ESSEX COUNTY SCHOOLS OF TECHNOLOGY

HEALTH RELATED SCHOOL CLOSURE PLAN 2020

Dr. James Pedersen, Superintendent
Ms. Dicxiana Carbonell, Assistant Superintendent
Ms. Bernetta Davis, Business Administrator

Essential Employees List

Name	Title
James Pedersen	Superintendent
Dicxiana Carbonell	Assistant Superintendent
Bernetta Davis	Business Administrator
Lori Tanner	Board Secretary
Michael Venezia	Director of Human Resource
Bruce Scrivo	Director of Maintenance
Gabriel Rispoli	Director of Security & Transportation
Eric Love	Essex County Payne Tech Principal
Carmen Morales	Essex County Newark Tech Principal
Ayisha Robinson	Essex County West Caldwell Tech Principal
Scott Hlavacek	Director of Information Technology

Additional:

- Custodian / Vendor Pritchard
- Maintenance / Vendor DCO
- Steven Jones, MSME Facility Manager
- Jim Kostecki , Working Lead stationary Engineer, Local 68 Operating Engineers
- Jessie Valario, Operator/Maintainer, Local 68 Operating Engineers
- Terrence Spann, Operator/Maintainer, Local 68 Operating Engineers
- Security Officers
- Food Service – Vendor: Maschios
- Technology Staff

Health Related School Closure Contributors:

James Pedersen, Superintendent
Dicxiana Carbonell, Assistant Superintendent
Murphy Durkin, Board Counsel
Michael Venezia, Director of HR
Bernetta Davis, Business Administrator
Lori Tanner, Board Secretary
Bruce Scrivo, Director of Maintenance
John Dolan, Director of CTE
Patricia Clark-Jeter, Director of Student Related Services
Gerhard Sanchez, Director of Athletics
Bickram Singh, Supervisor of Program Accountability
Enrique Lomba, Supervisor of ESL/World Language
Chetram Singh, Supervisor of Instructional Services
Cathleen DeLaPaz, Supervisor of Social Studies/CTE
Grisel Morales, Supervisor of ELA & CTE
Marybeth Landis, Supervisor of Mathematics
Scott Hlavacek, Director of IT
Emily Bonilla, Supervisor of VPA/CTE
Salvatore Lima, Supervisor of STEM

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: Essex County

Name of District, Charter School, APSSD or Renaissance School Project: Essex County Schools of Technology

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Dr. James Pedersen

Phone Number of Contact: (973) 412-2060

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

Notes on Component 1
See pages 6-9.

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	YES	

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?	YES	
*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?	YES	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	YES	

Notes on Component 2

See pages 9-10.

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

Notes on Component 3

See pages 10-11.

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?	YES	

Notes on Component 4

See page 11.

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District	County

	Yes or No	Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? • Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	YES	

Notes on Component 5

See pages 11-12.

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?	YES	
*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?	YES	

Notes on Component 6

See pages 12-13.

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	YES	

Notes on Component 7

See page 13.

Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No

*Does the plan contain a preliminary outline for the provision of summer services, including:
    • Extended School Year (ESY) for students with disabilities including how ESY will be delivered
    • 21st Century programs
    • Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
    • Assessments of learning loss and an initial plan for potentially addressing learning loss
    • STEM or other programs using reallocated grant funds • Title 1 extended learning programs
    • Any preliminary plans for Class of 2020 graduation ceremonies
	YES	

Notes on Component 8

See pages 13-14.

Board Approval Component 9

*Is the plan board approved? ☑Yes ☐ No	Enter Date (mm/dd/yyyy): 05/15/2020

Notes on Component 9

Board polled and approved on May 15, 2020.

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): 05/18/2020

Notes on Component 10

www.essextech.org

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)	YES	

Notes on Component 11

The essential employees list has been provided on page 1.

APSSD Applicable Only: Sharing Plans Component 12
*Was the plan shared with all sending districts? ☑Yes ☐ No

Notes on Component 12

The plan was emailed to the sending districts on May 18, 2020.

Equitable Access to Instruction Plan Component 1

The Essex County Schools of Technology "One to World" device initiative has afforded all of our students' access to hybrid learning opportunities prior to the COVID19 school closure. In preparation for the school closure,

- the district facilitated an in-service day for all district staff on designing lessons using an eLearning platform, primarily Google Classroom. During the training, teachers worked with content area Supervisors/Directors to create two-week's worth of lessons, using prescribed naming conventions. This set the foundation for subsequent lesson creation practices.
- the IT department worked collaboratively with school administrators to ensure all devices were working properly and that students and staff had the necessary tech accessories (e.g. chargers, etc.).
- support staff (paraprofessionals, guidance counselors, child study team members, etc.) were assigned specific students to follow up on to ensure the necessary supports and services were in place for academic progress and success.
- the student assistance coordinators worked with nurses and other staff members to address the social and emotional learning of our students.
- the district leadership, under the guidance of the superintendent, addressed and coordinated the needs of the district including technology, teaching and learning, attendance, social emotional supports, program planning adjustments, health and safety, and fiscal priorities.

Upon the closure, an eLearning Student Guide and Staff Guide were created and shared along with a modified schedule that included opportunities for individualized student support. These documents served as guiding principles to ensure both our staff and students collectively received the services and resources needed to be successful in a virtual learning platform. Additionally, daily (faculty meetings, curriculum & instruction, administrative council, and central office) meetings take place to address immediate issues and long-term goals.

DEMOGRAPHICS

Essex County Schools of Technology consists of three high schools, which serve a diverse student population of over 2370 students, grades 9-12, most of whom are in the Black and Hispanic subgroups, which make up 41% and 54.4% of the student body, respectively. The district also serves English Learners and Students with Disabilities in each grade level. These students make up 7.7% and 11.6% of the population, respectively. Students attend from various

sending school districts in the County, most of which are in district factor group A, those with schools of very high student concentration of poverty. Over 77% of the students receive free or reduced lunch. Many students enter the district in the 9th grade performing below grade level in Reading and Mathematics as indicated by their academic scores. Despite facing enormous challenges, the district has made tremendous progress in preparing students to succeed in college or pursue a rewarding career.

eLEARNING

All students participate in eLearning courses (Google Classroom platform) that follow the same structure, a Do Now activity, a Daily Task, Zoom live streaming instruction, and a variety of assignments/projects. While a variety of tech tools are used to assess student learning at the classroom level, edConnect is used district-wide for benchmark assessments. Instruction is differentiated with the appropriate accommodations for our English Learners and students with an IEP or 504. For a handful of students, due to unique circumstances, packets have also been either delivered or mailed to the home to support their learning during online instruction. As previously mentioned, support staff assists with daily social-emotional and academic check-ins through Google Meets and Zoom to ensure all of our students are successful and that both parents and students are supported.

SCI: In the science department, a variety of technology tools are used to facilitate instruction, including Microsoft tools, teacher-made Youtube videos, Legends of Learning, Screencastify, pHet labs, Explore Learning Gizmos, wizer.me, NewsELA, Vocabulary.com, Stemscopes, edPuzzle, Zoom sessions, and Google Classroom. In addition, to afternoon office hours, several of the science teachers also hold evening sessions for students needing additional assistance in understanding new concepts. Students are also afforded to make up work and complete additional assignments. A number of tools are used as formative/summative assessments resources for Demonstration of Learning (Quizlet, Quizizz, Kahoot, etc.). As a collective, the science department also engages students in reflection, using Google Forms to collect information that later inform discussions about learning. Paraprofessionals often join instructional sections to provide subsequent support to struggling students.

HIS: The Social Studies department is using a variety of online tools to deliver virtual instruction. Some of the platforms used to enhance our students' online learning experience include Google Classroom, Schoology, Zoom, YouTube, Google Hangouts, and Moodle. Additionally, teachers are utilizing our e-textbook & resources (McGraw Hill) and other online platforms such as Albert.io & newsela.com. The district also provides online workshops for digital support in areas such as: Google Classroom Basics, Video Conferencing Tools and Tips for Teachers, Instructional Strategies for Remote Learning, and Engage through Interactivity Online.   These workshops provide teachers with the tools and strategies to help all students succeed, especially our English Learners and Students with Disabilities. In addition to traditional modifications, English Learners and students with disabilities have been provided with extended class time for assignments, individualized meeting time with teachers during virtual office hours, and support from the Special Services department.   Students who do not have access to online materials have received packets and paper materials to complete their required coursework.

PEH: The Physical Education and Health department is offering virtual instruction that is fun, healthy and creative. Teachers are using Google Classroom to post daily health related lessons, links to online yoga practices and workout challenges as well as holding fitness classes and

social emotional pep talks on Zoom. The teachers are also using YouTube regularly to supplement their fitness workouts and sports activities and lessons.

ELA: The English Language Arts (ELA) Department has always used a number of online platforms to engage students in learning. As we moved into virtual learning, these and other platforms became the new normal in teaching and learning. Through Google Classroom, Moodle, Zoom and Google Meet we have been able to deliver synchronous and asynchronous instruction and assist students vis-à-vis real time support/tutoring, extended time for assignments, and one to one conferencing during teacher office hours. In addition to the Prentice Hall online textbook resources, the ELA teachers incorporated the use of CommonLit, Albert.io, Vocabulary.com, Newsela, Archive.org, NY Times and PBS Media resources. Furthermore, professional learning opportunities are regularly offered to staff by the district's administrative team, IT Department, Media specialists, and Office of Student Related Services on resources and best practices for eLearning.

MTH: The mathematics department has worked collaboratively to create Google Classroom courses using the Illustrative Math digital curriculum and resources. The math instructors, when necessary, incorporate the following to address the needs of students with IEPs: Google Classroom (online learning platform); eMath Instruction (math instructional videos); MathTV (math instructional videos- same questions answered by several instructors); Zoom or Google Meets for real-time instruction; office hours for additional support or Q&A; Desmos (online graphing utility); GeoGebra (online geometric drawing tool); EdPuzzle (Interactive video lessons created by teachers); FlipGrid (collaboration tool to create online discussion threads to use video to engage in the discussion); Screencastify, Noteability & Classkick (online notetaking tool); Delta Math, Kahoot & Quizizz (online assessment tool); MathXL (online instruction and assessment).

VPA: Visual & Performing Arts (VPA) instructors are utilizing Google Classroom, Schoology, Zoom, YouTube, Google Hangouts, and Moodle to facilitate learning and check for understanding. Teachers are utilizing daily interactive meeting hours to offer creative and technical help for all the students in their Visual & Performing Arts classes. All lessons are aligned to the NJSLS VPA standards, and incorporate multidisciplinary resources from NJPAC, PBS.org, MOMA, and the NJ Arts Education Coalition. Teachers are working in collaboration with media specialists to create podcasts, interactive presentations, creative writing and poetry, and videos to enhance their visual performing arts virtual classrooms. Additionally, the teachers have engaged in professional development through the Office of Student Related Services that focus on services and strategies for differentiation for our English Learners and specials needs students.

CTE: Career & Technical Education (CTE) instructors are utilizing Google Classroom, Schoology, Zoom, YouTube, Google Hangouts, and Moodle as part of the instructional process. Along with the online platform, teachers have employed an online OSHA 10 certification course for 165 students in the following programs: Ag-Science, Carpentry, Cabinetmaking, Welding, Masonry, Electrical, Plumbing and Construction Trades Technology. Additionally, teachers are integrating their lessons with multi-disciplinary resources and lessons found in CTE Online. In addition to district facilitated workshops, CTE teachers also regularly engage in online PD opportunities offered through The SimpleK12 Team.

ESL: ESL teachers tailor the instruction of the ELs based on their present level of language development measure as reflected in state mandated assessments (WIDA SCREENER, WIDA

ACCESS, NJSLA), district benchmarks, and teachers class assessments. Therefore, class assignments and students' independent work are differentiated and monitored daily by teachers and paraprofessionals. The ESL Department follows up the guidelines of the district Virtual Learning Plan based on the use of online platforms like Google Classroom and ZOOM as well as a variety of digital programs (e.g. Read 180, Voces Digital) for learning English or Spanish.

SWD: Most Students with Disabilities (SWD) have been participating in Virtual Instruction since March 16, 2020, when online classes began. All students have a one-to-one laptop or Chromebook.   Every teacher has a Google Classroom through which students receive daily assignments and instructional directions. SWD log onto Google Meets or Zoom classes between two and five times per week for live instruction with their teachers. The teacher also posts their lessons for students who are unable to attend a lesson during the scheduled time.

SWD receives related services virtually. All providers were required to contact students and parents with schedules. When a student misses a session, providers offer opportunities for students to make up missed sessions.

Of the 241 full-time SWD, currently, five are receiving packets due to the lack of wifi or the inability to log into technology without assistance. The packets will be collected and graded to give students credit. Unfortunately, these students who do not have wifi and cannot receive related-services virtually. Compensatory services will be provided to those students according to the IEP and the CST recommendations.

A daily contact log is kept for all SWD and EL students. Paraprofessionals, CST members, School Counselors, and the School SAC/SW contact students two to five days a week to monitor students' academics and SEL well-being. Service providers also maintain a log of services.

STUDENT ACCESS TO TECHNOLOGY (DEVICE AND NETWORK ACCESS)

The district is continuously looking for ways to support students and staff during the eLearning instructional days. All students in the district have a laptop or a Chromebook device. They can call Web Help Desk when they have technical problems with their laptops or lack internet access (973-412-2295/2283), or can make appointments during designated days and times for physical support.

IT continues to work diligently to make sure both staff and students have WiFi connection and that our technology is working properly. The IT Department helps students to connect to a hotspot provided by major internet companies (Optimum Online, Spectrum, Altice, etc.), repair or exchange any faulty device. Additionally, the virtual help desk is still in place for support, *https://vhs.g.essextech.org*. Information is about internet access and tech tools/ tutorials are also shared via email, parent notification letters, and on our website.

Addressing Special Education Needs Plan Component 2

Every teacher in the district uses Google Classroom to upload instructional lessons and materials. SWD log into Google Meets or Zoom classes like their general education counterparts between two and five times per week for live instruction with their teachers. Teachers also post the lessons for students who are unable to attend a class during the scheduled time. SWD receive extended time to complete coursework. One-to-one paraprofessionals for SWD are required to log into Google Classroom, Google Meets, and

Zoom to support their students. Students continue to use resources such as Read180, Systems44, Illustrative Mathematics and other resources similarly to their general education peers. In addition to teachers being available during the daily alternate bell schedule, all teachers are available from 1:30 p.m. to 2:49 p.m. to provided additional support.

Teachers email case managers and enter log entries for students who do not complete coursework. Teachers also email DSRS, school administrators, school counselors, and CST members about students who are absent or who do not complete assignments. Case managers or school counselors log parent and student calls and emails in a Google Document.

Student's grades are monitored and reported through bi-weekly snapshots from PowerSchool, and those at risk of educational failure are identified for intervention and support. Counselors and CST members are responsible for contacting SWD to understand why the work is missing and provide resources/strategies. Students have extended time, if needed, to complete and submit coursework.

Case managers call and/or email parents and students to ensure SWD access and complete course work. Related-service providers are also responsible for contacting parents regarding available times and days. Students are notified and reminded of service schedules through Google Classroom and student email.

Information about learning expectations is shared with parents through virtual SEPAC virtual parent meetings. Parents receive emails and call using PowerSchool and NAVIANCE.

Virtual IEP meetings take place with students, parents, teachers, and CST. Case managers first contact parents to inform them of the need to reevaluate students. Through calls, parents inform case managers of the dates they are available, and they agree on a date and time that works for the parent and student. Case managers then work with teachers to confirm availability for IEP meetings. Meetings are scheduled on Zoom or Google Meets. Once an IEP meeting is scheduled, the link is emailed to families and staff. Once the meeting takes place, parents receive an electronic version of the IEP along with an electronic copy of PRISE. Parents then sign and return the IEP, after case managers make any requested changes.

For students needing an initial evaluation, all testing except the psychological testing was completed before the school closure since the psychological test cannot be conducted virtually. Therefore, 504 Plan has been created. Based on a recent neurologist report, the education assessment, and the social history, we can move forward with the classification and complete the psychological report when school reopens.

Addressing ELL and Bilingual Needs Plan Component 3

Our English Learners continue to have access to equitable educational opportunities that specifically meet their instructional needs. More specifically, educators continue to:

- Accommodate and differentiate instruction for ELs based on the level of language development of each student.
- Create lessons are aligned to both the NJSLS and the WIDA Learning Standards.
- Use a variety of technology resources to support language learning (e.g. NewsELA, Read 180, Youtube, etc.)
- Record lessons for students to refer to later.

- Provide extra time and support after class to all students in need.
- Contact students and parents to provide support for those at risk.
- Assign paraprofessionals to virtual math and science classes, and when possible, other mainstream areas.
- Collaborate with academic and CTE teachers to translate instructional materials and share SIOP strategies to improve the learning and performance of ELs.

Communication with EL families is done in the family's native language. The ESL Department provides translation in Spanish, French, and Portuguese languages. The interaction with students and families goes beyond verbal communication and includes letters, updated information, resources, and notices on the district website.

A variety of tools/resources and methods of instruction are used to ensure ELs are successful academically. Among the various resources used to support ELs in their learning, some include: Google Classroom, Zoom, Newsela, Finish Line E-Books, Read-180, You Tube's videos, online dictionaries, and teacher resources. Additionally, content area teachers continue to use the best practices learned during SIOP training to facilitate instruction in an EL inclusive eLearning classroom. Paraprofessionals and teachers communicate daily with parents and students to offer a great deal of support and comfort during this time. In addition to purchased translated textbook content, educators and support staff also translated highly technical content to aide in understanding.

Safe Delivery of Meals Plan Component 4

The district will continue the following meals plan:

- Serve students 10-12pm on Monday and Thursday.
- A minimum of three Maschio's employees will be at Payne Tech and other district staff will be used as needed.
- A table and will be set up for students to pick up their bagged meals for breakfast and lunch for two to three days.
- As required per the NJ Department of Agriculture guidelines, a roster of student names for all meals picked up will be maintained.

In addition, students will be able to pick up breakfast and lunch from their sending districts. Food distribution times and locations is posted on the sending districts' websites. Robo calls are also used, as needed, to share the plan and direct parents and students to the website for additional information.

Length of Virtual or Remote Instructions Day Plan Component 5

The eLearning daily schedule reflects the academic and social emotional needs both considered and incorporated to ensure students received a thorough educational experience.

The scope of work in daily class sessions at a minimum include a Do Now activity, a Zoom session and/or Daily task, and a related assignment. Attendance is taken, recorded, and shared daily for both Homeroom and Class Sessions.

A portion of day has been reserved for individualized instructional support, social emotional individual and group sessions, grade level presentations, consultant support services, guest speakers, pep-rallies, spirit week activities, college presentations, and other student-related services.

Modified SCHEDULE (Starting Week of March 30th)			
Homeroom	8:20a.m.-8:30a.m.	Homeroom	8:20a.m.-8:30a.m.
Period 1	8:30a.m.-9:00a.m.	Block 1 (1-2)	8:30a.m.-9:30a.m.
Period 2	9:00a.m.-9:30a.m.		
Break	9:30a.m.-9:45a.m.	Break	9:30a.m.-9:45a.m.
Period 3	9:45a.m.-10:15a.m.	Block 2 (3-4)	9:45a.m.-10:45a.m.
Period 4	10:15a.m.-10:45a.m.		
Period 5	10:45a.m.-11:15a.m.	Block 3 (6-7)	10:45a.m.-11:45p.m.
Period 6	11:15a.m.-11:45a.m.		
Break	11:45p.m.-12:00p.m.	Break	11:45p.m.-12:30p.m.
Period 7	12:00p.m.-12:30p.m.	Block 4 (8-9)	*12:30p.m.-1:30p.m.
Period 8	12:30p.m.-1:00p.m		
Period 9	1:00p.m.-1:30p.m.		
STUDY HALL (Student Support and Related Services)	1:30p.m.-2:49p.m.	STUDY HALL (Student Support and Related Services)	1:30p.m.-2:49p.m.

Attendance Plan Component 6

Essex County Schools of Technology understands the direct link between student attendance and his/her academic progress and success in courses required for graduation, as well as electives.

For this reason, the district has implemented attendance policies that strongly encourage students to be present every day. During the period in which the district is offering remote instruction, students are required to log into an eLearning platform and participate in classroom instruction with their respective instructors. Class participation is used to confirm class attendance. Instructors then insert the appropriate attendance code in the Student Information System (SIS). For students on home instruction or experiencing difficulties in accessing the assignments online, hard copies of the assignments are provided. These students are recorded as present with the relevant attendance code.

The district monitors individual student attendance on a daily basis and the list of students who are recorded as absent is sent to school staff, who are assigned to follow up with the students and their parents. Since the inception of remote learning, student participation and hence attendance has been exemplary, with over 98% of them logging in to an eLearning platform daily.

School counselors and secretaries are responsible for calling general education students who are marked absent on any given day. School VPs, school counselors, and CSTs are responsible for monitoring student's academic performances. Paraprofessionals and CST are accountable for contacting SWD, EL, and shared-time students daily. Students who we are unable to get in contact with are reported to the DSRS and school principals. The DRSR makes additional family calls, requests wellness checks, or engages DCP&P for students we lost contact with. Students have been very diligent in reporting matters to either teachers, school counselors, or school administrators. School support staff follow up and report on students accordingly.

Hence, each student's progress toward satisfying the high school graduation requirements is meticulously monitored. Timely intervention and support are offered to lagging students to ensure they succeed and graduate in their respective cohort year. For those students that need additional time and support, summer enrichment, credit accrual, and remedial programs are offered.

Facilities Plan Component 7

The maintenance staff has been assigned to various school locations to perform preventative maintenance tasks under the guidance of the Director of Maintenance. Some of the tasks include, plumbing, replacement of light fixtures, replacement of a/c filters, carpentry, and electrical work/repairs. Adhering to safety guidelines, all of the maintenance staff will wear masks and gloves during work.

The custodial staff will continue to clean and sanitize the classrooms and shared open spaces. Additionally, they will begin to strip, seal, and wax classroom and hallway floors. The custodial staff has also been provided with masks and gloves to wear during work.

Summer Programming Plan Component 8

In addition to current support and services offered to struggling students, the district leadership team is working on identifying and creating alternate ways through which ALL of our students can recover credits for graduation and remediate potential learning losses that they may have experienced during eLearning.

The district tentative plan includes:
- Identify students at risk of academic failure by mid-May. Provide at risk students with the opportunity to make up work/assignments missed for quarter 4.
- Identify students with potential failures by late May (early June). Offer a remedial virtual summer program for this cohort.
- Provide the Class of 2020 the opportunity to make up credits/work during the summer.

Additionally, the district plans to:

- provide credit accrual course offerings to current students using an online platform (e.g. edMentum, Google Classroom).
- provide an enrichment program to the incoming 9th grade population (ELA/ESL/SWD, Math, STEM-Engineering by Design) using an online platform. An art component will also be incorporated into the educational process. *laptop dissemination and orientation schedule will be staggered during the first week in July. [STEAM]
- offer the Farm to Table and ECC Junior Achievement programs using a virtual platform. [21st Century]
- offer a Transition program to rising 8th graders using an online platform. [STEM+ELA]
- offer a Saturday CTE Enrichment program during the 2020-21 school year to 8th grade students throughout the county using a blended educational model. [21st Century]
- use the beginning of the school year to review key content and skills necessary for successful mastery of new learning.

Preliminary Plans for Class of 2020 Graduation Ceremonies:

The school leadership is working to identify and retain a vendor to conduct the graduations in a virtual platform. However, other options are also being considered. Among the various companies considered, some include Herff Jones, Perlow, and EQ Virtual Graduation. Some of the factors being considered in the decision-making process include availability of dates identified for graduation, logistical and technological requirements, and cost. Once a decision is made, students and parents will be notified immediately and the process of submitting videos/photos will commence along with scheduling the pick-up of caps and gowns.