



Updated: Public Health Related School Closure Plan

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Background

COVID-19 is a highly contagious respiratory illness caused by a virus. Most cases of COVID-19 are mild to moderate, like the common cold. But it can be more severe in older adults and people with chronic health conditions.

The virus is most likely to be spread from person to person by droplets when coughing and from contact with surfaces where those droplets have landed. Since this virus is new, health authorities continue to carefully watch how this virus spreads (Taken from the New Jersey Health Department website).

On March 2, 2020, the New Jersey Department of Health (NJDOH) published guidance for childcare facilities and K-12 schools regarding the impact that the current outbreak of 2019 Novel Coronavirus (COVID-19) might have on their communities. That guidance is available on the NJDOH's COVID-19 Information for Schools and Businesses webpage and was disseminated by the New Jersey Department of Education (NJDOE) via special Broadcast on March 3, 2020. The NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community.

On March 5, 2020, the New Jersey Department of Education (NJDOE) approved the use of home instruction measures in order to provide schooling in the event the NJDOH closes school in response to COVID-19. The Irvington Public Schools was directed to create a Public-Health Related School Closure Plan that will allow the district to count home instruction toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

Guidelines

The provision of home instruction services during a public health-related closure is guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance from the NJDOE will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

This flexibility to count a day in which public school facilities are closed toward the Irvington Board of Education's statutory 180-day requirement applies strictly to public health-related school closures and not to any other type of closure or other days on which public school facilities are not made available.

All boards of education are required to develop a School Health-Related Closure Plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students.

The preparedness plans must be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects.

Attendance and Grading Policy

Irvington Public Schools' Guidelines on Attendance During the Pandemic:

The District is committed to keep record of daily attendance by doing the following:

- Teachers will continue to take daily attendance in Google classroom
- Teachers will compile a daily list of names of students who are absent, and submit it to the building principal for review
- The Principal or designated building administrator will contact the families of these students to ensure they are present daily (The principal may want to get someone that speaks the native language to contact the non-English speaking families)
- The Principal or designated building administrator will monitor these students' attendance to make sure that they are present every day.

- Building administrators or their designee will make a referral to rite officers for follow-up via Mr. Roger Monel.

Note that Homeroom teachers (middle school 1st-period teachers) are not to mark students absent for daily attendance in **PowerSchool**. Students will be marked present unless the district is notified by a parent or guardian otherwise.

Irvington Public Schools' Guidelines on Grading System During the Pandemic:

These guidelines on grading are based upon the principle of no educational harm to any child. This pandemic and the statewide suspension of in-person instruction – the first in modern history – has impacted our entire society. Therefore, the following shall apply:

- For elementary schools (K-5), the use of “narrative” will replace our traditional grading system.
- For Secondary schools (6 - 12), we will continue to use the letter grading structure (A-F), however, the rating of "incomplete" be used in lieu of an “F” grade. Students who receive an "incomplete" rating, will have the opportunity to improve the grade through the summer online learning depending on the district's availability of funds. However, such students shall receive not more than "B" grade after completing the remote learning.

Teachers are strongly advised to document all efforts to communicate with students in an effort to help them complete work that is assigned.

Examples of narratives/comments for Elementary schools

- The student has consistently and independently demonstrated the ability to analyze and synthesize content specific knowledge and skills in a new task across content areas, or in authentic experiences (This will be for students with an A/90-100% average)

- The student has consistently and independently demonstrated the ability to apply and transfer content specific knowledge and skills in a new task across content areas, or in authentic experiences (This will be for students with a B/80-89% average)
- The student demonstrates the ability to compare and apply content specific knowledge and skills in a familiar task (This will be for students with a C/70-79% average)
- The student is not currently demonstrating the application and transfer of content specific knowledge and skills (This will be for students with a D/60-69% average)
- The student has not yet provided sufficient work to assess competence (This will be for students with a F/0-59% average)

*Please be aware these are just examples for the progress reports and the final rubric for 4th marking cycle is being finalized.

Administrator Expectations

Central Office Administrators

- Maintain constant contact with building and content administrators to provide information and respond to questions.
- Update the district's website with real-time information.
- Coordinate home instruction.
- Develop a plan for enhanced cleaning protocols.
- Develop a plan to distribute breakfast and lunch to students.
- Ensure essential functions such as payroll, payment for goods and services, and safety of buildings.
- Remain in constant contact with the local health director.
- Remain in constant contact with the Irvington Police Department.
- Develop a plan to collect student work upon the opening of schools.
- Participate in emergency on-line meetings when necessary.
- Ensure that chrome books are distributed to students at their schools
- Assist in making Wi-Fi service is available to parents who cannot afford it

Building Administrators

- Communicate via email with staff members to provide information and respond to questions.
- Communicate with parents via School Messenger to provide updates.
- Ensure that all students have access to learning packets and on-line assignments.

- Review lesson plans, monitor pacing, and provide feedback to staff.
- Participate in emergency on-line meetings when necessary.
- Distribute chrome books to students
- Develop a schedule and plan for their various grade levels. There is a age appropriate schedule for K-5, 6-8, and 9-12. These plans are altered based on students' individualized learning plans and if they are limited in their English proficiency.

Content Administrators

- Develop learning packets aligned to the NJ Student Learning Standards under the direction of the Assistant Superintendent of Schools. As of May 4th, the staff will provide on-going Google Meet training and guidance to teachers in lesson imbedding past content material (3/19-5/1) into current material.
- Respond to emails from staff, students, and parents.
- Review lesson plans, monitor pacing, and provide feedback to staff.
- Participate in emergency on-line meetings when necessary.

Teacher Expectations

- Check and respond to emails from students, parents, administrators and colleagues daily.
- Effective May 4, 2020, Elementary teachers must be on-live daily and record a lesson daily. There will be a weekly debrief/ question and answer session. High School teachers will record lessons for daily viewing by their students. They will provide a question and answer session on Wednesdays.
- Grade student learning packets upon return to school under the direction of the building principal.
- Complete lesson plans.
- Participate in emergency on-line meetings when necessary.
- Selected staff will operate the ESL helpline (973-399-2094)
- Selected staff will operate the Special Education helpline (973-399-1083)
- Selected staff will operate the technology helpdesk (973-399-6808)
- Guidance counselors will work on State testing information.
- Take daily attendance of students

Child Study Team Expectations

- Child Study Team staff will continue to assist the district in implementing the provisions of all Individual Education Plans (IEPs). the District will remotely support special education students with related services listed in their IEP.

Support Staff Expectations

- Will report to work to conduct essential duties
- Complete two webinars per day when not reporting to work effective April 27th.
- Security and Custodians will assist in the distribution of breakfast and lunch bags effective March 18, 2020 from 8:30 a.m. to 11:30 a.m., Chromebook distribution, and other essential duties.
- Participate in emergency on-line meetings when necessary.

Student Expectations

- Complete daily assignments:

ELA	1 hour and 30 minutes per day
Math	1 hour and 30 minutes per day
Science	30 minutes per day
Social Studies	30 minutes per day

- PreK students will continue remote learning through completion of packets
- Students in grades K to 12 are required to complete the on-line assignment
- Return home after retrieving a breakfast and lunch bag from one of the district's schools.
- Students are encouraged to read a book of their choosing daily.
- Email the teacher with any questions related to an assignment.

Student Assignments

<https://irvington.k12.nj.us/emergency/students-irvington-public-schools-distance-learning-portal/>

Parent Expectations

- Ensure that students participate in daily instruction/ view recorded lessons and reading for a minimum of two (2) hours per day.
- Review the district's website daily for real-time information related to school closure.

- Encourage students to report to a district school from 8:30 a.m. to 11:30 a.m. to retrieve a breakfast and lunch bag.
- Encourage students to email their teachers if there are any questions related to the daily instruction.
- Encourage students to use the special education helpline (973-399-1083)
- Encourage students to use the ESL helpline (973-399-2094)
- Contact the technology helpdesk with any questions (973-399-6808)

Whitson’s Food Service Expectations

Breakfast and lunch bags will be distributed to all Irvington school-age students from Monday through Friday between the hours of 8:30 a.m. through 11:30 a.m. effective March 18, 2020. Students are asked to immediately return home and refrigerate the bags until use. Parents should email the principal with any questions or concerns. The following chart shows the serving location for each school. Plan B is for inclement weather.

School	Plan A	Plan B (Inclement Weather)
Augusta Preschool	Use Front-Round About-Parents and students enter at Augusta entrance and exit through May Street entrance.	Use portion of the multi-purpose room. Enter through the front door and pick up at the entrance of multi-purpose room. Exit from the front door.
Berkeley	Enter through the parking lot gate. Distribution will occur at the door closest to the gate.	Enter through the parking lot gate and proceed through the door closest to the gate and exit through the door near the gymnasium entrance.
Chancellor	Pick up food near the gymnasium exit door close to Park Place.	Enter the gymnasium on Park Place and exit on Nesbit Street Exit. Cafeteria and Gym are on the ground level.
Florence	Pick up food at the parking lot side near door 3.	Enter through the parking lot side entrance through door 5. Grab-N-Go through cafeteria. Exit through door 4 Florence Avenue.
Grove	Pick up food at the front entrance	Enter through one main door and exit (in the lobby) through the door next to the main door (second double door).
Madison	Enter through the playground on Cummings Avenue. Breakfast/Lunch will be picked up at the entrance to the cafeteria. Students will exit out of the playground	Enter the entrance (Pre-school) on Cummings Avenue and retrieve breakfast/lunch. Exit from the side onto playground via Cummings Avenue.
Mt. Vernon and Blue Knights Academy	Pick up food at the front entrance.	Enter through the main doors and form two lines. Students will grab and go in the main lobby and exit through the main doors.

T. Marshall	Students will be served from the loading zone area (it is connected to the kitchen).	Students will enter through right cafeteria door and exit out the left cafeteria door.
University Elementary	Exit 2 Top of Stairs: Whitson will set up in the vestibule of Exit 2 located in the front of University Place. Students will be served from the top of the stairs.	Whitson will set up in the gym at door #2 by the entrance to the vestibule. Students will be served in the vestibule of exit 2 located in front of University Place.
School	Plan A	Plan B (Inclement Weather)
Union Avenue Middle	Students will be served at the main entrance.	Students will be served at the main entrance. They will enter the building, retrieve food in the hallway, and exit the building through the main entrance doors.
University Middle	Students will be served on the steps of the old main entrance.	Students will use the old main entrance. They will come up the stairs, retrieve food in the hallway, and then exit down the stairs.
Irvington High	East wing parking lot Set up between Exit 8 and Exit 9.	Main Entrance Right door #3 (enter front). Left door # 1 (Exit); Middle door remained closed.

Enhanced Cleaning and Sanitary Protocols

1. Increased daily cleaning protocols were put in place for high touch surfaces. Bio-Shine, the district's vendor for cleaning supplies, recommended the use of BruTab 6S to clean surfaces. The district currently uses this chemical to clean the schools.
2. A deep cleaning of high touch surface areas occurred daily from March 2, 2020 through March 13, 2020 and on Saturday, March 14, 2020.
3. A deep cleaning of all schools will occur on March 17, 2020 and March 18, 2020.
4. A deep cleaning of all areas used for breakfast/lunch distribution will occur daily.
5. Hand sanitizers have been ordered for every classroom in the district.
6. The district nurses provided training to students in regards to covering their cough and sneezes with tissue or their elbow and regularly washing their hands for a minimum of 20 seconds. All training was completed by March 16, 2020.
7. The District will remain in constant contact with the Irvington Health Department to obtain current and accurate information. The Director of the Health Department will contact the district as needed to advise of any Irvington students or staff members who have been placed under quarantine.

Special Staff Assignments

Child Study Team

- Continue to write IEPs, PLAAFP information, goals and objectives, and progress reporting.
- Respond to counseling needs of students as needed. This could include support in self-regulation, anxiety, and/or wellness.

Technicians

Monitor the technology helpdesk.

Guidance Counselors

- Work on state testing uploads
- High School Counselors will continue to work on course requests under the direction of the Supervisor of Guidance
- Check-in with students and families that were identified as in need or at risk during the school year.

Selected Special Education Teachers

Monitor the special education helpline

Special Services Virtual modifications and accommodations updates

1. Irvington Public schools are addressing the students' Individualized Education Plan (IEPs) to the greatest extent possible. Teachers, in following their daily instructional programs, are focusing on the maintenance and reinforcement of the individual students' goals and objectives within the curriculum parameters.

2. Teachers, related service providers, case managers are maintaining daily communication logs that record the date, method of communication, the service provided, and anecdotes regarding student progress or specific issues addressed. IEP implementation and the use of IEP accommodations and modifications are being monitored and addressed by CST case managers who regularly communicate with teachers, parents, and students to facilitate student success.

3. Case managers are contacting parents/students on a regular basis to discuss this transition to virtual learning and visiting Google classrooms to assure implementation of the IEP. Case managers maintain documentation on all communications and are addressing a myriad of issues connected to family displacement, COVID-19 illness in the home, inability to connect to Google classroom, internet access, frustration with remote learning, etc. Case managers are reaching out to teachers, administrators, technicians, related service providers, and behaviorists to arrange additional individualized support for parents, guardians, and students

Parents/Guardians may contact their Child Study Team members at any time between 8:30 am to 3:00 pm, Monday through Friday via email. Information on emails as well as a Special Education Teacher Helpline is all posted on the Irvington Public Schools Website.

4. Irvington Child Study Team members host virtual IEP meetings in order to meet the timeline requirements set forth by the Individual Education Program. Through the Individuals with Disabilities Education Act of 2004 (IDEA), the use of remote conferencing for IEP meetings is allowable and encouraged (34 CFR § 300.322(c)). Furthermore, IDEA permits phone or web conference IEP meetings if parents and the school district agree to use alternative methods of meeting participation (34 CFR §300.328). Therefore, as of March 17, 2020, IEP meetings in Irvington have been conducted remotely through Google Meetings and in some cases phone conferencing. Case Managers electronically share the IEP documentation with parents/guardians in order to maintain compliance.

Child Study Team members have been addressing annuals, reevaluations, and initials and have been completing them to the greatest extent possible. Teams have explained to parents, in certain cases, that certain evaluations that cannot be completed at this time and will be addressed upon the opening of school.

Selected English as a Second Language Teachers

Monitor the ESL helpline

Required Updates to District Public School Closure Plans English Language Learners (ELL)

1. All students, including our English Learners (EL), are following the current approved content curriculum.

Bilingual teachers are providing online live and recorded lessons, students' native language as well as English, following the district curriculum.

- ESL elementary teachers are co-teaching with grade level classroom teacher provided support, differentiation and scaffolding of the curriculum. In addition, they are providing small group presentations to further address the individual needs of students.
- ESL secondary teachers are following the ELA district approved curriculum at each grade level, modifying instruction based on the language proficiency of students

2. The district has been using a number of forms to communicate with parents: phone, email, texting, Class Dojo, Google Classroom, Google Meet, Remind, etc.

- We have established a Parent Translation Support Service Hotline in Spanish and Haitian Creole. Bilingual, World Language and ESL teachers have been scheduled to receive parents and students calls. The service is available daily from 9 to 3. Our hope is to be granted permission to shift unused funding from after school programs to continue this translation support service during hours school is not in session, i.e. 3:00-5:00; 5:00-7:00, etc.

- Parents can view all posted information on our website in 10 different languages by selecting the language from a menu.

3. All teachers have been instructed to create instructional videos to support their online academic lessons. Our ESL teacher must modify, scaffold and differentiate the lessons based on students' English proficiency levels.

- Teachers are also translating materials to help our ELL students access and comprehend what is expected of them, as they continue their English language development progression, learning the concepts, skills and tasks required by the curriculum.
- At the elementary level, ESL teachers co-teach providing support to teachers, clarifying concepts and making sure that ELLs are following the lessons. In addition, they provide small group intervention sections, address prerequisites building background knowledge for student to be able to understand what is required of them in the subject classes.
- For ESL classes at the secondary levels, ELL students are following the ELA curriculum broken down to the level in which they can articulate, to some level, the expected outcome of the lessons. Teachers use a number of strategies and materials beyond the required curriculum that are aligned to students' level of understanding, and what they do (minimizing the frustration level), and raising their self-esteem.

Division of Child Protection and Permanency

A staff member who suspects that a child is being abused during the time of school closure, is required to contact DCPP.

Irvington Public Schools' Demographic Profile

Total Number of Students	8110
Female	3850
Male	4260
Hispanic	1742
White	30
African American	6231
Multi-racial	30
Pacific Islander	20
Native American	16
Special Ed	980
LEP	1862
PreK 3	595
PreK 4	693
K	578
1	567
2	579
3	580
4	585
5	609

6	545
7	554
8	517
9	465
10	423
11	395
12	423

Essential Workers for Irvington Public Schools

- Secretaries- Building and Confidential
- Custodians
- Security Officers
- Administration- Building, District, and Central Office
- Technology Department