staff collaborated to ensure appropriate learning activities would be shared with students of all abilities and ages. Teachers of students with disabilities, along with basic skills and ELL instructors, planned special assignments and activities geared toward the instructional needs and goals of their specific students.

**B. Demographic Profile**

State funded preschool: Not applicable	LSE: 30 students
Homeless: 3 students	ELL: 8 students
Students with Disabilities: 69 students	

**C. Addressing Student Needs**

The elementary school and the middle school staff designed the delivery of assignments, as well as the method for instruction and learning, based upon the age groups within their respective classes. Students in grades K-2 complete more paper-based activities and pre-recorded video delivered instruction, with the addition of live interactions using videoconferencing tools. Students in grades 2-8 utilize Google Classrooms for blogging, live videoconferencing for lessons and small group support, completion of assignments, evaluation, and instructional delivery.

**D. Student Access to Technology**

All students in grades 3 through 8 use Google Apps for Education on a regular basis as part of their learning and productivity in the Margate Schools. During remote schooling, these students will continue to use their Google accounts for much of the learning, interaction with peers and teachers, and submission of work. Each school will post directions on their website for parent and student access and guidance. District staff were given the option to borrow laptops or chromebooks for use at home.

**E. Addressing Digital Divides**

Students were surveyed to identify who might need technology assistance for home use. Parents are able to borrow district chromebooks for their children to use at home, along with multiple resources available through Internet providers for reduced cost wifi.

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

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**A. Remote Virtual Instruction for Implementation of IEPs**

Special Education teachers will be available to consult with students and the parents of students with special needs during the school closure at designated times via telephone calls and/or email. Special education teachers will support students by making appropriate modifications for student assignments.

**B. Documenting IEP Implementation**

District Counselors, Speech and Language Specialists, and other contracted service providers will maintain and document weekly sessions, as per IEP, via conference calls, Google Classroom, or Google Hangouts or Google Meet. They will use this time to track student progress relative to necessary accommodations and modifications.

**C. Case Managers**

Case managers are maintaining “office hours” to meet the needs of children with IEPs and related services such as counseling, speech, physical therapy, and occupational therapy.

**D. Virtual Meetings - IEPs, Evaluations, etc.**

Individual student testing for Child Study Team referrals or reevaluations will take place via online conference meeting platforms. The CST will continue with initial evaluations and reevaluations as much as possible through video and teleconferencing. Annual IEP meetings will continue to be held through video and teleconferencing. Notifications of meetings will be sent out to parents by the CST secretary. The notices will include information about how parents can access the video or teleconference meeting.

#### **E. Additional Support for Students and Families**

1. Educational Assistants are each assigned specific students by grade level who have IEPs, or are otherwise referred to as being at-risk. Their role is to periodically check in with the students/families to provide support and encouragement academically and/or emotionally. They will be added to Class Dojo and Google Classrooms where they can monitor student activity and intercede with an email, text, or phone call as needed. As remote instruction continues, the Educational Assistants may be asked to touch base with other students as referred by teachers if another tier of support is needed.
2. Special Education teachers will be available to consult with the students and parents of students with special needs during the school closure at designated times via telephone calls and/or e-mail. Special Education teachers will support students by making appropriate modifications for student assignments.
3. Currently there are no K-8 students in out of district placements. Transportation will be provided for district students grades 9-12 who are serviced outside of our sending district high school.
4. The Child Study Team prepared documents with suggestions and activities for families to help them cope with the emotional stresses of this crisis.

### **III. Addressing the Needs of ELL Learners**

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- A.** English Learning Services continue for students participating in the district ELS program to improve student reading, writing, speaking, and listening in English.
- B.** A district certified ELS specialist maintains weekly contact with students and families through email, phone calls, or Class Dojo for the purpose of instructional differentiation and assistance with class assignments and digital access for remote learning.
- C.** The ELS specialist also participates in Google Meets with students individually and/or as a support teacher in virtual lessons with the child's classroom teacher to help students with specific challenges.

### **IV. Food Services**

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SFA Name: Margate City School District

Agreement #:00103020

Meal Distribution will begin: 3/17/2020

Meal Distribution will end: TBD

District Distribution site: William H. Ross School 101 N. Haverford Ave.

Meals to be claimed for reimbursement per day: One Meal

Meal Content: grab and go bag lunches that meet the requirements of a complete reimbursable meal that meets the requirements of the menu planning method used, including milk as available.

Meal Counting/Claiming Procedures: Separate meal counts and records will be recorded for lunches served under a COVID-19 waiver.

Margate City School District will provide "grab and go bag lunches" that meet the requirements of a complete reimbursable meal for all students, including siblings up to the age of 18. Families will continue to receive lunches for their children during remote schooling sessions. Our Director of Food Services will obtain weekly orders and prepare lunches that will be available for either pickup at the William H. Ross Elementary School between the hours of 10:00 am-11:00 am or home drop-off. Parents can call the school between 8:30am - 12:30pm on Friday at 609-822-1447 x 318 to order lunch. Arrangements can be made for porch drop off delivery as needed. If for some reason a family is unable to pick up their lunches on Monday, they may contact the food service director at (609) 822-1447 x 318 and additional arrangements will be made.

**Meals to be claimed for reimbursement per day:** one meal per child per day may be eligible but the state of the waiver submitted to the USDA requesting to allow SFAs with less than 50% free and reduced-price eligible students to continue to provide meals through the National School Lunch Program is still under review. Separate meal counts and records will be recorded for lunches served under a COVID-19 waiver. Lunches will be maintained at proper temperature until pick up or drop off. The meals being picked up will be from the outside door to the lunchroom keeping people out of the school. Margate lunch and facilities staff will meet all safety standards in keeping the kitchen and cafeteria sanitized.

## V. Virtual/Remote Instructional Day Plan

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### A. Continuation of Instruction

The Margate City School District called an emergency staff meeting and scheduled in-service time for all teachers to prepare a platform for home instruction. Teachers were able to communicate the plan to students on Monday, 3/16/2020 and implement a trial run of the methods used to deliver instruction in the event of a closure. The plans have been successfully implemented and continue to evolve as new methods and strategies are introduced throughout the remote learning process.

### B. Instructional Goals

To maintain academic progress aligned with the New Jersey Student Learning Standards and maximize student growth, teachers are developing lesson plans with targeted learning objectives of what students should know and be able to do. Carefully selected activities and resources to guide students through the learning process are being delivered to students remotely. Minimum instructional guidelines for student engagement at each grade level and subject area are as follows:

1. Preschool Students (ages 3-4)
  - a. Specially developed learning kits designed by the teacher and suited to the individual needs of each child.
2. Elementary School Students (grades K-4)
  - a. 30 minutes per day of ELA and Math
  - b. 60-90 minutes per week of Science and/or Social Studies
  - c. 30 minutes per week of Specials subjects including Visual and Performing Arts, Spanish, and Health\
  - d. 60 minutes per week of Physical Education
3. Middle School Students (grades 5-8)
  - a. 30 minutes per day of ELA, Math, Science, and Social Studies
  - b. 60-90 minutes per week of Specials subjects including Spanish, Visual and Performing Arts, Physical Education, and Health

### C. Delivery of Instruction

1. Print
  - a. Work packets prepared by teachers, current textbooks, and workbooks
  - b. Distribution of Print Materials: Print materials were sent home with students prior to a closure. Additional materials prepared by teachers throughout the closure are made available in the building lobby for parent pickup or are dropped off at the student homes by the teachers/principals. Families will be informed of the availability of materials via email, Google Classroom or Class DoJo.
2. Online
  - a. Grades Pre-K to 2: district website links for documents accessible to parents and students, regularly updated by teachers with instructional assignments and pacing.
  - b. Grades 2-8: Google Classroom with students enrolled prior to the closure. This platform is used to disseminate information, video lessons, assignments, and facilitate class discussions.
  - c. Video Recordings: teachers may create video recordings or screencasts of lessons to be posted on Google Classroom or Class DoJo

- d. Google Meet or Zoom-Face-to-face live meetings with students.
- e. Class DoJo - communication platform to disseminate information, video lessons, and assignments.

**D. Curricular Resources:** web-based solutions

1. Digital versions of most textbooks with online assignments and assessments
2. IXL learning - ELA, Math, Science and Social Studies
3. Study Island -ELA, Math, Science, Social Studies
4. Learning A-Z - reading and writing activities to support literacy
5. Discovery Ed/United Streaming -cross-curricular videos and assignments
6. Scholastic Scope/Scholastic News magazines and online activities
7. Studies Weekly for Social Studies grades K, 1, 4 - print and digital
8. Moby Max intervention support web-based software
9. Continued use of all online Margate City Public Library services in conjunction with the Tighe and Ross Media Centers.

**E. Evaluation and Assessment**

Multiple opportunities for students to demonstrate mastery of targeted skills and understandings include, but not limited to:

1. Student contributions to online discussions
2. Successful completion of assignments
3. Online tests/quizzes
4. Alternative forms of assessment (i.e. projects, student choice)
5. Teacher created formative and summative assessment of targeted skills

**F. Grading**

Traditional grading and checking of work completion will continue to be maintained in teacher gradebooks through the remote schooling sessions, although the final measure of evaluation for Marking Period 3 will be given using a scale of 3, 2, or 1. In general, the measures for remote schooling will reflect student performance as such:

<b>3</b>	<b>2</b>	<b>1</b>
Work evidence and participation exhibited weekly/regularly	Work evidence and participation exhibited on occasion	Work evidence and participation exhibited rarely

Marking Period 3 grades earned during the school closure will have a reduced weight in the calculation of final grades.

## **VI. Attendance and Student Participation**

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**A. Attendance**

Students are marked present unless there is no correspondence from the student on any given day. With the understanding that each child is affected differently by the closure and each has various levels of resources and support at home, the district is asking, at a minimum, for an attempt to “hand in” assignments, participate in a lesson, or correspond with the teacher if their our extenuating circumstances that prevent the student from handing in an assignment or participating. If no assignment is handed in, the student does not participate in the lesson, and there is no or attempt to contact the teacher, the student will be considered absent for that day as per district policy. The impact on promotion, retention, graduation, and discipline will be determined on a case by case basis.

**B. Communication Protocol for Following Up With Students**

1. General Education
  - a. Teacher (email/phone calls to parents)
  - b. Email Child Study Team to ask for an educational assistant to be assigned to support student

- c. Educational assistant will keep in contact with teachers and principal about the success of communication.
  - d. Principal will begin reaching out to make contact.
2. Special Education
  - a. Educational assistant assigned to specific grades/students for support/encouragement through a weekly phone call home.
  - b. Teacher email/phone parent when work is missing/Educational assistant could be asked to follow up on missing work.
  - c. Case Managers will be asked to reach out if student continues to not do work
  - d. Principal asked to make contact.

## VII. Facilities

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### A. Current enhanced school cleanliness and disinfection protocols

1. Use of ProKure-V Disinfectant
2. Disinfection procedures which include daily spraying and wiping of all touch surfaces (handrails, doorknobs, faucets, desks, chairs, etc)
3. Restrooms are disinfected daily
4. Restroom walls, floors, doors, and stalls are sprayed weekly
5. Classroom keyboards, phones, Smartboards are fogged/sprayed every other day
6. Buses are disinfected everyday

### B. Maintenance during the closure - continuation of projects to help provide for a better re-entry for both students and staff.

1. Repainting all common area hallways, Gyms, Cafeterias and entry way walls with a high gloss paint to facilitate a better sanitizing and disinfecting surface.
2. Sanitizing/ disinfecting all HVAC equipment and installing high efficiency filters.
3. Rebuilding all non-touch toilet flush valves and non-touch auto sink faucets.
4. Performing daily security checks and room by room inspection.
5. Daily inspections for insect and rodent activity.
6. Cleaning weekly during this time “dusting, vacuuming, and disinfecting” classrooms and restrooms.
7. Checking and filling floor drains traps, sink traps.
8. Maintaining safe working distance from their co-workers and wearing PPE.
9. Planning, researching and ordering different types of equipment we will need to manage a new re-entry protocol.

### C. Use of building facilities during the extended school closure

1. The following personnel will continue to work on-site as necessary:
  - Administration
  - Building secretaries
  - District maintenance personnel

## VIII. Summer Programming

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- A. Programs are being planned for the summer to take place through the means of remote instruction if necessary. Teachers will work with small groups of students providing work to support 21st century learning remotely through Google Classroom, printed materials, recorded instructional videos, live video conferencing, and teleconferencing.
  1. Extended School Year for students with disabilities
  2. Title I extended learning programs for students in the Basic Skills Instructional Program
  3. English Language Learner support for language acquisition

- B. During June, classroom teachers will evaluate the individual needs of students recommended for the summer programs and share this feedback with summer staff. Identified needs will be addressed with differentiated instruction through the summer programs to better prepare students for the next grade level in the fall.
  - 1. Teacher created summative assessment of targeted skills
  - 2. LinkIt Benchmark Form C to be administered remotely with security protocols for students in select grades
- C. Eighth grade promotional exercise options are being considered, working within the guidelines permitted to ensure participant safety. Some ideas to celebrate the promotion of our eighth graders as they leave to attend high school include:
  - 1. A prerecorded graduation ceremony that includes:
    - a. Normal speeches (Principal, superintendent, student speakers)
    - b. Students to submit a short video (less than 30 seconds) talking about their experience in Margate
    - c. Videos of people giving out various awards to the 8th graders
    - d. Video slide show of the students through the years K-8
  - 2. A drive-in graduation model to permit individual families to attend a ceremony in our school parking lot if they adhere to proper safety practices.
  - 3. Lawn signs for each student in eighth grade that can be displayed on their home lawns to share their accomplishment.

**IX. Board Approval - 5/18/20**

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**X. Posted on Website - 5/19/20**

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**XI. Essential Employees**

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**A. Teaching Staff**

Teaching staff and support staff members began operating entirely remotely beginning Tuesday, March 17, 2020 and will continue to June 17, 2020, the last day for students.

During remote schooling, all staff will be available through email and phone messages. Teachers will continue to plan, create activities, evaluate student work submissions, and add to student assignments throughout the remote schooling time period.

**B. Essential Staff**

The following employees are considered “essential staff” during a school closure who may need access to the building at any time:

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	Oversight/Office Staff	All regular admin. duties	6
Maintenance	Building Maintenance	On call as needed/Boiler Lic.	1
Custodial	Cleaning	On call as needed/Boiler Lic.	3
Technology	IT/Network Admin.	Respond to Tech Needs	1
Food Service Personnel	Food Preparation	Prepare lunches	1
Food Service Personnel	Food Delivery	Deliver Lunches	1
Teachers	<b>Hours per day</b>	<b>Remote</b>	<b>Onsite</b>
	5-7	X	