



LTPS Public Health-Related School Closure Plan

General Communication:

LTPS has created a COVID-19 web page that contains information for staff and the public on the following areas:

- General Information About Flu and COVID-19
- COVID-19 FAQs
- District Communications
- Continuity of Operations
- Cleaning & Disinfecting
- Preventative Measures
- K-6 Home Instruction Resources
- 7-12 Home Instruction Resources

The district will use this site to provide general information for parents and staff. In addition to the COVID-19 website, we will provide regular updates to families, staff and students via e-mail and our automatic phone dialer system.

Below are the specific plans for the critical areas:

Delivery of Remote Instruction

All students will be guided in at minimum of 10 hours of instruction per week.

Students in grades K-5 will be provided with a matrix that will provide minimum instruction in the following time frame:

- Two hours of Reading Instruction / Week
 - This may take place in small learning group, whole class instruction or activity based instruction for individual levels
 - The district will take a humanities based approach to teaching Language Arts Literacy in an effort to integrate some Social Studies concepts into the regular instruction.
- Two hours of Math Instruction / Week
 - This may take place in small learning group, whole class instruction or activity based instruction for individual levels
 - The district will take a STEAM approach to teaching Mathematics in an effort to integrate some Science and Technology skills to convey the instructed Math concepts.

- Students will select from activities on the Specialist Website that meet the below time parameters.
 - 15 minutes of Physical Activity
 - 15 minutes of Social and Emotional Learning
 - 15 minutes of Music and/or Art
 - 15 minutes of Independent Reading

Students in grades 6-12 will be instructed via Google Classroom and each teacher will provide instruction / activity of two hours / week totaling 10 - 14 hours of instruction / week for each student. The time difference is dependent on the grade level.

Technology Access for students in grades K - 12

The district has a 1-1 plan computer program in place for students in grades 6 - 12. The schools surveyed each student in grades K - 5 to determine who did and did not have access to a computer and students in K - 12 to determine who did not have access to the internet at their home.

After identifying the students in need, the district set up a plan to distribute a computer and / or hot spot. In order to provide the students with internet accessibility, the district has contracted to provide those students with hot spots with CIPA compliant filter. When distributing a device, they provided Chromebooks to students in need to make sure all students can access the instruction remotely.

Attendance:

As identified in the guidance from the NJDOE, all students are marked as present unless otherwise noted from the school. While some teachers are providing live instruction, they are also recording the instruction to make the instruction available to all students regardless of situation.

Students that do not submit work to a teacher within the provided timeline, receive a call from the teacher and if no contact is made, they also receive an additional call from the school. This ensures we maintain regular communication with the students before they become disengaged in the learning process.

Students with Disabilities

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

General Ed Classrooms with Special Ed Support (ICS Classes):

Students follow the general education daily classroom instruction that is posted in Google Classroom. Live sessions are provided through Google Meet. Special Education teachers participate in the live Google Meet sessions with General Education Teachers and provide modifications & accommodations for students with IEPs. Individual or small group sessions are provided for students as needed.

Self- Contained Classrooms:

Students receive a daily activity schedule from the Special Education teacher with a combination of live instruction through Google Meet or pre-recorded sessions through Seesaw or Youtube to provide Language Arts; Reading and Math instruction. Students are also given recommendations for Healthy & Wellness; Art and Social Emotional Learning activities that they can complete at home.

Multisensory Reading Instruction:

Students receiving Wilson Reading instruction were provided copies of their workbooks and readers at home. Live instruction is provided through Google Meet for small group or individual instruction depending on the student's needs.

Platforms Used:

Happy Numbers; IXL, RAZkids; Seesaw; Learning Ally, Proloquo, ABC Mouse

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

Special Education and General Education Teachers are keeping a record of student participation during live instruction and assignments that are collected through Google Classroom. Each student's Case Manager consults regularly with the Special Education and General Education Teachers as well as Related Services Providers (OT, PT, Speech) to review individual student progress that is recorded in their quarterly progress reports that are shared with parents. For students who require the support from an Individual Instructional Assistant in their IEP, this support is provided when appropriate in the remote learning environment.

3. Describe how case managers follow up with families to ensure services are implemented in accordance with the IEPs to the greatest extent possible.

Case managers are in communication with families through phone, Google Meet or email on a continuous basis. When a parent raises a concern about their child's program or services, the case manager will schedule an IEP meeting to include the parent, child's teacher(s) and related services providers when appropriate.

4. Describe how the district conducts virtual IEP meetings, evaluation and other meetings to identify, evaluate, and/or reevaluate students with disabilities.

Annual Review IEP Meetings:

Case managers are contacting parents and setting up virtual IEP meetings through Google Meet or a Phone Conference depending on the parent's preference. Teachers are documenting student progress during remote instruction; related service providers, school psychologists and social workers are maintaining contact logs to document services provided and contact with parents during school closure.

Initial Evaluations:

Case managers are using all student record information that is available to complete all aspects of an initial evaluation that can be completed other than the individual student standardized testing. These include: functional assessment of academic performance, social history, teacher interview and review of interventions documented by teachers or the I&RS Committee. All necessary evaluations will be completed when school reopens or evaluators can test students individually in person.

Preschool Evaluations:

The Preschool Child Study Team is still receiving referrals through the Early Intervention System and when possible, making determinations of eligibility for students turning 3, if there is enough current data provided through recent assessments from Early Intervention and/or the parent's outside medical provider. If there is a concern about potential eligibility for an incoming 3-year-old, the IEP team is completing all the components of the evaluation possible and will complete the additional evaluations when school reopens or evaluators can test students individually in person.

Preschool Students Turning Age 5:

Preschool case managers are reviewing previous evaluations and student data and consulting with the IEP team (including parent) to make a reevaluation determination if the parent consents to waive testing. When possible, case managers are holding reevaluation eligibility meetings and offering IEPs, when appropriate.

Reevaluations:

Case managers are reviewing previous evaluations and student data and consulting with the IEP team (including parent) to make a reevaluation determination if the parent consents to waive their right to a triennial evaluation. When possible, case managers are holding reevaluation eligibility meetings and offering IEPs, when appropriate.

If IEP team (including parent) agree that the student does need to have standardized assessments, or an evaluation by a medical doctor to proceed with redetermination of eligibility, the IEP team will complete all aspects of the reevaluation that can be completed and will complete the individual testing of the student when school reopens or evaluators can test students in person.

Extended School Year (ESY)- Remote Learning Plan

The ESY Program will run from July 6th- August 6th; Monday-Friday. Related Services for OT, PT and Speech will be provided for 30 minutes per week for eligible students in addition to their scheduled daily instruction.

Resource Center Classes (OCR):

Live Instruction	Monday - ELA	Tuesday - Math	Wednesday - ELA	Thursday - Math
9:00-9:30	Group 1	Group 1	Group 2	Group 2
9:40-10:10	Group 3	Group 3	Group 4	Group 4
Office Hours 1/2 hour per day	15 min Group 1 & 15 min Group 3	15 min Group 1 & 15 min Group 3	15 min Group 2 & 15 min Group 4	15 min Group 2 & 15 min Group 4

Indirect Instruction: 20 min recorded ELA lesson; 20 min recorded Math lesson

Transition Students/ Community Based Instruction (Grades 9-12):

9th and 10th grade Transition group

- 3 hours total- 2 hours of live instruction, 1 hour independent work
- Focusing on life skills and transition skills
- ARC will be providing live remote instruction- 2 hours/week

11th and 12th grade Transition group

- 3 hours total- 2 hours of live instruction, 1 hour independent work
- Focusing on life skills and transition skills
- ARC will also be providing live remote instruction- 2 hours/week

English Language Learners

- Describe the provision of ESL education to meet the needs of ELL
 - All ESL students have a district-issued laptop and access to the internet; all ESL teachers have created Google Classrooms for English classes.
 - Continuation of English as a Second Language classes through virtual meetings with students and online materials.
 - ESL teachers are assisting students and parents with virtual learning: navigating the district’s website, becoming familiar with Google Classroom, and finding resources in the home language that demonstrate how to use programs and access resources for the entire family.
- Describe how the district communicates with ELL families, including the translation of materials and directions.
 - Building administrators and all ESL teachers are using Talking Points to communicate with parents in their native language.
 - Translators are making phone calls and communicating with parents, teachers, and administrators via Google Meet when needed.

- Each parent has been invited to Google Classroom pages.
- District announcements posted on the webpage are able to be translated with an embedded link to Google Translate.
- Describe how the district uses alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges.
 - ESL teachers are meeting regularly with students via Google Meet to maintain contact with students and to assess listening/speaking.
 - ESL teachers are providing assignments that can be completed online via a platform such as Flipgrid, English Central, Reading A-Z, or ESL Library, and providing lessons that can be completed physically (such as a project). Physical projects are photographed or video recorded and sent to teachers via Talking Points or email.
 - When applicable, port-of-entry students are completing assignments in their native language.
 - ESL teachers are collaborating with their general education counterparts in differentiating instruction for English language learners.

Safe Delivery of Meals

The district will provide food to students that qualify for free and reduced lunch. Lunch will be delivered to homes on weekdays when school is not in session.

Delivery will be conducted by bus drivers and bus aides using pre-defined delivery routes.

Lunches will be delivered once per week; 5 lunches at a time.

Two secretaries will work to maintain the list of students/parents seeking to participate.

The Business Office will issue “All Calls” home to all eligible students for the purpose of increasing participation and awareness of the program.

Facilities

- Provide an outline of how the building will be maintained throughout the extended period of closure

If schools are 100% closed to staff, including custodial and maintenance staff, then the district will set up “Watches” whereby a maintenance person or facilities supervisor does a building walk-through each day.

HVAC will be adjusted to address the “unoccupied” needs of the building, i.e. freezing temperatures and air exchange.

Daily building walk-throughs shall be designed to secure the building, identify hazards, monitor intrusions, and assess readiness to re-open.

Summer Programming

ESY

Listed above

21st Century Programs

The district is continuing to investigate resources that can support remote instruction in addition to maintaining the programs that are in place for the start of the 2020-2021 school year. As necessary, we will continue to provide training for teachers and provide instructions for the students and parents to ensure they have the necessary information to be successful in and out of the school environment.

Assessment of credit loss or shortages for high school seniors

The Attendance Review Committee will determine which students have exceeded the allowable number of absences for any course and notify students and their parents. The Review Committee will evaluate in what manner students may be permitted to restore their academic position, considering the nature and causes of all absences and the student's overall school performance. This may include credit completion via the successful completion of online video conference credit completion class sessions as determined by the Attendance Review Committee. A hardship waiver of attendance requirements may be granted, upon recommendation of a review committee in light of its evaluation of these factors, by the school Principal (as per Board Regulation 5200R).

Assessment of learning loss and initial plan for addressing loss

The district is currently contemplating the normed based assessment that will be used in September to assess student knowledge of critical skills. Evaluates are currently taking place to determine which assessments can be provided in person and remotely depending on the recommendations provided from the NJDOE in September.

STEM or other programs using reallocated grant funds

- The district is in discussion about offering an activity based Summer STEAM program that will be district funded and available to all students. Activities will be posted weekly and will be designed to use household products to complete the projects.

Title I extended learning programs

- The district will offer 1-1 virtual tutoring during the summer of 2020 to the “at risk” in the Title I buildings. It is expected that the tutoring sessions will last for 30 minutes and be provided two to three times / week depending on the number of students that participate. The purpose of the program will be to remediate skills that the students will need going into the 2020-2021 school year.